MOUNT HOLYOKE

Bulletin & Course Catalogue
2009–2010

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2009–2010
Academic Calendar

Online registration opens	*Wednesday, September 2*
International Student Orientation	*Begins Wednesday, September 2*
Passages Preorientation	*Begins Thursday, September 3*
New Student Orientation	*Sunday, September 6 –Wednesday, September 9*
Returning students arrive	*Monday, September 7*
Convocation	*Wednesday, September 9*
Fall-semester classes begin	*Thursday, September 10*
Wednesday class schedule observed	*Friday, September 11*
Last day to add classes	*Wednesday, September 23*
Last day to withdraw from a class without "W" grade recorded	Wednesday, September 30
Last day to declare ungraded option (for sophomores, juniors, and seniors)	*Wednesday, September 30*
Midsemester break	*Saturday, October 10–Tuesday, October 13*
Family and Friends Weekend	*Friday, October 23–Sunday, October 25*
Founder's Day	*Sunday, November 1*
Academic advising period	*Monday, November 2– Friday, November 6*
Online MHC and Five College spring and J-Term registration	*Monday, November 9–Friday, November 20*
Last day to withdraw from a class with "W" grade recorded	*Friday, November 20*
Last day to declare ungraded option (for first-years only)	*Friday, November 20*
Thanksgiving recess	*Wednesday, November 25–Sunday, November 29*
Last day of classes	*Tuesday, December 15*
Reading days	*Wednesday, December 16–Thursday, December 17*
Examinations	*Friday, December 18–Tuesday, December 22 noon*
December recess	*Tuesday, December 22–Sunday, January 3*
January Term	*Monday, January 4–Friday, January 22*
Martin Luther King Jr. Day	*Monday, January 18 (no classes)*
January recess	*Saturday, January 23–Tuesday, January 26*
Online registration opens	*Friday, January 22*
Spring-semester classes begin	*Wednesday, January 27*
Last day to add classes	*Tuesday, February 9*
Last day to withdraw from a class without "W" grade recorded	*Tuesday, February 16*
Last day to declare ungraded option (for sophomores, juniors, and seniors)	*Tuesday, February 16*
Midsemester break	*Saturday, March 13–Sunday, March 21*
Academic advising period	*Monday, April 5–Friday, April 9*
Online MHC fall registration	*Monday, April 12–Friday, April 30*
Online Five College fall registration	*Monday, April 12–Friday, April 16*
Last day to withdraw from a class with "W" grade recorded	*Tuesday, April 13*
Last day to declare ungraded option (for first-years only)	*Tuesday, April 13*
Last day of classes	*Wednesday, May 5*
Reading days	*Thursday, May 6–Saturday, May 8*
Examinations	*Sunday, May 9–Thursday, May 13 noon*
Reunion I	*Friday, May 21–Sunday, May 23*
Baccalaureate service	*Saturday, May 22*
Commencement	*Sunday, May 23*
Reunion II	*Friday, May 28–Sunday, May 30*

About Mount Holyoke College

Chemist and educator Mary Lyon founded Mount Holyoke College (then called Mount Holyoke Female Seminary) in 1837, nearly a century before women gained the right to vote. The first of the Seven Sisters—the female equivalent of the once predominantly male Ivy League—Mount Holyoke offered a rigorous program of study at a time when higher education for women was a revolutionary idea. The school quickly became synonymous with academic excellence and brilliant teaching and became a model for many other women's colleges. In 1893, the seminary curriculum was phased out and the institution's name was changed to Mount Holyoke College.

Today, Mount Holyoke is a highly selective, nondenominational, residential, research liberal arts college for women located in the Connecticut River Valley of western Massachusetts. The College's 2,200 students hail from 48 states and nearly 70 countries. Its nearly 250 full-time and part-time instructional faculty are devoted to undergraduate teaching and cutting-edge research. About half of the faculty are women; a quarter are individuals of color; and over 30 percent were born abroad. With a student-faculty ratio of 10 to 1 and with most classes averaging 10–19 students, faculty and students collaborate closely on academic course work and research.

The College operates on a semester calendar, with an optional January Term offering intensive courses for academic credit and opportunities for research, independent study, projects of students' own choice, travel, or internships. In 2008, the New England Association of Schools and Colleges, Inc., through its commission on Institutions of Higher Education, approved the continuation of the College's accreditation.

Mary Lyon's famous words—"Go where no one else will go, do what no one else will do"—continue to inspire the College's students and its 33,000 alumnae. By offering a distinctive combination of a rigorous liberal arts education, an unusually diverse and international community, a lifelong global network, and a legacy of educating leaders, Mount Holyoke is powerfully positioned to graduate women who will be successful and contribute to a better world.

Mission of the College

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

Seal of Mount Holyoke College



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

Facilities

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

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

Other facilities include a center for foreign language study, two theatres for theatre performances, a 400-seat auditorium for music performance, specialized computer labs, a lively campus center, the 900-seat Abbey Chapel with its Interfaith Sanctuary, a meditation garden and teahouse, a facility offering child care and child study opportunities, and the Talcott Greenhouse, a 6,500-square-foot complex used for teaching, research, ornamental display, and plant propagation. A new environmentally sustainable residence hall housing 175 students opened in 2008; it was awarded a Gold LEED (Leadership in Energy and Environmental Design) certification from the U.S. Green Building Council.

Mount Holyoke's library has a collection that currently totals more than 750,000 print volumes, including 1,300 periodical subscriptions. The library also licenses access to more than 200 scholarly research databases as well as thousands of ebooks and ejournals. In addition, it shares a catalog with other members of the Five College Consortium; the combined collections provide students and faculty with direct access to more than eight million volumes. The library also features several innovative multipurpose venues for collaboration, research, and technology support.

The Mount Holyoke College Art Museum is among the nation's leading collegiate art museums, with a comprehensive permanent collection encompassing more than

14,000 works from antiquity to the present. The museum offers students work/study and internship opportunities, and brings to the community imaginative and diverse exhibitions that often attract significant national media attention.

Kendall Sports and Dance Complex houses a swimming pool and a diving well, a gymnasium with basketball, volleyball, and badminton courts, a weight room and cardiovascular area, as well as a one-acre field house with indoor track and tennis courts, squash courts, racquetball courts, and studios for dance, aerobics, yoga, and other activities. In 2007, the College completed construction of a new track and field facility, featuring a multipurpose synthetic turf field with lights, surrounded by an eight-lane track with a nine-lane straightaway. Early in 2009, two new dance studios and a renovated dance performance theater opened, with a renovated and expanded fitness center to follow in fall 2009. The equestrian center, one of the nation's largest collegiate facilities, features a 65-stall barn, two indoor arenas, an outdoor show ring, a full cross country course, and a regulation-size dressage ring. Outdoor cross-country courses for riders cut through 120 acres of woods, fields, and streams. The Orchards, Mount Holyoke's 18-hole championship golf course, was designed by the legendary Donald Ross and was the site of the 2004 U.S. Women's Open.

The Bachelor of Arts Degree and College Requirements

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

College Requirements

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

Credit Requirements: Cumulative, Residency, and Outside the Major

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

Toward the 128 credits required for graduation, students may apply a maximum of 16 credits of independent study and honors work.

Also, students who entered the College before September 2008 may apply one non-liberal arts course, for a maximum of 4 credits, to the 128 credits required for graduation. Students who entered the College in or after September 2008 may apply a maximum of 12 credits combined that are earned from Mount Holyoke curricular support courses (CUSP) and from any Mount Holyoke, Five College, or transferred non-liberal arts courses, whether taken before or after the student's matriculation at the College.

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

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

Minimum G.P.A.

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

The Distribution Requirement

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

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

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

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

Group I—Humanities

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

I-A. Arts, language and literature: art, classics, dance, English, film studies, French, German studies, Greek, Italian, Latin, music, Russian, Spanish, theatre arts, or an interdisciplinary course in arts and literature.

I-B. History, philosophy, religion, or an interdisciplinary course in this area.

Group II—Science and Mathematics

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

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

II-B. Natural and physical sciences: astronomy, biological sciences, chemistry, geology, physics, or an interdisciplinary course in the natural or physical sciences with lab.

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

Group III—Social Sciences

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

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

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

Students seeking to fulfill distribution requirements with courses taken at another institution must obtain approval from the appropriate department chair at Mount Holyoke on a permissions form. This form is available on the registrar's Web site at http://www.mtholyoke.edu/offices/reg/5858.shtml.

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

Foreign Language, Ancient or Modern

A degree-seeking student at Mount Holyoke is expected to study a language other than English while matriculated at the College. She can satisfy the language requirement in a number of ways. Preferably by the end of the sophomore year she should either:

1. complete a formal two-semester elementary course sequence in a foreign language new to her or for which she has little or inadequate preparation. (The self-instructional and mentored language courses offered through the Five College Center for World Languages cannot be used to meet the Mount Holyoke language requirement.)
2. complete a designated one-semester foreign language course or foreign literature course taught in the foreign language at the intermediate level or above.

Note: international students are not exempted automatically from the language requirement. However, any student whose first language is not English can satisfy the language requirement if:

- she can document that she attended a secondary school for at least one year at which instruction was conducted in a language other than English.

- she can document that she attended a secondary school outside of the U.S. where the language of instruction was English, but she elected a language or literature course taught in her native language.
- she has an O-level, A-level, or GSCE language result (for students from India, this would be a Grade X or Grade XII) or has an official record of a college-level course in her native language.

If a student meets at least one of the criteria listed immediately above and wishes to be exempted from the language requirement, she must contact dean of international students Donna Van Handle (*dvanhand@mtholyoke.edu*), who will review the student's records and inform the registrar's office if she determines that the language requirement has been fulfilled.

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

Multicultural Perspectives Course

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

a) the peoples of Africa, Asia, Latin America, and the Middle East; or

b) peoples of color in Australia, Europe, or North America; or

c) peoples in North America whose primary language is other than English.

The course must incorporate a diversity of perspectives. A student may fulfill this requirement at any time during her college career by completing an approved course in the subject of her choice (see the Key to Course Descriptions chapter). With the approval of the Dean of the College, a course taken off-campus may be used to fulfill the requirement.

Physical Education

Students should earn 6 physical education units by the end of the junior year, starting from the first year. Four units are required for sophomore transfer students; 2 units for junior transfer students. Physical education units are not academic credits and do not count toward the 128 academic credits required to graduate.

Major

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

Departmental major. Students must earn at least 32 credits in the major field. A minimum of 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, Asian studies, biochemistry, critical social thought, environmental studies, European studies, international relations, Latin American studies, medieval studies, neuroscience and behavior, psychology and education, and Romance languages and literature.

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 one of these interdisciplinary majors or a special major automatically fulfill the "outside the major" requirement. Note: the ancient studies and gender studies majors are interdisciplinary in nature, but students in these majors do not automatically fulfill the "outside the major" requirement.

Special major. Students whose interests cross department lines in an area for which no interdisciplinary major exists may plan a special major incorporating work in two or more departments. Students must work closely with faculty advisors to create a plan that is academically and educationally rigorous. A written plan must be submitted to and endorsed by two members of the faculty and the dean of 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

To ensure some depth and coherence of knowledge beyond a single major, each student is required to elect one of the following options:

I. A minor, consisting of a minimum of 16 credits beyond the 100 level in a field or related fields outside the student's major. Only one minor may be recorded on a transcript. The minor may take one of three forms.
   A. A minor sponsored by a department or an interdisciplinary program (for example, classics, economics, gender studies, physics).
   B. A freestanding minor or a certificate program, as listed in the *Bulletin & Course Catalogue.*
   C. A special minor devised by a student in consultation with, and approved by, her academic advisor. Normally the minimum of four courses required are

drawn from two or more departments or programs. A special minor may not have a title identical with the name of an existing major.

II. A second major.

Special majors and some interdisciplinary majors by definition fulfill the Outside the Major requirement.

No course included in a student's major may be included in her minor. A student's minor or certificate must be approved by a designated member or members of that department or program if any of the courses to be applied to it are done elsewhere, if it differs from requirements outlined in the catalogue, or if the proposed minor department or program so specifies.

To receive a Mount Holyoke College degree, students must fulfill the requirements described above. Requests for individual variations from this curriculum must be made to the Academic Administrative Board. The petition is available on the Web at *http://www.mtholyoke.edu/offices/reg/5858.shtml.*

Academic Deficiencies

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

Honors

The degree is awarded *cum laude* on the basis of a 3.50 cumulative average, *magna cum laude* on the basis of a 3.75 cumulative average, and *summa cum laude* on the basis of a 3.75 cumulative average and the completion of an exceptional honors thesis or project. Students who complete a satisfactory honors thesis or project will receive the degree *with honor* in the department in which the thesis was completed. Students who complete an excellent honors thesis or project will receive their degree *with high honor* in the department in which the thesis was completed. Those who graduate *summa cum laude* or *with high honor* in their major department are called Mary Lyon Scholars. Students in approximately the top 15 percent of the class at the end of sophomore year (with two years of work at Mount Holyoke) are designated Sarah Williston Scholars. Last year, 55 percent of the senior class graduated with some form of academic honor.

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

Awarding of Degrees

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

Graduation Rate

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

Other Degree and Certificate Programs

Other Undergraduate Degree Programs

The Second Bachelor's Degree

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

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

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

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/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.

Dual-Degree Programs

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

Engineering

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

Thayer School of Engineering at Dartmouth College

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

California Institute of Technology (Caltech)

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

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 Kathy Aidala (physics), Wei Chen (chemistry), Paul Dobosh (computer science), Thomas Millette (earth and environment), or Harriet Pollatsek (mathematics), or visit *www.mtholyoke.edu/acad/math/other/engineering/*.

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

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

The Graduate Degree Program

The Master of Arts Degree

Currently Mount Holyoke admits graduate students only to the Department of Psychology and Education to study for the master of arts degree in psychology. Information about admission to graduate study and assistantships is available in the Admission chapter.

Course Planning and Advising

Graduate student advising and the details of graduate life are administered by each department offering graduate work. The Committee on Graduate Work, consisting of the dean of 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.

The master of arts can usually be completed in two years, but it must be completed in no more than five years.

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

The Master of Arts Thesis

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

Certificate and Licensure Programs

The Postbaccalaureate Prehealth Program

The Postbaccalaureate Prehealth program is designed for individuals who have earned an undergraduate degree from an accredited college or university and who now wish to prepare for application to graduate programs in the health professions (e.g., medical, veterinary, dental, physical therapy, etc.) Candidates must hold a bach-

elor's degree and have a strong academic record. The program is not intended to offset a weak record in the sciences. Successful applicants typically have had few or no science courses as undergraduates and have earned an undergraduate GPA greater than 3.2.

Most students spend two years in the program and tend to take, at a minimum, a full year of biology, a full year of physics, and two full years of chemistry. Many also may need to take courses in mathematics and statistics, advanced courses in biology and biochemistry, or other advanced science courses required for admission to a specific program.

Postbaccalaureates who successfully complete a minimum of 32 credits will be awarded a Certificate of Achievement. Postbaccalaureates who plan to satisfy requirements for entrance to a graduate program may design an educational program that does not entail meeting the minimum credit requirements for the certificate.

Candidates must submit official SAT or GRE scores, college transcripts, an application essay, and two letters of recommendation. An interview is also required. Applications for admission are accepted throughout the academic year. The application deadline for admission in the spring is October 15. The deadline for admission in the fall is April 1. Most students begin their studies in the fall. Students enrolling in this program are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans.

Candidates may obtain further information by writing to The Postbaccalaureate Prehealth Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts, 01075, or by completing the inquiry form on the Web site at *http://www.mtholyoke.edu/acad/prehealth/request.html.*

Teacher Licensure Program

The teacher licensure programs at Mount Holyoke enable students to apply for a Massachusetts (and NASDTEC Interstate Contract) "initial" license in the following areas: early childhood education (PreK–2), elementary education (1–6), biology 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). (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 2010.)

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

Foreign Fellowship Program

Mount Holyoke awards 13 fellowships annually to international students who assist in a language department while studying for the Certificate for International Students. These awards are open to students who are native speakers of Italian or Spanish, who have completed at least one year of university study in their home country,

and who expect to return home after completion of their studies in the United States. Foreign fellowships cover full tuition, room and board, and a stipend for six to eight hours of work per week as conversation assistants in the language department. Completed applications are due February 1 each year. For more information and application forms, contact the McCulloch Center for Global Initiatives at 413-538-2072.

International Guest Student Program

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

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

Certificate for International Students

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

Students may earn a certificate in general studies or in a particular field, such as 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.

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. Student leadership seminars and faculty development workshops and events often generate intensive exchanges and discussion that impact directly courses and classroom interactions.

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 Weissman Center leadership activities and initiatives. These events include affiliations with the center's student advisory committee, working as leadership fellows, joining the student staff of the center, 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 com-

plements 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 2009–2010 is Asma Jehangir, an internationally renowned human rights lawyer and activist from Pakistan.

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 2010, the center will host *Crossing Borders: Migration, Transnationalism, and Citizenship.* Several faculty members from the social sciences and humanities will offer an accompanying course exploring the conference topic.

Learning Experiences Abroad

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

Study Abroad

Each year more than 200 Mount Holyoke students, representing approximately 40 percent of the junior class, study for a semester or academic year at universities and programs around the world. Students may choose to study with a Mount Holyoke-sponsored or affiliated program or exchange, or with one of the many other programs that we approve, covering more than 50 countries. MHC currently offers programs and exchanges for full year or semester study in France, Senegal, Costa Rica, Chile, Hong Kong, Japan, Korea, Germany, Spain, 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 with any approved program. For 2008–2009, Mount Holyoke awarded Laurel Fellowships to 93 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 the opportunity to apply their analytical skills in a cross-cultural context. In the summer of 2008, 28 students were funded for internships in 15 countries.

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 430 international students from over 65 countries attend Mount Holyoke. Most are studying toward a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The McCulloch Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students. The center also administers a special program for students who are selected to spend a year at the College as Foreign Fellows, international exchange students, or international guest students.

Foreign Fellowship Program

Each year the Foreign Fellowship Program supports 13 international students who assist in the modern language departments (Chinese, French, German, Italian, and

Spanish) while studying for the Certificate for International Students. Most of the foreign fellowships are connected to direct exchanges with partner universities abroad. The fellowships are awarded to students who are native speakers of one of the languages listed above, who have completed at least one year of university study in their home country, and who expect to return home after one year.

Foreign Languages at Mount Holyoke College

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

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

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

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

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

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

A guiding principle of the 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 Sandra Steingraber, ecologist, author, and cancer survivor; Anna Lappé, best-selling author and cofounder of the Small Planet Institute; and Bill McKibben, environmental activist and author. The center has organized discussion series on local natural history and faith and the environment; panels on careers in the environment; and environmental workshops, nature walks, and hands-on experiences for children.

The 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 benefited by the work of Library, Information, and Technology Services, also known as LITS.

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 Eleanor Pierce Stevens Library of Music and Dance in Pratt.

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 student research and technology skill development through course-integrated instruction; help services in person, over the phone, via email, instant messaging, and other means; noncredit workshops; and individual appointments for students involved in honors and independent study work. Learning both in and outside of the classroom is fostered through the "ella" learning management system; a powerful set of Web-based, collaborative learning tools used extensively in teaching and learning.
- Maintaining a library collection of over 750,000 volumes, including 1,300 periodical subscriptions, and more than 140,000 electronic resources. Through the Five College Library Consortium, LITS provides access to over eight million volumes.
- Providing technology support through the LITS Help Desk, student personal computer troubleshooting through the Diagnostic Center, and anti-virus software for all students. High-end computer equipment and support for digital production is available in LITS. Video, audio, laptop computer, and other digital equipment is available for students and faculty on loan for support of academic and class-related projects.
- Providing a variety of physical spaces throughout the LITS buildings to support student and faculty work, including the elegant Reading Room, study carrels, and collaborative work areas; many equipped with an array of computer technology. LITS also supports "state of the art" computer labs for student use across campus and a rich array of technology in most campus classrooms to facilitate teaching and learning.
- Providing a robust College network with both wired and wireless access campuswide, as well as individual network file storage space for students and classes.
- Housing an internationally known collection of archival records, manuscripts, and rare books, with primary strengths in the history of the College, women's history, women's education, early missionary activities, Renaissance science, Italian literature, children's literature and medieval history.

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

Internships

The Career Development Center (CDC) offers individual advising, workshops, networking, and other opportunities for students to develop rewarding internship experiences.

Through the Universal Application Form (UAF) process coordinated by the Career Development Center, students may apply for funding to support their participation in unpaid summer internships. Students must apply by the published deadline each spring semester in order to be considered for UAF support.

Beginning in summer 2006, new College legislation enabled students to receive credit for independent work with a practicum or internship component (295P or 395P). Please refer to the "Independent Study" section in this chapter for further informa-

tion or the "Guide to Developing Your Independent Study," available at the Career Development Center.

In summer 2007, the College launched a new initiative: Student Experiential Education and Development Program (SEED). Students form a cohort in which they learn and support each other through their internship experiences. The cohort is invited to an online community where Mount Holyoke interns around the world share experiences, ask questions of faculty and staff, and participate in special events in selected cities. Upon returning to campus, members of the cohort attend a series of events to help them evaluate their internship experiences.

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 exchange, 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 see the Twelve College Exchange Web site at *http://www.mtholyoke.edu/acad/deans/18903.shtml* or 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, California. 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 see *http://www.mtholyoke.edu/acad/deans/12193.shtml* or 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 see *http://www.mtholyoke.edu/acad/deans/12193.shtml* or 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 environmental 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 theatre departments hold open auditions for all productions and sponsor a Five College Multicultural Theater Committee.
- Undergraduates interested in geology or coastal and marine sciences can gain research experience through Five College field trips to areas in Belize, Death Valley, California, and coastal regions of the Northeast United States.

- Five College programs include the Five College Early Music Program (hosted at Mount Holyoke) and the Five College Women's Studies Research Center (also hosted at Mount Holyoke), which brings together faculty from many disciplines, as well as professionals from local communities who are working on issues of women's health and welfare.
- A wide range of interdisciplinary certificate programs (see below) allow students to draw on the combined faculty, resources, and courses at the five campuses. These certificate programs can be used to fulfill the Mount Holyoke "outside the major" requirement.

Five College Certificate Programs

Five College Certificate in African Studies

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

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

- A minimum of one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective.
- A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology)
- A minimum of one course on Africa in the fine arts and humanities (art, folklore, literature, music, philosophy, religion)
- Proficiency in a language other than English through the level of the second year of college, to be fulfilled either in an indigenous language or a colonial language in Africa. This requirement may be met by examination or course work; such language courses may not count toward the minimum of six courses required for the certificate.

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

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

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

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

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

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

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

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

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

For further information, see www.fivecolleges.edu/asian_pa/certificate.html.

Five College Certificate in Buddhist Studies

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

Each student pursuing the Buddhist studies certificate will choose in consultation with the Buddhist studies advisor at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist studies courses listed on the Web site (list subject to modification from year to year). Two others may be drawn from this list or may be chosen from elsewhere in the Five Colleges to support the student's Buddhist studies program from other disciplinary perspectives. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

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

List of requirements:

- At least seven courses, one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mount Holyoke, Smith; or UMass; comparable upper-level courses at Amherst)
- At least one course in three different disciplines of Buddhist studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.)

- At least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (nineteenth–twenty-first century) and at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West.
- Up to two canonical or appropriate colloquial Asian language courses may count toward the certificate.

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

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

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

Five College Certificate in Coastal and Marine Sciences

The Five College Coastal and Marine Sciences (FCC&MS) Certificate enables students to select from a variety of courses in marine sciences, including coastal and marine ecology/geology, resource management and public policy, oceanography, and coastal engineering to create a concentration of study. Smith, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts currently award certificates. Under the guidance of faculty advisors on each campus, students choose a progressive series of courses available within the five campuses and in approved academic off-campus programs (e.g., Sea Education Association, Williams-Mystic, Shoals Marine Laboratory, Marine Biological Laboratory, Duke Marine Laboratory, and others). Some of these courses must include an intensive field component so that students obtain competence in field studies. Students must also participate in a "capstone" independent, marine-related research project that counts toward the certificate. This requirement may be met by participating in one of several funded internships offered each year at Woods Hole and other research facilities.

The program requires the following:

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

  At least one of the following marine courses is required. (An introductory course in marine science is strongly recommended, either through the Five Colleges or an approved study-away program; introductory courses are indicated with *): *GEOL 103 Oceanography (MHC); *GEO 108 Oceanography (Smith College); *BIO 268 Marine Ecology (Smith College); GEO 270 J-Term Carbonate Systems and Coral Reefs (Smith College); BIO 390 Ecology of Coral Reefs (Smith College);*GEO-SCI 103 Intro. Oceanography (UMASS); BIOLOGY 297B Biology of Marine Vertebrates (UMASS); GEO-SCI 392B Coastal Resource Policy (UMASS); GEO-SCI

591M Marine Micropaleontology (UMASS); GEO-SCI 591P Paleoceanography (UMASS); GEO-SCI 595D Physical Oceanography (UMASS).

Each student must show competency in field studies by either completing a course with a field component or by participating in an intensive Five College field course or approved semester-away program (e.g., Sea Semester, Williams-Mystic, Shoals Marine Laboratory, Marine Biological Laboratory, Duke Marine Laboratory, etc.).

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

- *Completion of an independent, marine-related research project* through an internship, thesis, Division III project, independent study, or other activity acceptable to their home campus advisor.
- *Completion of the application form for the certificate.* The campus program advisor submits the completed application and a transcript to the FCC&MS steering committee. After the committee certifies that a student has completed all program requirements, Five Colleges, Inc. contacts campus registrars so the certificate can be noted on the official transcript. Eligible students receive a certificate recognizing their achievement.

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

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

Five College Certificate in Cognitive Neuroscience

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

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

The six areas of study are:
- Overview of cognitive science
- Scientific foundations

- Research methods, design, and analysis
- Philosophy of mind
- Neuroscience (neuroanatomy and neurophysiology)
- Advanced topics

For further information, consult with one of the Mount Holyoke College advisors, Katherine Binder or Joseph Cohen, Department of Psychology and Education, or see *www.fivecolleges.edu/sites/cogneuro/*.

Five College Certificate in Culture, Health, and Science

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

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

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

The program requires the following:

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

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

For further details, consult the Mount Holyoke College representatives: James Harold, Department of Philosophy (on sabbatical fall 2009), 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 with one of the Mount Holyoke College advisors: Vincent Ferraro, Kavita Khory, Jon Western. Additional information also can be found at *www.fivecolleges.edu/sites/international/*.

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 theatre)
- One course in the social sciences (including anthropology, economics, geography, political science, and sociology) that offers substantial attention to Latin America or the Caribbean
- An interdisciplinary seminar normally taught by two or more faculty members representing two or more of the Five Colleges

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

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

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

Five College Certificate in Logic

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

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

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

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

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

- Students must receive a grade of B or better in each course counting toward the certificate.

For further information see *www.fivecolleges.edu/sites/logic/* or consult one of the Mount Holyoke College program advisors, Lee Bowie (philosophy) or Samuel Mitchell (philosophy).

Five College Certificate in Middle Eastern Studies

This program provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with an advisor from their home institution. The program is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisors from each campus. Students are encouraged to declare intentions and begin work with an advisor during the sophomore year. In addition to taking courses offered through each of the five institutions, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's advisor. Courses from outside the Five Colleges will be counted as contributing toward fulfillment of certificate requirements on the recommendation of the campus advisor and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate. For further information, contact 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 Lauret Savoy (environmental studies) or see *www.fivecolleges.edu/sites/natam/*.

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

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

The program requires the following:

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

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

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

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

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

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

Course Load and Credits

The normal program for undergraduates is 16 academic credits per semester. Students carrying fewer than 12 credits are considered part-time. Students are expected to accumulate 128 credits in eight semesters of work. Physical education units are not counted in this total. Students wishing to carry more than 20 or fewer than 12 credits in a semester must obtain approval from an academic dean. Students wishing to carry more than 3 credits during January Term must also obtain approval. Credit is not awarded for a course in which a student is not formally registered or in which she is an auditor, even if she has done all the work.

Course Repeats

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

Graduate Student Course Load

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

Nonmatriculated Students and Auditors

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

Class Standing and Academic Deficiencies

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

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

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

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

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

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

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 ordinar-

ily 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. Online courses at the University of Massachusetts are not permitted. Students may not enroll in Continuing Education courses at the University of Massachusetts through the Five College Interchange, though some of these courses may be transferable to Mount Holyoke if taken during the summer or January Term; they are subject to Mount Holyoke's usual transfer credit policies.

During the fall and spring semesters, course credit is normally awarded according to the value awarded by the host institution. Full credit courses at Hampshire College and the University of Massachusetts are awarded the equivalent value of similar courses at Mount Holyoke, typically 4 credits. Courses that involve labs will grant credit according to the value of equivalent Mount Holyoke courses. During January Term, the maximum course credit awarded is 2 credits.

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

Transfer Credit and Other Advance Placement Credit

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

Credit Limits

- No more than 64 credits will be awarded to students for external work, regardless of whether it was completed prematriculation or through postmatriculation study abroad, summer study, or other external work.
- Credit is awarded only when official documentation (official transcript, official test score report) is sent to the registrar.
- All students are subject to a maximum of 8 credits for transferred summer work completed postmatriculation. (Students admitted as first-year spring entrants may earn as many as 8 additional summer school credits, provided the total of these credits and any transferred credits earned elsewhere in the fall semester before their entrance does not exceed 16.)

Advance Placement Work: A maximum of 32 credits will be granted for all advance placement work. Advance placement credit cannot be applied toward College requirements, such as distribution requirements, the foreign language requirement, and the multicultural perspectives course requirement.

- *Advanced Placement*: 4 credits will be awarded per College Board Advanced Placement examination graded 4 or 5. Currently, all exam subjects have been approved as eligible for such credit.
- *Caribbean Advanced Examinations*: 8 credits will be granted per CAPE exam for liberal arts subject units with a score 1, 2, or 3. One non-liberal arts subject may be awarded 4 credits.
- *French Baccalaureate*: Up to 16 credits will be awarded for scores of 10 or above with a coefficient of 4 or higher.
- *General Certificate of Education (A-Levels)*: A maximum of 32 credits will be granted if a student completes four or more exams with grades of C- or better in liberal arts subjects. Credit is not awarded for O-Levels, AS-Levels, or the General Paper.
- *German Abitur*: Up to 16 credits will be awarded.
- *International Baccalaureate*: Credit will be granted only for higher level exams awarded a grade of 6 or 7. If the points total is below 36 or any grades are below a 6, the College will grant 8 credits per higher-level exam graded 6 or 7. If three higher levels were taken, grades in all exams taken (including subsidiary) are 6 or 7, and 36 or more total points were earned, 32 credits will be granted.

Transfer Work

Transfer credit, unless the student was granted an academic leave of absence from the College to study elsewhere, is granted on a semester credit-for-credit basis. That is, a 3-credit course taken on a semester schedule will be awarded 3 credits at Mount Holyoke College. Credits earned at schools not on the semester calendar will be converted to semester credits (e.g., a quarter credit will be awarded .66 semester credits).

Academic credit is generally granted for liberal arts courses completed with grades of C- or better. Credit for one non-liberal arts course may be granted to students who entered the College prior to fall 2008; students who entered in fall 2008 or later may be granted up to 12 credits total of non-liberal arts and Mount Holyoke curricular support course work. Academic credit is not granted for online courses, physical education courses, courses with a pass/fail grade, courses taken at U.S. schools without regional accreditation, CLEP or placement exams given by other institutions, courses that are not of college level (such as algebra courses), skills and craft courses, or internships. Music performance courses do not transfer. In general, transferability of credit is determined by the registrar, while the applicability of transfer work to degree requirements of all kinds falls in the purview of the applicable Mount Holyoke department.

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

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

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

Prescheduled and Self-Scheduled Examinations

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

All final exams must be taken during the official examination period, which is published in the College's academic calendar. There are no early exams. Students should make their travel arrangements accordingly. All students expecting a degree or certifi-

cate at commencement must complete all course work, including examinations, no later than the third day of the spring examination period in the year of their graduation.

Honor Code: Academic Responsibility

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

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

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

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

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

See *http://www.mtholyoke.edu/offices/dos/12640.shtml* for additional information on the honor code.

Grading System

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

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

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

Other notations appearing on student records are IP (in progress) for a course continuing for more than one semester; I (incomplete) for courses in which an incomplete extension has been granted; W (withdrawal from a course); CR (credit) and NC (no credit). To receive credit for a course, the course grade must be either a CR or a grade of D- or higher. Prior to fall 2007, DR (dropped) was noted for courses dropped after 15 days of classes; and W (withdrawn) was noted for withdrawals approved by the College.

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

Ungraded Option

An ungraded option is available to all undergraduates for a total of four courses (or 16 credits, whichever is fewer) during their college career. The ungraded option may not be used for courses for distribution credit, to fulfill a language requirement, to fulfill the multicultural perspectives requirement, for courses counting toward the minor, or for any courses taken in the student's major field. 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 a health or other emergency. Students must request the incomplete from the director of Health Services or of the Counseling Service or from an academic dean, no later than the last day of the exam period. If the incomplete is authorized and is then approved by the instructor, the student will be given a date by which to complete the course work. This date should be as early as possible and should only rarely extend beyond the first day of classes of the following semester. The instructor may provide the student with a "guaranteed" grade, that is a letter grade based only on the work the student has already completed in the course. If a student does not complete the course work by that date, the registrar will record the guaranteed grade, if one was provided, or a failure for the course, unless the dean of the College grants an additional extension.

Withdrawal from the College

A student wishing to withdraw from the College must, if she is on campus, meet with one of the academic deans. The academic dean will assist her in completing the required withdrawal form, to be submitted to the dean of the College. If the student is off campus, she should contact the office of the dean of the College before filing a written notice of intent to withdraw. Any refund for the semester's tuition and board charges will be based on the date when the withdrawal request is approved by the dean's office. (For information on refunds, see the Tuition and Fees chapter.)

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

Readmission

A student who has withdrawn from the College and wishes to return should send a letter of application to the dean of the College. If she wishes to return as a Frances Perkins student, she should indicate that interest in her letter. The deadlines are March 15 for September admission and December 1 for February admission. A nonrefundable $75 application fee is required.

Privacy of Student Records

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

lawfully ordered subpoena; and to appropriate officials in the case of health and safety emergency.

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

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

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

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

Academic and Career Advising

At Mount Holyoke, academic and career advising go hand-in-hand. Starting from their first year, students are encouraged to connect their academic interests with cocurricular learning opportunities. These opportunities may include research, internship, community-based learning, and many other possibilities.

Academic Advising

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

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

Career Advising

The Career Development Center (CDC) offers a variety of career exploration, networking, internship, and job search services as well as prelaw, graduate school, and national merit fellowship advising. These programs and services are designed to assist students in connecting their education in the liberal arts with long-term success in the professional world.

The CDC provides individual career advising to all students throughout each stage of the career development process, from self-assessment and information gathering to exploration and decision making. The CDC maintains a helpful career resource library and a variety of online information sources.

Students are encouraged to explore career options through internship and research opportunities. Funding is available to students for unpaid summer internships through the Universal Application Form (UAF) process. To be considered for UAF funding, a student must apply by the published deadlines in the spring of each academic year.

Within the CDC, students will find the student employment office, which serves as a clearinghouse for all on-campus jobs for students, off-campus federal work-study opportunities, and local part-time jobs. The student employment office also serves as a resource to students and supervisors in making on-campus employment a valuable learning experience.

The CDC's recruiting program provides students with access to hundreds of employers in a wide variety of fields through its on-line job search and recruiting system. Recruiting programs include interviews, information sessions, and job fairs on-campus and those shared with other institutions among the Five Colleges as well as other consortia such as the Liberal Arts Recruiting Consortium.

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 the Other Degree and Certificate Programs chapter for details). These programs all have a large number of required courses, so it is in a student's best interest to take both a math and a physics course in each of her first three semesters.

Graduate School Advising

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

Throughout the academic year, faculty advise students about graduate study in specific fields and about ways to meet graduate admission requirements. The Career Development Center library assists students in obtaining information about graduate and professional programs across the country, and counselors advise students about preparing applications through workshops and individual appointments.

Advising for Scholarships and Fellowships

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

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

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, many students attend nonprofit job fairs—which bring together more than 150 organizations—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.

Admission

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

Undergraduate Admission

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

The Admission Process

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

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

Standardized Testing: Optional

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

Application Requirements

- Common Application and Mount Holyoke Common Application Supplement
- High school transcript
- Writing samples
- Two teacher evaluations
- College counselor evaluation
- Standardized tests: submission of SAT and ACT scores is optional (home-schooled students are required to submit either the ACT or three SAT subject tests); TOEFL or IELTS (required of students for whom English is not a primary language)
- Application fee ($60, waived if you apply online)

- Parent/Peer Evaluation optional

Interviews

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

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

Home Schooling

Mount Holyoke welcomes applications from students who have been schooled at home. To facilitate the application process, the College advises home-schooled candidates to contact the admission office early in the process. In addition to completing the Mount Holyoke application forms, candidates must submit 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 I: deadline November 15; notification January 1
- Early Decision II: deadline January 1; notification February 1
- Regular Decision: deadline January 15; notification April 1 (Every year, a number of regular decision applicants are admitted for entrance in the second semester.)

Early Decision

Early Decision is for students who have made Mount Holyoke their first choice. Students who apply Early Decision may apply to other colleges, but may not apply Early Decision to any other college. Students who are admitted through Early Decision must withdraw all other applications.

Transfer Applicants

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

- Transfer Common Application and Mount Holyoke Common Application Supplement for Transfer Students
- College official's 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)

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

International Applicants

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

International applicants must follow the same admission procedures as U.S. applicants.

The Frances Perkins Program

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

The program is named in honor of one of Mount Holyoke College's most extraordinary alumnae, Frances Perkins 1902, who was the first woman appointed to a presidential cabinet.

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

Applying to the Frances Perkins Program

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

Other Degree and Certificate Programs at the Undergraduate Level

See the Other Degree and Certificate Programs chapter for information about admission to the following: the Second Bachelor's Degree; dual-degree programs in engineering and Latin American studies; the Postbaccalaureate Prehealth Program; teacher licensure programs; the Foreign Fellowship and International Guest Student programs; and certificate programs for international students.

Readmission

For information on readmission, see the Academic Regulations chapter.

Graduate Admission

Mount Holyoke enrolls a small but excellent cadre of graduate students each year. A student who holds a bachelor of arts or the equivalent from any college or university of approved standing may apply for graduate work. Application is made directly to the department of study; there is no application fee. Information about admission procedures and areas of current research can be obtained from the chair of the department offering graduate work—often from the department's Web site.

Currently, graduate students are admitted only to the Department of Psychology and Education, to study for the master of arts degree. The master of arts can usually be completed in two years, but it must be completed in no more than five years. Acceptance of part-time graduate students is at the discretion of the department.

See the Other Degree and Certificate Programs chapter for further information on the graduate program.

Graduate Assistantships

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

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

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

Cooperative Ph.D.

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

Fellowships for Mount Holyoke Alumnae and Graduating Seniors

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

Mount Holyoke College Alumnae Fellowships

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

Only one application form is required to apply to one or more of the following awards. ***Application is due February 15. Applicants must request their own Mount Holyoke transcript.***

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

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

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

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

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

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

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

Graduate Fellowships Awarded by Departments

Art and Art History

Request applications from the senior administrative assistant or find them on the department Web site. 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 27.

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. Next offered in 2009.

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 12. 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.

Tuition and Fees

Fixed charges for 2009–2010:

Undergraduate Tuition	$38,940
Graduate Tuition (per credit hour)	$1,220
Frances Perkins (off campus, per credit hour)	$1,220
Room	$5,610
Board	$5,840
Student Government Association Fee	$186
Student Health Insurance	$1,620
Transcript Fee, per copy	$4

Auditing Fees (alumnae and local residents may audit courses, if space is available, with permission from the instructor):

Lecture Courses	no charge
Studio Art Courses	$1,220
Physical Education, Dance, Beginning Language	$100

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

Undergraduate students are billed the full semester tuition rate regardless of the number of credits taken, except for Frances Perkins students living off campus and all post baccalaureate students. Frances Perkins students who are not in residence are billed per credit hour enrolled. Post baccalaureate students are always billed per credit hour enrolled whether living on or off campus. Work supervised by Mount Holyoke faculty, but taken while a student is not in residence, will be charged by the credit.

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

Massachusetts law requires that all students have adequate health insurance coverage. Mount Holyoke recommends the Student Health Insurance Plan offered through the College. In July, students are billed for health insurance for one calendar year with coverage beginning August 15. Students may waive coverage and the fee with proof of comparable coverage in another plan prior to the start of fall classes (or spring classes for spring matriculants). Students waiving coverage must do so annually. All international students are required to carry the Mount Holyoke College Student Health Insurance Plan. The plan provides limited consultation, ancillary testing, medication, and inpatient services primarily for acute care conditions. This plan may not be adequate for students who have chronic medical conditions.

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

Other Fees

Graduate Fees

Graduate students who have completed the course work required for the degree, but not the thesis, and who are in residence or commuting to use the library and laboratories, must pay a continuation fee of $1,220 per semester. Students who are completing the thesis away from campus must pay a record maintenance fee of $50 per semester.

Music Performance Studies Fees (per semester)

Weekly individual lessons for nonmajors:
50 minutes: $637
30 minutes: $382
Weekly individual lessons for declared majors and minors (must declare by the 10th day of classes):. . . . . no fee

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

Riding Fees (per semester)
Standard group riding, 50 min., twice/week, 10 weeks:. $560
Intermediate dressage sections 352-03 and 352-04, 50 min., once/week, 10 weeks: $350
Private lessons (PE credit) 45 min., once/week, 10 weeks: $700
Semiprivate lessons (PE credit) 50 min., once/week, 10 weeks: $500
Noncredit instruction, private, 45 minutes: $70
Noncredit instruction, semiprivate, 45 minutes: $50

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

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

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

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

The cost of boarding a horse at the Equestrian Center is $700 per month, payable monthly. For an application form and further boarding information, contact Paula Pierce, director, at *ppierce@mtholyoke.edu*. Space is limited.

Golf Fees (per semester)

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

Other Physical Education Fees

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

Additional courses:

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

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

Studio Art

The following studio art (ARTST) courses have a studio fee of $60: 200, 220, 236, 237, 246, 247, 248, 256, 257, 280 (01 & 02), 295, 390, 395. The following courses do not have a fee: ARTST 110, 120. The auditing fee for studio art courses is $1,175 per course in addition to any applicable studio fee.

Timetable for Payments for 2009–2010

Enrollment deposit from all new students entering: $300

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

Fall semester fees are due July 31, 2009.

Spring semester fees are due December 31, 2009.

Payment instructions are posted on the Student Financial Services Web site 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 $25.

Terms of Payment

Bills are prepared monthly and are available online to students and other users authorized by the student. Students must authorize parents and other sponsors to view the bill and to receive notification when the monthly bill is prepared. Students may view charges and credits for the academic year from ISIS by choosing Online AR Account Activity and a date range.

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

Payment Plans

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 ($35 for spring-only plans). 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, 2009, for the 2009–2010 academic year). The Tuition Prepayment Option is only available to students with no institutional grants or scholarships.

Loan Plans

Mount Holyoke has several financing options to help manage Mount Holyoke expenses. For more information, please contact Student Financial Services or visit the 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. Deferment of loan principal may be an option.

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 at *www.mefa.org.*

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. Lenders may charge an origination fee and often require a cosigner. Interest rates are usually variable and often higher than federal loan interest rates. 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.

Refund Policy

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

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

Tuition

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

Board

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

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

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

Title IV Financial Aid Refund (Federal Funds only)

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

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

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

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

- Federal Direct Unsubsidized Student Loan
- Federal Direct Student Loan
- Federal Perkins Loan
- Federal Direct PLUS
- Federal Pell Grant
- Federal 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 during the semester as a result of personal injury or accident and a partial refund for students who leave due to a nervous disorder. For more information, visit the SFS Web site.

Financial Aid

A college education is one of the most important investments a student will ever make. While the College expects families to assume the primary responsibility for paying for their daughter's education, Mount Holyoke provides financial aid awards that completely cover institutionally determined eligibility.

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 the Tuition and Fees chapter).

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.

2009–2010 Budget:

Tuition	$38,940
Room and board	$11,020
Activities fee	$186
Books/personal expenses	$1,900
Total	$52,476

Financial aid eligibility (herein described as "need") is the difference between the student budget and the determined family contribution. A student is eligible for financial aid (has "need") if the determined family contribution is less than the student budget.

The Family Contribution

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

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

The student contribution is determined by an assessment of student income and assets, including trusts. A minimum student contribution from summer earnings is expected from each student. For dependent students, this contribution ranges from $1,600 to $3,000 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 or partners.

The Family Contribution from Year to Year

Following federal and College policy, a domestic student must reapply for financial aid each year. For students whose biological or adoptive parents are separated or divorced, information will be required of all parents. At a minimum, students should expect to have the same parent contribution and modest increases in the student contribution in future years. However, when significant changes occur—e.g., increases in family income or assets, fewer number of dependents supported, or fewer dependent children attending undergraduate institutions—the family contribution will increase. Should there be significant decreases in income/assets or an increase in household size or the number of dependent children attending undergraduate institutions, students may request reductions in the family contribution (see "Requests for Additional Aid").

Requests for Additional Aid

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

We are unable to consider requests for reconsideration of the family contribution due to circumstances such as cash flow problems or business or consumer debt. Requests for reconsideration must be accompanied by documentation. The Request for Reconsideration form may be found at the Student Financial Services Web site. While an increase in aid cannot be guaranteed, we make every effort to assess the situation as fairly as possible. All students must maximize all federal loans available to them before additional grants are awarded.

Applying for Financial Aid

Students who desire consideration for institutional need-based grant aid in the first year at Mount Holyoke must indicate their plan to apply for financial aid with their admission application. No consideration for institutional aid will be given after admission decisions are mailed. If a student declares her intent to apply for aid after a decision has been rendered, 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. Domestic students who applied but were not eligible for need-based financial aid at the time of their admission may reapply for aid each year.

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

Document requirements, deadlines, and financial aid policies are described in detail at the Student Financial Services Web site and at Financial Aid Online.

An applicant should plan to meet the deadline that applies to her application plan. College aid may not be available for late applicants.

Required Documents and Due Dates

Regular Decision

- By February 15, file the College Board PROFILE, Noncustodial Profile (if applicable), and FAFSA. (Note: The FAFSA cannot be filed until after January 1.)
- By March 1, submit parent and student current year federal tax returns and supplemental information such as the Business/ Farm Supplement or corporate tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Late March with the letter of admission

Early Decision I

- By November 15, file the PROFILE and Noncustodial Profile (where applicable).
- By December 1, submit the most recent federal tax returns, W-2s, and required supplemental information such as the Business/Farm Supplement to Student Financial Services.
- File the FAFSA after January 1 but before February 15.
- By March 1, submit parents' and student's current year federal tax returns and supplemental information such as the Business/Farm Supplement (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Estimate sent in mid-December; final award sent in mid-May after current year federal taxes reviewed

Early Decision II

- By January 1, file the PROFILE and Noncustodial Profile (where applicable) and submit prior year's federal taxes and W-2s to Student Financial Services.
- By December 1, submit the most recent federal tax returns, W-2s, and required supplemental information such as the Business/Farm Supplement to Student Financial Services.
- File the FAFSA after January 1 but before February 15.
- By March 1, submit parents' and student's current year federal tax returns and supplemental information such as the Business/Farm Supplement (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Estimate sent in late January; final award sent in mid-May after current year federal taxes reviewed

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

Transfer Applicants

- File the PROFILE, FAFSA, and Noncustodial Profile (where applicable) by March 1 for fall enrollment and November 15 for spring enrollment. (Note: The FAFSA cannot be filed until after January 1 for fall enrollment.)
- Submit parent and student current year federal tax returns and supplemental information such as the CSS Business/Farm Supplement directly to the College Board's Institutional Documentation Service (IDOC) by March 15 for fall enrollment and by November 20 for spring enrollment.
- *Notification of eligibility:* Late March with fall admission decision; late December with spring admission decision

Frances Perkins Program Applicants

Applicants to the Frances Perkins Program apply for aid by providing their own financial information and financial information for a spouse/partner, if applicable. A Frances Perkins applicant is not automatically considered independent for purposes of awarding institutional aid. Student Financial Services may consider parents' financial information in some cases.

- File the Mount Holyoke College Frances Perkins Program Financial Aid Application and current federal tax returns with the College Board's Institutional Documentation Service (IDOC) by March 1 for fall enrollment and by December 1 for spring.
- File the FAFSA by March 1 for fall admission and by December 1 for spring admission (U.S. citizens and permanent residents only).
- Please note that the PROFILE is not required of Frances Perkins applicants who are considered independent, per College guidelines. Frances Perkins applicants who are considered dependent per College guidelines must complete the PROFILE. (Please see the section "Independent Status" included in Financial Aid Policies below, or contact Student Financial Services if you have any questions about your dependency status.)
- *Notification of eligibility:* Late March with fall admission decision; late December with spring admission decision

International Students

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

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

The following forms and deadlines apply to international applicants:

- 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 the application deadline for the program under which they are applying for admission.
- *Notification of eligibility:* With admission decision

Renewal Applications

Domestic students must reapply for federal and institutional financial aid every year. Detailed information regarding the renewal process will be available at Financial Aid Online and at the SFS Web site in January. *The renewal application deadline is May 1.* Follow the following filing guidelines to assure the application is complete by the deadline:

- File the PROFILE and Noncustodial Profile online with the College Board by April 15 (non-Frances Perkins students).
- File the FAFSA by April 15.
- By April 25, submit *signed* federal income tax returns (no state taxes), schedules, W-2s, Mount Holyoke College Frances Perkins Financial Aid Application (Frances Perkins students only), and supplemental forms such as the Business/Farm Supplement and corporate tax returns (if applicable) to the College Board's Institutional Documentation Service (IDOC) with a completed Cover Sheet.

Failure to meet the due date will result in an increase in student loan and a corresponding decrease in grant aid. A student whose file is incomplete after July 1 will receive aid on a funds available basis.

- Notification of eligibility: June

The Financial Aid Award

Students with financial aid eligibility will receive a financial aid award that generally consists of a combination of grant, loan, and work-study aid. 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/Mary Lyon Grant

College grants are awarded based on demonstrated institutional eligibility as determined by the College. Need-based grants received from federal and state sources are used to meet institutionally determined eligibility as well. Therefore, state or federal grants lost due to late or incomplete aid applications will not be replaced with institutional grants.

Federal Grants

Federal Pell Grant: This grant is awarded to students with high demonstrated need, as determined by federal guidelines. Generally those with a family adjusted gross income (AGI) of $40,000 or less are eligible for the Pell grant. Grants range from $976 to $5,350 in 2009–2010.

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 $1,500.

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 G.P.A. 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 awards. The loan amount increases approximately $1,000–$1,500 each year, because the College believes students—as the chief beneficiary of their education—should assume an increasingly greater responsibility for the cost of attending Mount Holyoke. No student will be awarded with more than $25,000 in loan over the course of four years at Mount Holyoke. Her actual debt will depend on whether she borrows to her maximum capacity within federal and College guidelines or borrows additional funds from private lenders (see Alternative Loans later in this section). Links to entrance counseling and other required loan documents can be found at the SFS Web site. Need-based 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. Subsidized means the federal government pays the interest that accrues while the student attends at least half-time. Repayment of principal and interest begins six months after the student graduates,

withdraws, takes a nonacademic leave of absence, or ceases to be enrolled at least half-time.

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

The interest rate for a new subsidized FDSL is fixed at 5.6 percent for 2009–2010. The unsubsidized FDSL interest rate is 6.8 percent. An origination fee of 1.5 percent is deducted from the total amount of the loan. (There is a rebate of 1.0 percent for 2009–2010.) 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 master promissory note is ready to be signed.

Student Employment

The College participates in the Federal Work-Study Program, a need-based program that funds 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 Career Development Center coordinates hiring for on campus jobs and off campus community service positions. 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. Students receiving financial aid

are given priority in hiring. Students not eligible for financial aid must wait two weeks after the beginning of the semester before securing a position on campus.

Merit-Based Scholarships: Twenty-First-Century Scholarships and Mount Holyoke College Leadership Awards

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

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

The merit-based scholarships are not transferable for study at another institution; however, students who are eligible to study abroad and who need financial assistance are encouraged to apply for a Laurel Fellowship. Please see "Funding Limitations" for additional information.

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(s) exceeds $2,500.

Students receiving a scholarship should inform Student Financial Services as soon as possible. The first $2,500 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 $1,500 scholarships, for a total of $3,000 in outside scholarship, reduces the student loan or student employment by $2,750 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.* Current students may research scholarship information at the Career Development Center.

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 institutional need-based eli-

gibility 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 or see "Exchanges and Semester Programs" in the Special Programs and Resources chapter for more information.

Financial Aid Policies

Disbursing Funds

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

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

Satisfactory Academic Progress

Eligibility for financial aid is contingent on maintaining a satisfactory academic record, according to the standards described in the "Academic Deficiencies" section of this catalogue or defined by the Department of Education (for federal aid). Students placed on academic probation are eligible for federal and institutional aid the first semester. If academic probation is continued, eligibility for federal financial aid will be determined according to federal standards. However, students will be eligible for institutional funding for one additional semester. Students will not be eligible for institutional or federal funding if they remain on academic probation for a third semester. The College may also withhold federal funds for students not meeting federal satisfactory progress, whether or not the student has been placed on academic probation. 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.

If students lose federal or institutional funding due to not meeting satisfactory academic progress, they may appeal by writing to Student Financial Services and providing supporting documentation. Students will regain institutional and federal need-based eligibility for funding after achieving satisfactory academic progress and removal from academic probation.

The merit-based scholarships (Twenty-First-Century Scholarship and Mount Holyoke Leadership Award) will not be renewed if funding is lost due to continued academic probation or in cases of required withdrawal or suspension due to academic reasons.

Funding Limitations

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

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 or eight semester limit. Frances Perkins day students must take a minimum of eight credits a semester to be considered for financial aid. Please refer to the SFS Web site for additional information on funding limitations.

Students who must take a nonacademic leave for medical reasons after a semester has begun may request an additional semester of need-based funding at a later date, if needed, by writing to Student Financial Services with the request and providing supporting documentation from Health Services.

Adding/Dropping Courses

For students who pay tuition by the credit hour (Frances Perkins non-resident students), any credits dropped after the fifteenth day of classes will be counted, for financial aid eligibility purposes, toward the 128-credit maximum.

Independent Status

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

- Be at least 24 years old by December 31 of the award year
- Be an orphan or ward of the court after age 13
- Be the ward of a court-appointed legal guardian
- Be an unaccompanied youth who is homeless or at risk of being homeless
- Be married
- Be a person with legal dependents other than a spouse
- Be a veteran of U.S. military service or currently serving on active duty for purposes other than training

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

Financial Aid for Summer Study

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

Special Student Status

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

Key to Course Descriptions/Special Courses

Course Classification

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

After each course description, its prerequisites, corequisites, instructor, and the number of credits earned upon its completion are listed. Also stated is whether the course does or does not satisfy any distribution requirement, language requirement, or multicultural requirement. 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.

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 approval of the instructor.

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.

Fall

Art (History)

110(1) Introductory Seminar in Art History: The Artist in History

Art (Studio)

110(1) Making Things: A Studio Arts Perspective

Asian Studies

*150(1) First Year Seminar: Stories and Storytelling in India

Biological Sciences

145(1) Introductory Biology: Nature Harmoniously Confus'd

Chemistry

105(1) Chemistry: Applications, Innovations, and Social Justice

College Courses

133(1) Gods and Monsters: Science and Scientists in the Modern World

145(1) Western Civilization: An Introduction through Great Books

Dance

101(1) Politics of Dance

Economics

100(1) Introductory Economics Topics: Global Economy

100(2) Introductory Economics Topics: Economics of Education

Educational Studies

*109(1) Whiteness: The Other Side of Racism

English

101(1) Into Africa

101(2) Family Fictions

101(3) Images of the Self

101(4) A Little Learning

101(5) Multicultural Families

101(6) Contemporary Autobiography: Race, Sexuality, Style

101(7) U.S. Multiethnic Literatures: Refracting America

101(8) Reading Symptoms

101(9) Word Up! The Power of Prose

101(10) Emily Dickinson at Mount Holyoke

Film Studies

*101(1) Film and History: The Remake

Gender Studies

117(1) Gender and Power in the History of Mount Holyoke College

German Studies

*100(1) The Politics of Memory in Postwar German and Japanese culture

History

101(1) Foundation: The Letters and Literature of the American Revolution

101(2) Foundation: Talking about a Revolution: Intellectuals in Modern China

101(3) Foundation: Gender and Power in the History of Mount Holyoke College

Mathematics

160(1) Introductory Seminar: Mathematics and Music

Music

114(1) Music of Heroism, Protest, and Lament during the Second World War

114(2) Introductory Seminar: Mathematics and Music

Philosophy

*102(1) Introduction to Philosophy

Politics

111(1) Confessions, Novels, and Notebooks: The Self and Political Thought

112(1) Speaking and Arguing: The Rhetoric of Peace and War

*117(1) Globalization and Its Discontents

Psychology

110(1) Introductory Seminars in Psychology: Brain/Mind

Religion

109(1) "The Cost of Discipleship": An Assassination Plot, Faith, Love, and Piano Wire

Russian and Eurasian Studies

151(1) Crown Jewels of Russian Culture
151(2) Anton Chekhov: The Major Plays
*151(3) *Anna Karenina:* Loving to Death

Statistics

160(1) Introductory Seminar in Statistics: Health, Medicine and Statistics

Theatre Arts

150(1) What Is Performance?

Spring

Art (History)

*110(1) Writing About Art

Biological Sciences

145(1) Foundations of Animal Behavior: Evolution, Physiology, and Ecology
*145(2) Biology in the Age of the Human Genome Project

Chemistry

150(1) How Hot? Understanding Global Climate Change

College (Indpt) Courses

*146(1) An Introduction through Great Books

English

101(1) Lives on the Boundaries: Borderland Identities in American Literature
101(2) Emily Dickinson at Mount Holyoke
101(3) Error and Self-Discovery
101(5) Images of the Self

Geology

115(1) Emergence of Animals

German Studies

100(1) The New Face/s of Germany: Contemporary German Society in Film and Text

History

101(1) Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700

Medieval Studies

101(1) Crossing Medieval Boundaries

Politics

107(1) Foundations of Political Theory
111(1) Confessions, Novels, and Notebooks: The Self and Political Thought

Psychology

110(1) What's New in Psychology
*110(2) First Love: Attachment Theory and Research

Russian and Eurasian Studies

151(3) *Anna Karenina*: Loving to Death

Courses for Multicultural Perspectives

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

African American and African Studies

*100(1) American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-first Century
*101(1) Introduction to African American and African Studies: Identity, Community, and Progress
*206(1) Black Women Writers: Feminist Visions from the African Diaspora
*208(1) Introduction to Twentieth-Century Critical Race Theory
210(1) African American Culture and Society
*306(1) Black Masculinities: The Performance of Gender in African American Culture
*308(1) Luminous Darkness: African American Social Thought
*320(1) Gender, Terror, and Trauma in African American Culture
*335(1) Black Feminism: Theory and Praxis: Black Feminism: Theory and Praxis

*340(1) Sex, Love, and Gender in Contemporary African American Film

American Studies

102(1) Introduction to the Study of American Culture: Asian/Pacific/American History, 1850 to the Present

290(1) Topics in American Studies: Nineteenth-Century American Women Writers

301(1) Senior Seminar: Slavery and the Literary Imagination

301(2) Senior Seminar: Queer Kinship in Asian North American Literature, Film, and Video

301(5) Senior Seminar: Segregation: Origins and Legacies

*301(8) Senior Seminar: Reimagining Los Angeles: Multiethnic Fictions of Tomorrowland

Anthropology

105(1) Introduction to Cultural Anthropology

105(2) Introduction to Cultural Anthropology

212(1) Shopping and Swapping: Cultures of Consumption and Exchange

230(1) Language in Culture and Society

240(1) Medical Anthropology

310(1) Visualizing Culture

316(1) Special Topics in Anthropology: Risk

334(1) Memory, History, and Forgetting

346(1) Identities/Differences: Anthropological Perspectives

350(1) Issues in Contemporary Anthropological Theory

Art (History)

105(1) Arts of Asia

*261(1) Arts of China

*262(1) Japanese Art

263(1) Arts of India

*271(1) Arts of Islam: Book, Mosque, and Palace

Asian Studies

102(1) East Asian Civilization: Modern China

*103(1) Introduction to Indian Civilization

107(1) Arts of Asia

*150(1) First Year Seminar: Stories and Storytelling in India

211(1) Modern Indian Fiction

*220(1) Women Writing in India

248(1) Contemporary Chinese Fiction: 1949 to the Present

254(1) The Great Epics of India: Representations and Interpretations

261(1) Hinduism

*272(1) Mahatma Gandhi and Rabindranath Tagore: Nonviolence, the Nation, and the World

313(1) Advanced Chinese Reading: Literary Works and Social Issues

314(1) Learning Chinese through Films

320(1) Women's Issues in Arab Women Writers' Novels

*325(1) Asian Religions: Sacred Hindu Narratives

331(1) Asian History: Tokugawa Japan

340(1) Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

*350(1) Love and the Erotic in Indian Poetry

Critical Social Thought

*253(1) Critical Race Theory

Economics

213(1) Economic Development: A Survey

314(1) Economic Development in the Age of Globalization

*321(1) Comparative Economic Systems

Education

205(1) Whiteness, Racism, and Inequality in Schools and Society

*220(1) Foundations of Multicultural Education

Educational Studies

*109(1) Whiteness: The Other Side of Racism

*301(1) Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa

*340(1) Researching the Enterprise of Education: Researching Race and Racism in Education

English

101(1) Seminar in Reading, Writing, and Reasoning: Into Africa

101(1) Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature

101(5) Seminar in Reading, Writing, and Reasoning: Multicultural Families

101(6) Seminar in Reading, Writing, and Reasoning: Contemporary Autobiography: Race, Sexuality, Style

101(7) Seminar in Reading, Writing, and Reasoning: U.S. Multiethnic Literatures: Refracting America

250(1) African American Literature

*252(1) Harlem Renaissance

253(1) African Literature

255(1) Hughes, Hurston, Wideman, Morrison

270(1) Nineteenth-Century American Women Writers

274(1) Introduction to Asian American Literature

306(1) Advanced Poetry Workshop: Exercises in Process and Capture

334(1) Queer Kinship in Asian North American Literature and Film

*337(1) The Political Imagination in Contemporary South Africa

*348(1) Inside-Out at Hampden County: Crisis and Transcendence

350(1) Studies in African American Literature: Slavery and the Literary Imagination

375(1) Black Texts, Black Experiments: Contemporary African American Poetics

*381(1) Asian American Literature in a Transnational Age

*387(1) Re-imagining Los Angeles: Multiethnic Fictions of Tomorrowland

Environmental Studies

*204(1) Human Dimensions of Environmental Change

European Studies

316(1) European Studies Seminar: Topic for Spring 2010: Global Europe?: Immigration and Representations of Im/migrants in

Film Studies

203(1) Introduction to Spanish and Latin American Film

320(1) Seminar in Film Studies: Visualizing Cultures

*320(1) Sex, Love, and Gender in Contemporary African American Film

*320(4) Seminar in Film Studies: Visualizing Cultures

370(2) Topics in National/Transnational Cinemas: Queer Kinship in Asian North American Literature, and Film

*370(9) Topics in National/Transnational Cinemas: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American Cinemas

French

219(1) Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World

341(1) Courses in Francophone Studies: Topic: *Contes et légendes d'Afrique Francophone*

Gender Studies

101(1) Introduction to Gender Studies: Introduction to Gender Studies in the Spanish-Speaking World: Identities and Intersections

204(1) Women and Gender in the Study of Culture: Nineteenth-Century American Women Writers

210(1) Women and Gender in Philosophy and Religion: Women and Buddhism

210(3) Women and Gender in Philosophy and Religion: Women and Gender in Islam

333(2) Advanced Seminar: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
333(4) Advanced Seminar: Queer Kinship in Asian North American Literature and Film
333(5) Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

Geography

105(1) World Regional Geography
106(1) Global Societies
*202(1) Cities of the Twenty-first Century
*204(1) Human Dimensions of Environmental Change
212(1) Global Economic Geography
*217(1) The African Environments
*311(1) Seminars
313(1) Third World Development
319(1) Africa: Problems and Prospects

German Studies

100(1) The New Face/s of Germany: Contemporary German Society in Film and Text
315(1) Topics in German Literature and Culture: Topic for Spring 2010: Global Europe?: Immigration and Representations of Im/migrants in Film and Text

History

*101(2) Foundation: Talking about a Revolution: Intellectuals in Modern China
*108(1) Middle East History from the Rise of Islam to the Ottomans
*116(1) Muslim Politics in Modern South Asia
*130(1) Introduction to Chinese Civilization: Traditional China
131(1) East Asian Civilization: Modern China
*133(1) Japan since 1600
141(1) Violence and Social Change in Modern Africa
*161(1) British Empire and Commonwealth
175(1) Asian/Pacific/American History, 1850 to the Present
180(1) Introduction to Latin American Cultures
*180(1) Introduction to Latin American Cultures
206(1) African Cities: Development Dreams and Nightmares in the Twentieth Century
*214(1) History of Global Inequality
*223(1) Religion and Politics in Modern India
*241(1) African Popular Culture
242(1) Colonial Worlds: Africa and India
281(1) African American History to 1865
282(1) African American History: 1865 to the Present
285(1) Native American History, 1492 to the present
287(1) Topics in Latin American Studies: U.S.-Latin American Relations
287(1) Topics in Latin American Studies: The Amazon: From Cannibals to Rainforest Crunch
287(2) Afro-Latin America: From Slavery to Invisibility
*287(2) Topics in Latin American Studies: Voices of the Excluded: Latin American History Through Testimonial Literature
288(1) Modern Mexico
*289(1) Slavery in the Americas
*296(1) Women in History: Women in Chinese History
*296(1) Women in History: African Women's Work, 1880-1980
*296(2) Women in History: African Women's Work, 1880-1980
301(1) Colloquium: Readings in Civil War and Emancipation
*301(6) Colloquium: States and Sovereignty in the British Empire
*301(7) Colloquium: Segregation: Origins and Legacies
*301(10) Colloquium: Food and Famine in African History
*301(16) Colloquium: Nationalism and Nation Building in East Asia
*301(24) Colloquium: Women and Gender in South Asia

*301(25) Colloquium: The Indian Ocean World
331(1) Asian History: Tokugawa Japan
331(1) Asian History: China's Tumultuous Twentieth Century
*331(2) Asian History: Imperial Japan, 1868-1945
*341(1) Topics in African History: Power and Exchange in the African Past
*341(2) Topics in African History: The Meaning of Colonial Rule
*375(1) American History: The Middle Period: Age of Emancipation
*386(1) Central America: Reform, Reaction, Revolution
387(1) Special Topics in Latin American Studies: Era of Cuban Revolution
387(1) Special Topics in Latin American Studies: Memory, Politics and Identity in Latin America
*387(2) Special Topics in Latin American Studies: Brazilian Cinema in Comparative Perspective
388(1) Postmodernism and Latin America
*390(1) South Asian Nationalisms

International Relations

211(1) Middle East Politics
*222(1) The United States, Israel, and the Arabs
*323(1) Comparative Politics of the Middle East
*324(1) Islamic Political Thought
*333(1) Just War and Jihad: Comparative Ethics of War and Peace
*341(1) Political Islam

Latin American Studies

*170(1) Readings in Caribbean Literature
*175(1) Historical Emergence of the Caribbean
180(1) Introduction to Latin American Cultures
*275(1) Paradigms of New World Thought
*278(1) The Fiction of History: Historical Truth and Imaginative Invention in the Latin American Novel
287(1) Topics in Latin American Studies: U.S.-Latin American Relations
287(1) Topics in Latin American Studies: The Amazon: From Cannibals to Rainforest Crunch
288(1) Modern Mexico
*289(1) Slavery in the Americas
*373(1) Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
*386(1) Central America: Reform, Reaction, Revolution
387(1) Special Topics in Latin American Studies: The Era of the Cuban Revolution
387(1) Special Topics in Latin American Studies: Memory, Politics, and Identity in Latin America
388(1) Postmodernism and Latin America

Music

*166(1) Introduction to the Music of Africa
*226(1) World Music
*262(1) Performance Practices in African Music

Philosophy

*103(1) Comparative Introduction to Philosophy
*248(1) Philosophical Issues in Race and Racism

Politics

200(1) Latino Politics
213(1) African Political Systems
*250(1) Black Urban Reform
347(1) Race and Urban Political Economy
*357(1) War and Peace in South Asia
*380(1) The Politics of Ethnic Conflict

Religion

*201(1) Introduction to the Qur'an
202(1) Introduction to Islam
207(1) Women and Gender in Islam
228(1) On Human Freedom: Lordship and Bondage in Religion and Culture
*230(1) Spirituals and the Blues
241(1) Women and Buddhism
261(1) Hinduism
263(1) Buddhism
*267(1) Buddhist Ethics
268(1) Buddhist Literature from Ginsberg to Gautama

*311(1) Sufism: The Mystic Path in Islam
*325(1) Asian Religions: IV. Sacred Narratives in the Hindu Tradition.
*345(1) Topics in the Study of Islam: Islam in South Asia
*345(1) Topics in the Study of Islam: Islam in the Twenty-first Century: Readings in Islamic Fundamentalism and Liberalism

Russian and Eurasian Studies

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

Spanish

230(1) Identities and Intersections: An Introduction: Introduction to Gender Studies in the Spanish-Speaking World
230(1) Identities and Intersections: An Introduction: Black Spain
230(2) Identities and Intersections: An Introduction: U.S. Latino/a Literature: Identities, Borders, and Exiles
250(1) Concepts and Practices of Power: An Introduction: Fighting Words: Imperial Discourses and Resistance in the Americas
330(1) Advanced Studies in Identities and Intersections: The Spanish Others
330(1) Advanced Studies in Identities and Intersections: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
330(2) Advanced Studies in Identities and Intersections: Flowers from the Volcano: Myth, Memory, and Revolution in Central American Texts
350(1) Advanced Studies in Concepts and Practices of Power: Community Narratives: (In)Visibility and Representation in Literature and Media

Theatre Arts

*166(1) Introduction to the Music of Africa
251(1) Histories of Performance I
252(1) Histories of Performance II

Foreign Literature Courses in Translation

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

Asian Studies

*103(1) Introduction to Indian Civilization
*150(1) First Year Seminar: Stories and Storytelling in India
*211(1) Modern Indian Fiction
211(1) Modern Indian Fiction
*220(1) Women Writing in India
248(1) Contemporary Chinese Fiction: 1949 to the Present
254(1) The Great Epics of India: Representations and Interpretations
*272(1) Mahatma Gandhi and Rabindranath Tagore: Nonviolence, the Nation, and the World
320(1) Women's Issues in Arab Women Writers' Novels
*325(1) Asian Religions: Sacred Hindu Narratives
340(1) Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*
*350(1) Love and the Erotic in Indian Poetry

Classics

211(1) Gods and Mortals: Ancient Greek and Roman Myth

European Studies

316(1) European Studies Seminar: Topic for Spring 2010: Global Europe?: Immigration and Representations of Im/migrants in

Film Studies

101(1) The New Face/s of Germany: Contemporary German Society in Film and Text

French

120(1) African Cinema
321(1) Seminar in Romance Languages and Literatures: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing

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Gender Studies

333(2) Advanced Seminar: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing

333(5) Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

German Studies

100(1) The New Face/s of Germany: Contemporary German Society in Film and Text

*100(1) The Politics of Memory in Postwar German and Japanese Cultures

231(1) Introduction to Nineteenth-Century Critical Social Thought

315(1) Topics in German Literature and Culture: Topic for Spring 2010: Global Europe?: Immigration and Representations of Im/migrants in Film and Text

Italian

361(1) Seminar in Romance Languages and Literatures: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing

Romance Languages and Literatures

375(1) Seminar in Romance Languages and Literatures: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing

Russian and Eurasian Studies

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

151(1) Chekhov's Stories and Plays: Women on the Verge of the Twentieth Century

*151(3) Crown Jewels of Russian Culture

151(3) *Anna Karenina:* Loving to Death

205(1) The Romanovs: Triumph and Tragedy

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

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

*212(1) Russia

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

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

240(1) Russian Politics: From Communism to Capitalism

*241(1) Russia and the West

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

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

*313(1) The New Democracies

343(1) Terrorism: Russia as Its Cradle

*350(1) Revolutions

Spanish

230(2) Studies in Identities and Intersections: U.S. Latino/a Literature: Identities, Borders, and Exiles

330(1) Advanced Studies in Identities and Intersections: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing

English for Speakers of Other Languages

International students and others for whom English is not a first language should consider enrolling in English 103, 104, 105, or 106. These courses are designed specifically for international and multilingual students.

Speaking, Arguing, and Writing Program (SAW)

The abilities to organize complex bodies of information and theory, develop a view and present it cogently and persuasively, and express ideas with clarity and grace are at the heart of the work a student will undertake throughout college and thereafter. To help students foster these abilities, the Speaking, Arguing, and Writing Program 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 2009–2010 academic year.

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

For 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 Seminars

African American and African Studies

*100(1) American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-first Century

*206(1) Black Women Writers: Feminist Visions from the African Diaspora

*306(1) Black Masculinities: The Performance of Gender in African American Culture

*335(1) Black Feminism: Theory and Praxis: Black Feminism: Theory and Praxis

*340(1) Sex, Love, and Gender in Contemporary African American Film

American Studies

290(4) Topics: Reading and Writing in the World

301(8) Senior Seminar: Landscape and Narrative

Anthropology

212(1) Shopping and Swapping: Cultures of Consumption and Exchange

235(1) Development of Anthropological Thought

334(1) Memory, History, and Forgetting

350(1) Issues in Contemporary Anthropological Theory

Asian Studies

*150(1) First Year Seminar: Stories and Storytelling in India

312(1) Learning Chinese through Newspapers

313(1) Advanced Chinese Reading: Literary Works and Social Issues

314(1) Learning Chinese through Films

320(1) Women's Issues in Arab Women Writers' Novels

340(1) Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

Biological Sciences

*145(2) Introductory Biology: Biology in the Age of the Human Genome Project

*145(12) Introductory Biology: Animal Bodies, Animal Functions

*145(13) Introductory Biology: Patterns and Principles of Life

308(1) Darwin

315(1) Behavioral Ecology

321(1) Conference Course: Principles of Animal Communication

*321(5) Conference Course: Marine Conservation Biology

344(1) Biogeochemistry of Northern Ecosystems

Chemistry

*250(1) Introduction to the History of Chemistry

College (Indpt) Courses

*145(1) Western Civilization: An Introduction through Great Books

*146(1) Western Civilization: An Introduction through Great Books

Critical Social Thought

350(1) Seminar in Critical Social Thought

Curricular Support Courses

212(1) Peer Mentoring: Theory and Practice

Economics

100(1) Introductory Economics Topics: Global Economy

100(2) Introductory Economics Topics: Economics of Education

Education

205(1) Whiteness, Racism, and Inequality in Schools and Society

Educational Studies

*109(1) Whiteness: The Other Side of Racism

English

101(1) Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature

101(1) Seminar in Reading, Writing, and Reasoning: Into Africa

101(2) Seminar in Reading, Writing, and Reasoning: Reading Nonfiction

101(2) Seminars in Reading, Writing, and Reasoning: Emily Dickinson at Mount Holyoke

101(3) Seminar in Reading, Writing, and Reasoning: Error and Self-Discovery

101(3) Seminar in Reading, Writing, and Reasoning: A Politics of the Future

101(4) Seminar in Reading, Writing, and Reasoning: A Little Learning

101(5) Seminars in Reading, Writing, and Reasoning: Images of the Self

101(5) Seminar in Reading, Writing, and Reasoning: Multicultural Families

101(6) Seminar in Reading, Writing, and Reasoning: Contemporary Autobiography: Race, Sexuality, Style

101(7) Seminar in Reading, Writing, and Reasoning: U.S. Multiethnic Literatures: Refracting America

101(8) Seminar in Reading, Writing, and Reasoning: Some Cultural Representations of Women

101(9) Seminar in Reading, Writing, and Reasoning: How to Read a Poem

101(10) Seminars in Reading, Writing, and Reasoning: Images of the Self

101(11) Seminar in Reading, Writing, and Reasoning: Underworlds (and Otherworlds)

101(12) Seminars in Reading, Writing, and Reasoning: Memories of Home

103(1) English for Multilingual Speakers I

104(1) English for Multilingual Speakers II

105(1) Writing across Cultures

106(1) Reading Across Cultures

200(1) An Introduction to the Study of Literature

200(2) An Introduction to the Study of Literature

200(3) An Introduction to the Study of Literature

200(4) An Introduction to the Study of Literature

200(5) An Introduction to the Study of Literature

200(6) An Introduction to the Study of Literature

200(7) An Introduction to the Study of Literature

201(1) Introduction to Creative Writing

201(2) Introduction to Creative Writing

201(3) Introduction to Creative Writing

201(4) Introduction to Creative Writing

202(1) Introduction to Journalism

*203(1) Short Story Writing I

204(1) Verse Writing I

213(1) The Literature of the Later Middle Ages

*214(1) Topics in Medieval Studies: The Alliterative Traditions in Later Medieval Verse

*215(1) Early Chaucer

265(1) Survey of Literature for Children and Young Adults

267(1) Reading and Writing in the World

280(1) Literary Criticism and Theory

301(1) Studies in Journalism: Digital and Multimedia Journalism

301(1) Studies in Journalism: Health and Science Writing

301(2) Studies in Journalism: Mastering the Narrative
301(2) Studies in Journalism: Journalism History and Ethics: The Role and Function of the Fourth Estate
303(1) Short Story Writing II
304(1) Verse Writing II
*305(1) Writing Literature for Children
306(1) Advanced Poetry Workshop: Exercises in Process and Capture
308(1) Contemporary Women's Short Fiction
309(1) Crafting the Novel
311(2) Chaucer's *The Canterbury Tales*
316(1) The Matter of Britain: Arthur and the Grail
*316(1) Topics in Late Medieval Literature: Texts and Contexts: Reading the Medieval World, 1350-1530
321(2) Studies in Nineteenth-Century British Literature: Victorian Sympathy
*336(1) The Curious Middle Ages
350(1) Studies in African American Literature: Slavery and the Literary Imagination
385(1) Feminist Theory and Film

Environmental Studies

267(1) Reading and Writing in the World
*317(1) Perspectives on American Environmental History
333(1) Landscape and Narrative
344(1) Biogeochemistry of Northern Ecosystems

European Studies

316(1) European Studies Seminar: Topic for Spring 2010: Global Europe?: Immigration and Representations of Im/migrants in

Film Studies

101(1) The New Face/s of Germany: Contemporary German Society in Film and Text
203(1) Introduction to Spanish and Latin American Film
*280(1) Film Authorship: Films of Margarethe von Trotta
*320(1) Sex, Love, and Gender in Contemporary African American Film
340(1) Topics in Experimental Film: Home Movies
370(2) Topics in National/Transnational Cinemas: Love and Death or Sex and Crime: The Representation of East Germany in Film after the Fall of the Berlin Wall
370(3) Topics in National/Transnational Cinemas: Advanced Studies in Visual Culture: Memory (of) War
380(1) Topics in Film Authorship: The Eighteenth Century: Jane Austen: Readings in Fiction and Film
380(1) Topics in Film Authorship: Jane Austen: Fiction and Film
380(1) Topics in Film Authorship: Henry James on Film
*380(2) Topics in Film Authorship: Natural's Not in It: Pedro Almodávar
*380(3) Topics in Film Authorship: The Eighteenth Century: Jane Austen: Readings in Fiction and Film
390(1) Topics in Film Theory: Feminist Theory and Film
390(2) Topics in Film Theory: Philosophy of Film
*390(5) Topics in Film Theory: Philosophy and Film Theory
*390(6) Topics in Film Theory: Queer Theory and Recent Queer Film in Latin America

French

215(1) Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World
215(2) Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World

Gender Studies

101(1) Introduction to Gender Studies: Introduction to Gender Studies in the Spanish-Speaking World: Identities and Intersections

117(1) Gender and Power in the History of Mount Holyoke College

204(1) Women and Gender in the Study of Culture: The Gender of War in Twentieth-Century German Culture

333(1) Advanced Seminar: Feminist Theory and Film

333(2) Advanced Seminar: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing

333(5) Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

Geography

*311(1) Seminars

312(1) Seminars: Resource and Conflict

313(1) Third World Development

Geology

115(1) Emergence of Animals

*210(1) Plate Tectonics

German Studies

100(1) The New Face/s of Germany: Contemporary German Society in Film and Text

*100(1) The Politics of Memory in Postwar German and Japanese Cultures

*210(1) German Conversation and Composition II

*212(1) Studies in German Language and Composition

220(1) German Culture Today: Stories and Histories

223(1) Topics in German Studies: German Culture from 1800 to 2000: Search for Identity: Nation, Heritage, and Psyche

223(1) Topics in German Studies: The Gender of War in Twentieth-Century German Culture

224(1) Tutorial for German Studies 223

231(1) Introduction to Nineteenth-Century Critical Social Thought

*301(1) Advanced Studies in German Language and Culture

315(1) Topics in German Literature and Culture: Topic for Spring 2010: Global Europe?: Immigration and Representations of Im/migrants in Film and Text

315(1) Topics in German Studies: Love and Death or Sex and Crime: The Representation of East Germany in Film after the Fall of the Berlin Wall

325(1) Senior Seminar: Cultures of Memory in Global Context

*325(1) Senior Seminar: German Cultures of Memory in Global Contexts

History

101(1) Gender and Power in the History of Mount Holyoke College

101(1) Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700

*101(2) Foundation: Talking about a Revolution: Intellectuals in Modern China

*101(5) Foundation: Women in the Reformation

*101(6) Foundation: The Letters and Literature of the American Revolution

*223(1) Religion and Politics in Modern India

*301(6) Colloquium: The Long Nineteenth Century

*351(1) The Middle Ages: Texts and Contexts: Reading the Medieval World 1350-1530

*390(1) South Asian Nationalisms

Mathematics

251(1) Laboratory in Mathematical Experimentation

Medieval Studies

101(1) Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700

*300(1) Seminar in Medieval Studies: Texts and Contexts: Reading the Medieval World, 1350-1530

*300(2) Seminar in Medieval Studies: The Curious Middle Ages

*300(20) Seminar in Medieval Studies: Forging the Ring

Music

*110(1) First Year Seminar: The Nine Symphonies of Beethoven: A Listening Survey

*226(1) World Music

281(1) History of Western Music I

282(1) History of Western Music II

371(1) Topics in Music: Analytical Studies in World Music

Politics

106(1) Comparative Politics

107(1) Foundations of Political Theory

111(1) Confessions, Novels, and Notebooks: The Self and Political Thought

237(1) Western European Politics

*237(1) European Politics

*357(1) War and Peace in South Asia

361(1) Politics and Rhetoric

*366(1) International Migration

Psychology

*110(2) Introductory Seminars in Psychology: First Love: Attachment Theory and Research

110(2) Introductory Seminars in Psychology: All in the Family

*110(3) Introductory Seminars in Psychology: Brain/Mind

*110(4) Introductory Seminars in Psychology: Brain/Mind

323(1) Laboratory in Qualitative Research

411(1) Seminar in Psychological Research

412(1) Seminar in Psychological Research

Russian and Eurasian Studies

151(1) Chekhov's Stories and Plays: Women on the Verge of the Twentieth Century

151(3) *Anna Karenina:* Loving to Death

Spanish

202(1) Spanish for Heritage Speakers

209(1) Composition and Culture

209(2) Composition and Culture

230(1) Identities and Intersections: An Introduction: Introduction to Gender Studies in the Spanish-Speaking World

230(2) Studies in Identities and Intersections: U.S. Latino/a Literature: Identities, Borders, and Exiles

240(1) Visual Cultures: An Introduction: Introduction to Spanish and Latin American Cinema

250(1) Concepts and Practices of Power: An Introduction: Fighting Words: Imperial Discourses and Resistance in the Americas

260(1) Studies in Language and Society: An Introduction: Introduction to Hispanic Linguistics

330(1) Advanced Studies in Identities and Intersections: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing

330(1) Advanced Studies in Identities and Intersections: The Spanish Others

330(2) Advanced Studies in Identities and Intersections: Flowers from the Volcano: Myth, Memory, and Revolution in Central American Texts

340(1) Advanced Studies in Visual Cultures: Memory (of) War

350(1) Advanced Studies in Concepts and Practices of Power: Community Narratives: (In)Visibility and Representation in Literature and Media

Theatre Arts

150(1) What Is Performance?

283(1) Playwriting I

Speaking-Intensive Seminars

African American and African Studies

210(1) African American Culture and Society

American Studies

290(3) Topics in American Studies: Winners and Losers: Taxation, Social Justice, and Economic Choices

301(8) Senior Seminar: Landscape and Narrative

Anthropology

212(1) Shopping and Swapping: Cultures of Consumption and Exchange

235(1) Development of Anthropological Thought

334(1) Memory, History, and Forgetting

350(1) Issues in Contemporary Anthropological Theory

Asian Studies

*150(1) First Year Seminar: Stories and Storytelling in India

*211(1) Modern Indian Fiction

254(1) The Great Epics of India: Representations and Interpretations

*272(1) Mahatma Gandhi and Rabindranath Tagore: Nonviolence, the Nation, and the World

312(1) Learning Chinese through Newspapers

313(1) Advanced Chinese Reading: Literary Works and Social Issues

314(1) Learning Chinese through Films

320(1) Women's Issues in Arab Women Writers' Novels

340(1) Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

*350(1) Love and the Erotic in Indian Poetry

Biological Sciences

301(1) Animal Cloning, Stem Cells and Regenerative Medicine: Past, Present, and Future

305(1) Cellular and Molecular Aspects of Development

321(1) Conference Course: Principles of Animal Communication

321(2) Conference Course: Invasion Biology: Brave New Species in a Brave New World

*321(5) Conference Course: Marine Conservation Biology

*321(10) Conference Course: Emerging Infectious Diseases

334(1) Chemical Communication in Vertebrates

344(1) Biogeochemistry of Northern Ecosystems

Chemistry

343(1) Chemistry of DNA

Complex Organizations

220(1) Winners and Losers: Taxation, Social Justice, and Economic Choices

299(1) Leadership and the Liberal Arts

Critical Social Thought

252(1) Literature and Politics: Politics as Performance

350(1) Seminar in Critical Social Thought

Curricular Support Courses

104(1) Public Speaking and Civic Discourse: Theory and Practice

212(1) Peer Mentoring: Theory and Practice

Economics

100(1) Introductory Economics Topics: Global Economy

314(1) Economic Development in the Age of Globalization

Educational Studies

260(1) Mission and Market: Higher Education

English

101(1) Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature

101(11) Seminar in Reading, Writing, and Reasoning: Underworlds (and Otherworlds)
103(1) English for Multilingual Speakers I
104(1) English for Multilingual Speakers II
105(1) Writing across Cultures
211(1) Shakespeare
213(1) The Literature of the Later Middle Ages
*215(1) Early Chaucer
265(1) Survey of Literature for Children and Young Adults
*305(1) Writing Literature for Children
306(1) Advanced Poetry Workshop: Exercises in Process and Capture
309(1) Crafting the Novel
311(2) Chaucer's *The Canterbury Tales*
*312(1) Shakespeare: The Later Plays
*312(2) Shakespeare, the Theatre, and the Book
316(1) The Matter of Britain: Arthur and the Grail
*316(1) Topics in Late Medieval Literature: Texts and Contexts: Reading the Medieval World, 1350-1530
321(2) Studies in Nineteenth-Century British Literature: Victorian Sympathy
333(1) Two Irish Poets: W.B. Yeats and Seamus Heaney
*348(1) Inside-Out at Hampden County: Crisis and Transcendence
350(1) Studies in African American Literature: Slavery and the Literary Imagination
385(1) Feminist Theory and Film

Environmental Studies

*317(1) Perspectives on American Environmental History
333(1) Landscape and Narrative
344(1) Biogeochemistry of Northern Ecosystems

European Studies

316(1) European Studies Seminar: Topic for Spring 2010: Global Europe?: Immigration and Representations of Im/migrants in

Film Studies

203(1) Introduction to Spanish and Latin American Film
370(2) Topics in National/Transnational Cinemas: Love and Death or Sex and Crime: The Representation of East Germany in Film after the Fall of the Berlin Wall
370(3) Topics in National/Transnational Cinemas: Advanced Studies in Visual Culture: Memory (of) War

French

120(1) African Cinema
225(1) Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World
230(1) Intermediate Courses in Culture and Literature: Introduction to the Civilization of France

Gender Studies

101(1) Introduction to Gender Studies: Introduction to Gender Studies in the Spanish-Speaking World: Identities and Intersections
204(1) Women and Gender in the Study of Culture: The Gender of War in Twentieth-Century German Culture
333(1) Advanced Seminar: Feminist Theory and Film
333(2) Advanced Seminar: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
333(5) Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*
390(1) Field Placement

Geography

*311(1) Seminars
312(1) Seminars: Resource and Conflict
313(1) Third World Development
319(1) Africa: Problems and Prospects

Geology

*210(1) Plate Tectonics

German Studies

*100(1) The Politics of Memory in Postwar German and Japanese Cultures
*210(1) German Conversation and Composition II
211(1) Creation and Production of a German Play
*212(1) Studies in German Language and Composition
220(1) German Culture Today: Stories and Histories
221(1) Tutorial for GRMST-220
223(1) Topics in German Studies: German Culture from 1800 to 2000: Search for Identity: Nation, Heritage, and Psyche
223(1) Topics in German Studies: The Gender of War in Twentieth-Century German Culture
224(1) Tutorial for GRMST-223
231(1) Introduction to Nineteenth-Century Critical Social Thought
232 German Tutorial: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
232(1) German Tutorial: The New Face/s of Germany: Contemporary German Society in Film and Text
*301(1) Advanced Studies in German Language and Culture
315(1) Topics in German Studies: Love and Death or Sex and Crime: The Representation of East Germany in Film after the Fall of the Berlin Wall
315(1) Topics in German Literature and Culture: Topic for Spring 2010: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
325(1) Senior Seminar: Cultures of Memory in Global Context
*325(1) Senior Seminar: German Cultures of Memory in Global Contexts

History

101(1) Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
*223(1) Religion and Politics in Modern India
*256(1) Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 to the Present
*283(5) Topics in the Recent History of the United States: A Cultural and Environmental History of the Mount Holyoke College Campus
*301(6) Colloquium: States and Sovereignty in the British Empire
*301(6) Colloquium: The Long Nineteenth Century
*301(24) Colloquium: Women and Gender in South Asia
*301(25) Colloquium: The Indian Ocean World
*351(1) The Middle Ages: Texts and Contexts: Reading the Medieval World 1350-1530
*390(1) South Asian Nationalisms

Jewish Studies

*222(1) Engendering Judaism: Women and Jewish Tradition

Medieval Studies

101(1) Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
300(1) Seminar in Medieval Studies: The Matter of Britain: Arthur and the Grail
*300(1) Seminar in Medieval Studies: Texts and Contexts: Reading the Medieval World, 1350-1530
*300(20) Seminar in Medieval Studies: Forging the Ring

Philosophy

102(1) First-Year Seminar: Personal Identity

*102(3) First-Year Seminar: Forbidden Knowledge
280(1) Philosophy for Children

Politics
*112(1) Speaking and Arguing: The Rhetoric of Peace and War
*357(1) War and Peace in South Asia
*366(1) International Migration

Psychology
220(1) Theories of Personality
*251(1) Animal Behavior
*300(1) Seminar in History and Systems of Psychology: Psychology and the Military
329(1) Seminar in Personality and Abnormal Psychology: First-Person Narratives of Madness
*337(1) Seminar in Educational Psychology: Motivation
411(1) Seminar in Psychological Research

Russian and Eurasian Studies
*151(3) Crown Jewels of Russian Culture

Spanish
210(1) Conversation and Culture: Speaking Spanish in the Real World
230(1) Identities and Intersections: An Introduction: Introduction to Gender Studies in the Spanish-Speaking World
230(2) Studies in Identities and Intersections: U.S. Latino/a Literature: Identities, Borders, and Exiles
240(1) Visual Cultures: An Introduction: Introduction to Spanish and Latin American Cinema
250(1) Concepts and Practices of Power: An Introduction: Fighting Words: Imperial Discourses and Resistance in the Americas
260(1) Studies in Language and Society: An Introduction: Introduction to Hispanic Linguistics
330(1) Advanced Studies in Identities and Intersections: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
330(1) Advanced Studies in Identities and Intersections: The Spanish Others
330(2) Advanced Studies in Identities and Intersections: Flowers from the Volcano: Myth, Memory, and Revolution in Central American Texts
340(1) Advanced Studies in Visual Cultures: Memory (of) War
350(1) Advanced Studies in Concepts and Practices of Power: Community Narratives: (In)Visibility and Representation in Literature and Media

Theatre Arts
281(1) Shakespeare

Community-Based Learning (CBL)

The Weissman Center's Community-Based Learning (CBL) program connects academic work and purposeful engagement with the world. It links Mount Holyoke College students with communities through courses, independent studies, internships, research and service projects that combine learning and analysis with action and social change. Students learn about communities and learn to apply ideas, theories, and models to social issues in a practical context while gaining insights from practitioners in communities and in community-based organizations (CBOs).

Mount Holyoke College's CBL program fosters sustainable, mutually beneficial campus-community relationships to support learning, research, and service. CBL courses follow research- and practice-based principles of best practice in community engagement. Along with enhancing students' understanding of public concerns, CBL aims to foster leadership, citizenship, and advocacy skills.

For more information, visit *www.mtholyoke.edu/go/cbl.*

Community-Based Learning Courses

African American and African Studies
210(1) African American Culture and Society

Anthropology

346(1) Identities/Differences: Anthropological Perspectives

Curricular Support Courses

100(1) Engaging the Pioneer Valley: Community-Based Learning (CBL) Theory and Practice

102(1) Community-Based Learning: Networks, Reflection, and Meaning

Education

205(1) Whiteness, Racism, and Inequality in Schools and Society

*220(1) Foundations of Multicultural Education

233(1) Educational Psychology

Educational Studies

*301(1) Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa

English

202(1) Introduction to Journalism

*348(1) Inside-Out at Hampden County: Crisis and Transcendence

Environmental Studies

200(1) Environmental Science

390(1) Senior Seminar in Environmental Studies

Gender Studies

390(1) Field Placement

History

*214(1) History of Global Inequality

Philosophy

280(1) Philosophy for Children

Politics

348(1) Colloquium in Politics: Community Development

Psychology

233(1) Educational Psychology

*337(1) Seminar in Educational Psychology: Motivation

340(1) Laboratory in Perception and Cognition: Cognition and Literacy

Spanish

350(1) Advanced Studies in Concepts and Practices of Power: Community Narratives: (In)Visibility and Representation in Literature and Media

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 Education

Religion

Romance Languages and Literatures

Russian and Eurasian Studies

Self-designed Studies

Sociology

Spanish (Hispanophone Studies)

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 Brodie (biological sciences), Brown (English), Douglas (psychology and education); Hanson (history), Morgan (history), Mosby (Spanish), Smith (politics), Wilson (economics and African American and African studies); Assistant Professors Banks (sociology), Omojola (music); Visiting Professor Pemberton (English).

Contact Persons

Holly Sharac, *senior administrative assistant*
Dorothy Mosby, *chair (fall 2009)*
Holly Hanson, *chair (spring, 2010)*

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

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

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

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

The Concentration in African American Studies

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

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

Requirements for the Concentration

Credits

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

Courses

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

Other

- Independent Study 395 is strongly recommended.

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

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

The Minor Concentration in African American Studies

The program should be planned carefully for coherence and integrity.

Credits

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

Courses

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

Other

- Signature of the program chair

Courses Counting toward the Major and Minor in African American Studies

See department listings for descriptions and course offerings.

Core

African American Studies

210 African American Culture and Society

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

Critical Social Thought

253 Critical Race Theory

Dance

132 Intro to Hip-Hop

142B Comparative Caribbean Dance

232 Intermediate Hip-Hop

Economics

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

Education

205 Whiteness, Racism, and Inequality in Schools and Society

Educational Studies

240 Researching Race and Racism in Education

English

101 Contemporary Autobiography: Race, Sexuality, Style

101 Memories of Home

101 The Poetics of Race and Identity

208 African American Poetry

250 African American Literature

251 African American Diasporas: Literature and Culture

252 Harlem Renaissance

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271 Women Writers: Black and White Southern Women Writers
339 Race, Romance, and Reform: Nineteenth-Century African American Women's Literature
345 The Career and Legacy of Richard Wright
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 Black Texts, Black Experiments: Contemporary African American Poetics
375 The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture
379 Suzan-Lori Parks, Revolutionary Playwright
389 American Memoir

Gender Studies

204 Women and Gender in the Study of Culture: Black Women Writers: Feminist Visions from the African Diaspora
333 Contemporary Latin American Literature: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers
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 in African Studies

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

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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

120 African Cinema

219 The French-Speaking World

311 *Paris dans l'imaginaire Africain*

341 Ousmane Sembène: *L'oeuvre d'un artist-militant*

341 *Contes et Legendes d'Afrique Francophone*

370 Women and Writing in French-Speaking Africa

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

341 Topics in German Studies: Color Me German: Perceptions of Other in German Culture from 1800-1933

History

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

241 African Popular Culture

242 Colonial Worlds: Africa and India

296 Women in History: African Women's Work, 1880–1980

301 Colloquium: Ecology and Imperialism in Africa

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

226 World Music

371 Analytical Studies in World Music

Politics

213 African Political Systems

398 The Rwanda Genocide in Comparative Perspective

Sociology

103 Contemporary South Africa

301 Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa

329 Social Change in Southern Africa

Spanish

261 Afro-Spanish Literature

341 Contemporary Latin American Literature: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers

341 Contemporary Latin American Literature: Treading the Ebony Path: Afro-Hispanic Literature
361 The Mind of the Traveler: Journey, Expeditions, Tours

Course Offerings

***100s American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-first Century**
(First-year seminar; writing-intensive course) In the twentieth century, American dreams of full citizenship for the descendants of enslaved Americans were always tempered by dilemmas of racial conflict. The struggle for racial, gender, and economic justice has achieved much during the last 60 years. What challenges remain in education, housing, employment, and consumer markets? What resources and policies are available to enhance well-being and agency for all citizens? This course surveys the strivings of people of African descent in the United States. The quest for racial justice and equality of opportunity is unfinished. The course reviews the accomplishments and work outstanding as our society moves from access to achievement.
Meets multicultural requirement; meets Social Sciences III-A requirement
L. Wilson
Prereq. fy only; 4 credits

***101f Introduction to African American and African Studies: Identity, Community, and Progress**
This course will introduce students to topics and methodologies within the vast field of African studies. This course will attempt to disrupt the history-based, U.S.-centric model by presenting alternate texts and approaches to the study of the global black experience. We must necessarily begin by questioning the idea, definition, and practice of blackness: what is it? How/did a unified black identity emerge from disparate people, practices, and experiences? After investigating the formation of the African diaspora, we will consider texts from the Americas, Europe, and the continent, assessing each for its historical, aesthetic, political, and cultural value.
Meets multicultural requirement; meets Social Sciences III-A requirement
The department
4 credits

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

***208f Introduction to Twentieth-Century Critical Race Theory**
(See Critical Social Thought 253s)
Meets multicultural requirement; meets Social Sciences III-A requirement
L. Wilson
4 credits

210f African American Culture and Society
(Community-Based Learning course; speaking-intensive course) Comprehensive survey of the cultural economy of race, class, and gender and the American Dream. Examines institutional developments in the era of racial/ethnic and gender equality through inclusion, 1945-1980. Explores legacies of recent social progress and challenges of durable social inequalities. Theorizes the nexus of poverty, opportunity, and mobility in the early twenty-first century. Brings together Mount Holyoke students and women in the final stages of their sentences in Hampden County, who collaborate as peers in a semesterlong exploration combining critical analy-

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sis and creative nonfiction writing. The semester will culminate in a reading and graduation ceremony for its students.
Meets multicultural requirement; meets Social Sciences III-A requirement
L. Wilson
Prereq. interview with instructor, jr & sr only except by permission. Interviews 30 March-7 April 2009; lbwilson@mtholyoke.edu; 4 credits

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

***306 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 US. 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 US 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; 4 credits

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

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

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

Prereq. 8 credits in department or permission of instructor; 4 credits

***340s Sex, Love, and Gender in Contemporary African American Film**
(Writing-intensive course; Same as Film Studies 320-01) This course will explore the representation in film of intimate relationships among African Americans. Confronting an ongoing history of racist, sexist, and homophobic images, films produced by and featuring blacks can offer alternate interpretations of love, romance, and sexuality. Coupled with literature and theoretical readings by feminists and black cultural critics, students will consider the function of--and challenges to--intimacy in interpersonal relationships among African Americans. Directors under consideration include Spike Lee, Kasi Lemmons, Marlon Riggs, and Sanaa Hamri.
Meets multicultural requirement; meets Humanities I-A requirement
The department
Prereq. AFRAM 101 plus 8 credits in African American and African Studies; 1 meeting (2 hours) plus screening prior to class (TBA); 4 credits

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

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American Studies

Contact Persons

Bridget Barrett, *senior administrative assistant*
Paul Staiti, *chair, spring semester*
Donald Weber, *chair, fall semester*

Requirements for the Major

The American studies major is only available to the class of 2010.

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

- American Studies 201, Perspectives in American Studies
- American Studies 301, Senior Seminar
- 8 credits in survey courses, examples of which include:
  - 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. 8).

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

102f Introduction to the Study of American Culture: Asian/Pacific/American History, 1850 to the Present
(Same as History 175f, Asian Studies 175f)
This course situates Asian/Pacific/American experiences within the context of American history, as well as that of their countries of origin. First we will look at the pre-World War II era, exploring relationships between the U.S. quest for empire in the Pacific, political-economic dislocations in Asian countries, and anti-Asian prejudice against migrants in the U.S. Next we will examine the

period after World War II, especially Japanese American internment; post-1965 immigration; war in Southeast Asia; the rise of postcolonial and new nations in Asia; and contemporary issues facing the A/P/A community in the U.S. Major themes include migration, racism, gender, and colonialism.
Meets multicultural requirement; meets Humanities I-B requirement
R. Chu
4 credits

***201s Introduction to the Study of American Culture: Metaphors, Borders, Migrations**
This course introduces students to American Studies' interdisciplinary methods of inquiry and emerging themes and debates by focusing on spatial metaphors of "America" that have mediated popular and scholarly interpretations of U.S. culture and politics since the nineteenth century.
Drawing on a diverse archive of speeches, political documents, photography, film, music, and literature, we will examine the interplay of race, gender, and sexual meanings embedded in historical constructions of the westward frontier, the virgin wilderness, America's gateway, the border, the north and the south, and the midwestern heartland. Throughout the course, we will consider the role of multiple migrations and border crossings in an evolving cultural mapping of America.
Meets Humanities I-A requirement
I. Day
4 credits

290fs Topics in American Studies

Fall 2009

290f(01) Nineteenth-Century American Women Writers
(Same as English 270(01)) In this cross-cultural examination of nineteenth-century American women writers, we will compare a number of works of fiction, prose, poetry, and autobiography. We will discuss how writers created sophisticated and insightful critiques of American culture and imagined or re-presented new American identities and histories. We will also consider tensions between "sentimental" idealism and political pragmatism, restrictive domesticity and dangerous autonomy, and passionless femininity and expressed sexuality. Authors may include Alcott, Child, Far, Fuller, Harper, Hopkins, Ruiz de Burton Wilson, and Winnemucca.
Meets multicultural requirement; meets Humanities I-A requirement
L. Brown
Prereq. Prereq. soph, second-year fy with permission of the instructor; 4 credits; enrollment limited to 25; 2 meetings (75 minutes); meets English department 1700-1900 requirement; 4 credits

290f(02) American Drama, 1787 to 1994
(Same as Theatre Arts 234, English 234) 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.
Meets multicultural requirement; meets Humanities I-A requirement
E. Rundle
Prereq. See Theatre Arts 234f-01; 4 credits

290f(03) Winners and Losers: Taxation, Social Justice, and Economic Choices
(Speaking-intensive course; Same as Complex Organizations 220-01) 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; 4 credits

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290f(04) Reading and Writing in the World
(Writing-intensive course; Same as English 267, Environmental Studies 267) An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, and Annie Dillard; field trips; and writing assignments—weekly field notes and journals, analytical papers, and personal essays.
Meets Humanities I-A requirement
J. Lemly, L. Savoy
Prereq. permission of instructor; 4 credits

Spring 2010

290s(01) Immigration and Racialization
Meets multicultural requirement; meets Humanities I-B requirement
S. Reddy
Meets twice a week; 4 credits

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

301fs Senior Seminar

Fall 2009

301f(01) Bootleggers, Glamour Girls, and Hobos: American Culture between the Wars
(Same as History 381) 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 growth 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; 4 credits

301f(02) Reading the New York Times: Journalism, Power, History
(Same as History 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/history/300-level_application.html) required; 4 credits

301f(03) Literature of the Jazz Age
(Same as English 368f) This course will examine how a number of American writers responded to the many cultural impulses associated with the term Jazz Age. We will discuss various forms of American modernism in fiction and poetry, and some of the critical responses to them. We will also discover the relationship of the writing to jazz music and to the literature of the "lost generation." Authors may include William Faulkner, Ernest Hemingway, F. Scott Fitzgerald, Edmund Wilson, Anita Loos, Claude McKay and John Dos Passos.
Meets Humanities I-A requirement
G. Pemberton
Prereq. jr, sr, or permission of instructor; 4 credits

301f(04) Race, Gender, and Empire: Cultural Histories of the United States and the World
(Same as History 301(04); Gender Studies 333) Recent cultural histories of imperial-

ism—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 or gender studies; online application required; see http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

**301f(08) Reimagining Los Angeles: Multiethnic Fictions of Tomorrowland*
(Same as English 387) In Ridley Scott's 1982 science fiction film, *Blade Runner*, Los Angeles is a beleaguered metropolis overrun by immigrant "hordes" and menacing replicants, presenting a dystopic forecast of multiculturalism. By surveying major genres in relation to the racialized and gendered contexts of migration, labor, and urban redevelopment, this course focuses on alternative constructions of Los Angeles in African American, Asian American, and Chicana/o short stories, novels, and film. Works will include *Southland, Tropic of Orange, Twilight: Los Angeles 1992, Their Dogs Came with Them, Devil in a Blue Dress, We Should Never Meet,* and *Kindred.*
Meets multicultural requirement; meets Humanities I-A requirement
I. Day
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

Spring 2010

301s(01) Slavery and the Literary Imagination
(Same as English 350-01) In this course we will study American works that focus on enslavement in America and the ways in which historical fact and literary conventions inform representations of enslaved and self-emancipated people, as well as enslavers, abolitionists, and free people of color. In what ways do race, class, region, and history influence portrayals of slavery? How do conventions of the slave narrative and sentimental novel affect the representation of slavery and freedom? Authors may include Octavia Butler, Charles Chesnutt, Frederick Douglass, William Lloyd Garrison, Lawrence Hill, and Harriet Beecher Stowe.
Meets multicultural requirement; meets Humanities I-A requirement
L. Brown
Prereq. Jr, sr, 8 credits in department beyond 101, including at least one of the following: English 240, 241, 250, or permission of instructor; 1 meeting (3 hours); 4 credits

301s(02) Queer Kinship in Asian North American Literature, Film, and Video
(Same as English 334, Film Studies 370, Gender Studies 333) This course examines alternative kinship formations in Asian North American cultural production. It will focus on the gender and sexual management of racial bodies since the nineteenth century—from the U.S. Page Law of 1875 that restricted Chinese women on the basis of their presumed sexual immorality to various forms of "racial castration" that mediate Asian masculinities. We will consider how alternative kinship arrangements and queer cultural projects expose and/or upset the narrative assumptions embedded in heteronormative scripts of nationalism.
Meets multicultural requirement; meets Humanities I-A requirement
I. Day
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department seminar requirement; 4 credits

301s(03) The Architecture of Frank Lloyd Wright
(Same as Art History 350s-01) 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-B requirement
M. Davis
Prereq. Jr, sr; 8 credits in art history, architectural studies, or American studies, or permission of instructor; 4 credits

301s(04) Studies in American Literature: Cather, Fitzgerald, Faulkner
(Same as English 345s-02) This seminar will focus on works of fiction by three major twentieth-century American writers, with special attention to novels published between the world wars. The course will examine ongoing critical debates regarding each writer, including such concerns as the status of the American South and West, conflicts across racial, ethnic, and gender lines, and American responses to the rise of modernist practices in literature and the visual arts.
Meets Humanities I-A requirement
C. Benfey
Prereq. jr, sr, 8 credits in department including English 200 or permission of instructor; meets American Studies seminar requirement; 4 credits

301s(05) Segregation: Origins and Legacies
(Same as History 301s-03) 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/history/300-level_application.html) is required; 4 credits

301s(06) Gender and War
(Same as Gender Studies 333, English 372f-01) This seminar will focus on depictions of war in the context of gender. When asked how we might prevent war, Virginia Woolf suggested that we must invent new language and methods rather than follow the path of the traditional "procession of educated men." What language emerges in works about the effects of war? Texts will include essays and films as well as selected works by writers such as Alcott, Whitman, Crane, Twain, Hemingway, Woolf, Silko, Morrison, and O'Brien.
Meets Humanities I-A requirement
L. Glasser
Prereq. jr or sr; 8 credits beyond the 100 level in English or Gender Studies or permission of instructor; meets English department seminar requirement; 4 credits

301s(08) Landscape and Narrative
(Speaking- and writing-intensive course; Same as Environmental Studies 333-01) Different stories or narratives—whether myth, literature, maps, or scientific theory—have been created about every region or environment on Earth as human attempts to describe and understand our connections with that place. How do braided strands of human history and natural history contribute to stories we tell of the land, and to stories we tell of ourselves in the land and of relational identity? In this reading and writing seminar we will reflect on how lifeways, homeplace, and identity of an individual or a community are linked with environment or the land. We will also create written and visual narratives of our own and explore creative environmental writing in reflection and action.
Meets Humanities I-A requirement
L. Savoy
Prereq. jr., sr., permission of instructor; 4 credits

301s(09) The Shakers
(Same as Religion 332) 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 intrigu-

ing 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
The department
Prereq. jr, sr, 8 credits in department, Religion 221 or permission of instructor; 4 credits

**301s(10) American Women's History*
(Same as History 38, Gender Studies 333) In this research seminar we will be looking at American women's history through a range of women's writings, including memoirs, letters, and diaries as well as oral histories, first person accounts, and literature from the 1890s to the present. Attention will be paid to the role of personal narrative in the writing of history and the place of history in personal writing. Students will do an oral history of a friend or family member, write a biographical essay on a woman in the past, and produce a 25-page research paper on a topic of their choice. Trips to local archives will help students who are unfamiliar with historical research gain confidence.
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; 4 credits

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

Ancient Studies

The major and minor in ancient studies are administered by the Department of Classics and Italian. Advisors in ancient studies: Professors Bergmann (on leave 2009–2010), Debnar (on leave fall 2009), McGinness (on leave 2009–2010); Associate Professors Arnold, Sumi.

Contact Persons

Susan LaBarre, *senior administrative assistant*
Geoffrey Sumi, *associate professor of classics*

The major in ancient studies encourages the study of ancient Greek, Roman, and Indian civilizations, as they relate to one another, from an interdisciplinary and inclusive perspective. Currently, majors may choose from among three concentrations: a) art historical/archaeological, b) historical, c) literary/mythological. On consultation with her advisor, a student may select her courses from among those offered in classics, art history, history, Asian studies, philosophy, politics, and religion. Through this major students will attain a deeper and more sophisticated knowledge of the ancient world.

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

The 32-credit minimum should include:

- At least one (4-credit) course at the intermediate level in Greek or Latin, or Asian Studies 142, Elementary Sanskrit
- At least one (4-credit) art historical or archaeological course focusing on the ancient Mediterranean
- At least one (4-credit) literary or mythical course focusing on the ancient Mediterranean or India
- At least two (4-credit) historical courses (i.e., 8 credits total), one on the ancient Greek and one on the ancient Roman world
- At least three (4-credit) 300-level courses (12 credits total), one of which must be a designated capstone/research seminar, and one of which must in the selected concentration
- At least three (4-credit) courses (12 credits total) must be within the chosen concentration.

Other

Ancient studies is not a 40-credit major; therefore, ancient studies majors must also fulfill the College's "outside the major" requirement by means of a minor or a Five College certificate program (see p. 8).

Students intending to pursue graduate studies are encouraged to minor in a related area (e.g., art history, classics, history, one of the ancient languages, philosophy, or religion).

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Two (4-credit) courses, each from different areas of concentration (8 credits total)
- At least one (4-credit) course at the 300 level
- The remaining 8 credits may come from relevant (4-credit) courses in art history, classics, history, and Asian studies, as well as philosophy, religion, or politics.

Course Offerings

See the Classics chapter, as well as relevant courses in art history, Asian studies, history, philosophy, politics, and religion.

Anthropology

The anthropology major and minor are administered by the Department of Sociology and Anthropology: Professors Battaglia, Lass, Morgan (on leave 2009–2010); Associate Professor Roth; Five College Assistant Professor Klarich; and Visiting Assistant Professor Halvorson.

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 non-ethnocentric. The analytic tools will help students make sense of the human condition no matter how familiar or foreign it may seem. Our courses are designed to expose students to a variety of cultures and introduce them to the different topics, theories, and methods of the discipline of anthropology.

Requirements for the Major

Credits

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

Courses

- 105, Introduction to Cultural Anthropology
- 235, Development of Anthropological Thought (*or* Sociology 223, Development of Social Thought)
- 275, Doing Ethnography: Research Methods in Anthropology
- 350, Issues in Contemporary Anthropological Theory
- One cultural area course 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
D. Battaglia, A. Lass, B. Halvorson, J. Roth
4 credits

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
4 credits

216f Special Topics in Anthropology

Fall 2009

216f(01) The Inca and Their Ancestors
This course explores the archaeology and history of the Inca Empire and earlier prehistoric cultures in the Andean region of South America. Readings and lectures will explore how artifacts such as pottery, stone tools, and food remains plus regional and site-level data are used to understand major political, economic, and social processes in the past. Particular attention will be paid to the development of early states on the Peruvian coast, the role of ceremonial centers in the highlands, and continuities in the political and social structures between the Inca and their ancestors.
Meets Social Sciences III-A requirement
E. Klarich
Prereq. Anthropology 105 or permission of instructor; 4 credits

216f(02) All in the Family: Rethinking Kinship and Social Relations in Anthropology
The scholarly effort to understand the variety of human relatedness lay at the core of anthropology as an academic discipline. This course combines such foundational studies with recent approaches to the study of kinship in anthropology. What is it to be related at a moment characterized by pervasive forms of disconnection? Topics include descent, inheritance, ancestry, marriage, house-based societies, kinship and exchange, gendered labor, memory, reproductive technologies, and the practice of relatedness. Drawing upon cross-cultural research, we will work toward a deeper understanding of how people come to regard, create, sever, and maintain significant ties with others.
Meets Social Sciences III-A requirement
B. Halvorson
4 credits

216f(03) Feminist Theory: Voicing Traditions, Changing Conditions
(Same as Gender Studies 221-01) Do women as a group, in Gilligan's words, speak "in a different voice"? This course examines the history of feminist theory through an investigation of "voice." Does a focus on voice privilege Western European feminist traditions? How have debates over who may speak for marginalized women facilitated feminist interdisciplinary dialogue on topics such as violence against women, class oppression, and racism? We will explore these questions in literature, film, and scholarship in anthropology, psychology, and sociolinguistics.
Meets Social Sciences III-A requirement
C. Croegaert
Prereq. Gender Studies 101; 4 credits

230f 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
B. Halvorson
Prereq. Anthropology 105; 4 credits

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
A. Lass
Prereq. jr, sr and 8 credits in department; 4 credits

240f Medical Anthropology
Biocultural aspects of disease and healing are examined through case studies of nonindustrialized societies, including the relationship between malaria and sickle cell anemia in West Africa and ritual cannibalism, AIDS,

and a degenerative nervous-system disorder (kuru) in highland New Guinea. This course surveys the cultural construction of suffering and healing, the medicalization of human social problems, and inequities in the distribution of disease and therapy.
Meets multicultural requirement; meets Social Sciences III-A requirement
M. Marchesi
Prereq. Anthropology 105; 4 credits

275s Research Methods in Cultural Anthropology
This course examines anthropological fieldwork techniques, including interviewing and participant observation, as well as qualitative approaches to the analysis of cultural data. Topics include cross-cultural field techniques, research design, ethical dilemmas, and the difference between academic and applied research. Research projects are an integral part of this course.
Does not meet a distribution requirement
J. Roth
Prereq. Anthropology 105 or 4 credits in department; 4 credits

295fs Independent Study
(Writing-intensive course)
Does not meet a distribution requirement
The department
Prereq. soph and permission of department; 1-4 credits

310f 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.
Meets multicultural requirement; does not meet a distribution requirement
D. Battaglia
Prereq. 8 credits in department or permission of instructor; 4 credits

316f Special Topics in Anthropology

Fall 2009

316f(01) Risk
People in all societies face uncertainty. Yet we have taken fear of the unknown and calculations of risk to a new level. Dangers appear to confront us at every turn — in the form of tainted food, global warming, epidemics, market collapses, and accidents at work and on roads. Terrorist attacks in New York and Tokyo, and crime in Sao Paulo, have led to the increased control of public spaces in these cities. Public spaces have been the source of both excitement and anxiety, but cultures of risk have emphasized their dangers. This course will explore some of the implications of cultures of risk.
Meets multicultural requirement; meets Social Sciences III-A requirement
J. Roth
Prereq. 8 credits in department or permission of instructor; 4 credits

316f(02) Gender, Power, and Social Movements
(Same as Gender Studies 333-03) This course explores the gendered dynamics of social movements in both the global North and South. After analyzing the first and second waves of U.S. women's movements, we will examine groups outside the U.S.—including those that are "all-women" and mixed. In particular, we will look critically at the imposition of Western models of women's liberation onto movements in the global South. We will also examine the "triple burden" that occurs as women engage in domestic-subsistence, wage-earning, and activist work. Drawing from feminist theory, social movement theory, anthropology, and political ecology, we will examine the challenges and possibilities women face in social movements today.
Meets Social Sciences III-A requirement
C. Heller
Prereq. jr or sr; 8 credits in Gender Studies or permission of instructor; application at http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

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334s Memory, History, and Forgetting
(Speaking- and writing-intensive course) In this seminar we question the distinction between myth and history and consider the relationship of historical consciousness to memory, forgetting, and other types of temporal awareness. We then examine the relationships among literacy, art, nationalism, and the invention of tradition and test the limits of ethnohistory. Finally, we look at the ways in which relics, museums, and tourism have all helped make history—as fact, experience, or commodity—possible.
Meets multicultural requirement; meets Social Sciences III-A requirement
A. Lass
Prereq. 8 credits in department; 4 credits

346s 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; 4 credits

350f Issues in Contemporary Anthropological Theory
(Speaking- and writing-intensive course) This course offers an appraisal of the core questions and theoretical frameworks of the past two decades. It covers the relationship of fieldwork to theory building, new trends in anthropological analysis, and critical examinations of the uses and abuses of anthropological data.
Meets multicultural requirement; meets Social Sciences III-A requirement
A. Lass
Prereq. sr, 8 credits in department; 4 credits

395fs Independent Study
(Speaking- and writing-intensive course)
Does not meet a distribution requirement
Prereq. jr, sr and permission of department; 1-8 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), Sinha (art history); Associate Professor Smith (studio art). Five College Faculty: Assistant Professor of Architectural Studies Long.

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, design studio, and related fields of study.

Courses

Foundation concentration: 8 credits

- One Art Studio at the 100-level; for example, ARTST 120, Visual Investigations: Drawing I
- One 100-level art history survey with significant architectural content or one 200-level survey of twentieth-century architecture (for example, Art History 243: Modern Architecture).

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

- Mount Holyoke: ARCHSTD 205: Topics in Architecture (Design Studio)
- Smith: Art Studio 281 Landscape Studies 250: Landscape Studies Intro Studio; Art Studio 283, Introduction to Architecture: Site and Space; Art Studio 285, Introduction to Architecture: Language and Craft
- Hampshire: HACU 105, Architectural Design: Basic Approaches; IA 180, Design Fundamentals I; HACU 205, Topics in Architecture
- UMass: Arch-Des 300: Design I; Arch-Des 301: Design II

Note that the design studios are not substitutes for art studios—students will not be able to count 200-level architecture design courses toward the 200-level art/art history requirement.

Intermediate concentration: 16 credits at the 200 level

- At least one course must be a studio art course (drawing, multimedia, painting, printmaking, sculpture, photography; consult the art studio course offerings).
- At least one course must be an architectural history course or an art history course with significant architectural content. In the Department of Art and Art History, these courses include: ARTH 214, Greek Art; ARTH 216, Roman Art; ARTH 222, Age of Cathedrals; ARTH 230, Italian Renaissance Art; ARTH 243, Modern Architecture; ARTH 261, Arts of China; ARTH 262, Arts of Japan; ARTH 263, Arts of India; ARTH 271, Arts of Islam; ARTH 290 (when the topic is appropriate).

Advanced concentration: 12 credits at the 300 level (in area of concentration). Courses may be drawn from art history, art studio, architectural design, and related disciplines.

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

Current courses in architectural studies throughout the Five Colleges are listed on the Five College Architectural Studies Web site at *http://www.fivecollegearch.com/*.

Other

A minimum grade of C- is required in any course counting for credit toward the major 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.

Students interested in a minor in architectural studies must consult with a faculty advisor in the program. It 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 architecture design studio. The program may soon have a minor that does not require an individualized special minor.

Course Offerings

205f Topics in Architecture: Sculpting Space: Introduction to Architectural Design
This studio course will be a design investigation of a particular theme in or approach to architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form, and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.
Meets Humanities I-A requirement
T. Long
Prereq. One semester of design or drawing is recommended; Requires lab fee (amount to be determined).; 4 credits

395f Independent Study
Does not meet a distribution requirement
The department
Prereq. Permission of instructor; 1-8 credits

Art History

The major and minor in art history are administered by the Department of Art and Art History. Advisors in art history: Professors Bergmann (on leave 2009–2010), Davis, Sinha, Staiti; Associate Professor Lee (on leave fall 2009); Visiting Assistant Professors Andrews, Jarrard, Larkin; Visiting Lecturer Lang.

Contact Persons

Rose Ryan, *senior administrative assistant*
Anthony Lee, *chair*
Michael Davis, *acting chair fall 2009*

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- At least four courses at the 200 level in at least three 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
- One additional course at any level

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 architectural studies or 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.

Students should be aware that preference in 300-level courses is normally given to those who have taken a relevant course at the 200 level. Majors are not automatically guaranteed preference in seminars that might be oversubscribed and, therefore, should not wait until the last semester to fulfill a seminar requirement.

Students wishing to enroll in 300-level seminars in art history at other Five College institutions must receive permission in advance from their advisor and the department chair if credit is to be applied toward their major.

Students who plan to enroll in 300-level courses outside of the Five Colleges, especially yearlong courses to be taken abroad, should first consult with their advisor and the department chair to determine if the courses meet departmental criteria for 300-level credit.

Those contemplating graduate study in art history are reminded that a reading knowledge of at least two foreign languages such as French, German, or Italian is usually required, one upon entrance, the other before advancement beyond the master of arts degree.

Requirements for the Minor

Credits

- A minimum of 20 credits, 16 of which must be above the 100 level

Courses

- Any 100-level art history course or AP credit in art history
- Any 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 oversub-

scribed and, therefore, should not wait until their last semester to fulfill this requirement.

Course Offerings

100fs Image and Environment

Fall 2009

100f(01) Western Art: 1400-2000
An introduction to painting, sculpture, and architecture in Europe and America from the Renaissance to the present. Classes are organized around five focused topics: Renaissance Florence; the artist in the seventeenth century; art, revolution and nationhood; nineteenth-century realism; and abstraction and empathy. Lectures will be complemented by class discussion, short films, and assignments in the art museum.
Meets Humanities I-A requirement
P. Staiti
4 credits

**100f(02) Introduction to Art History*
This survey course introduces students to the pleasures of art history as a field of inquiry. In case studies beginning with the Renaissance and extending to the Modern era, from Europe and the Americas, we will explore art's complicated and shifting relation to history — to its social, cultural, political, and intellectual worlds. Lectures and class discussion will be augmented by visits to the art museum.
Meets Humanities I-A requirement
A. Lee
4 credits

Spring 2010

100s(01) Architecture: The Face of Human Culture
A survey of architecture as a functional and expressive medium from the ancient world to the present. Accommodating domestic life, religious ritual, political, commercial, and leisure activities, architecture both shapes and reflects the natural environment, technology, social values and visions. While the history of Western architecture constitutes the primary focus, the course will include buildings from around the world.
Meets Humanities I-A requirement
M. Davis
4 credits

105f Arts of Asia
(Same as Asian Studies 107f) This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.
Meets multicultural requirement; meets Humanities I-A requirement
A. Sinha
4 credits

110f Introductory Seminar in Art History: The Artist in History
(First-year seminar) A study of artistic identity in diverse time periods and regions of Europe, Asia, and North America. How have artists defined themselves, and how can we understand their roles in the societies in which they worked? Our investigation will include the study of myths and legends about the artist and the origins of art making, self-portraits and artworks that take on the subject of artistic creation, writings by artists and others, and historical analyses by recent scholars. We will encounter the artist as magician, entrepreneurial artisan, a channel to the divine, theoretician, ambassador, social critic, and revolutionary. Themes include art vs. craft, gender, technology, and collaboration.
Meets Humanities I-A requirement
C. Andrews
Prereq. fy or permission of the instructor; 4 credits

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

***211f Gods and Mortals: Myth in Ancient Art and Literature**
(Same as Classics 211) Many ancient images tell completely different versions of myth from those portrayed in Greek and Roman literary sources. By juxtaposing distinctive modes of communication in the ancient world, students will analyze the rhetorical uses of myth, both then and now. Students will also examine the range of possibilities for translating and interpreting text and image, which will alert them to the vitality of myth as a language of its own, transcending historical parameters.
Meets Humanities I-A requirement
B. Bergmann
4 credits

***215f The Hellenistic World: From Alexander to Cleopatra**
Hellenistic art has often been regarded as a chaotic, decadent phase between the golden ages of classical Greece and imperial Rome. Yet the period in the Mediterranean from the death of Alexander the Great in 323 BCE to the Roman conquest of Egypt in 31 BCE saw the creation of some of the greatest masterpieces of ancient art, the development of formal art criticism, and the mass production of art for private enjoyment. The course addresses the new themes and purposes of art in a cosmopolitan culture that, in many respects, was not unlike our own.
Meets Humanities I-A requirement
B. Bergmann
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***216 Empire: The Art and Archeology of the Roman Provinces**
At its height, the Roman Empire spanned a vast area, from modern Scotland to Libya and Iraq. Within that territory lived peoples of multiple races, languages, and religions. This course explores the art and architecture created in this global culture from its beginning in 30 BCE to the dedication of the first Christian capital, Constantinople, in 330 CE. Subjects include propaganda, arena spectacles, the home, mystery religions, and the catacombs.
Meets Humanities I-A requirement
B. Bergmann
Prereq. soph, jr, sr, or permission of instructor; 4 credits

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

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; 4 credits

***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; 4 credits

***241f Nineteenth-Century European Art: Neoclassicism to Impressionism**
This course traces major developments in European art during the periods traditionally designated by the terms neoclassicism, romanticism, realism, and impressionism. Focusing primarily on French art, but branching out to consider the art of England and Spain, it explores the key artistic themes of the century: the engagement with history, the rise of nationhood, the experience of the urban, the Marxist proposal, the grappling with modernity, the dealing in individual temperaments. Among the major figures to be studied are Constable, Courbet, David, Delacroix, Goya, Ingres, Manet, Monet, and Renoir.
Meets Humanities I-A requirement
A. Lee
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***242f History of Photography**
This survey course traces the rise and development of photography in the United States and, to a lesser extent, Mexico and the countries in Western Europe. It charts the wide range of work with the camera, including commercial, so-called "vernacular," and fine art projects, and considers pictures from photography's very beginnings in the mid-nineteenth century to today's practices. Among the major figures to be discussed are the early landscape photographers O'Sullivan and Watkins, the avant-garde photographers Stieglitz and Genthe, the Depression-era photographers Evans and Lange, and the so-called New Documentarians Arbus and Frank.
Meets Humanities I-A requirement
A. Lee
Prereq. soph, jr, sr, or permission of instructor; 4 credits

243f Building the Modern Environment: Architecture 1890-1990
An exploration of major movements and personalities in architecture from the late nineteenth century to the present. Emphasizing the United States against the background of European developments, the course considers the search by architects, including Frank Lloyd Wright, Le Corbusier, and Frank Gehry, for a language of form and space that captures the contemporary spirit as it elevates society to a higher plane of existence. Discussion focuses on issues of technology and utopia, the skyscraper, and the collision of tradition, modernity, and postmodernism in architecture since 1945.
Meets Humanities I-A requirement
M. Davis
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***244s Modern Art: 1885-1945**
This course examines the great ruptures in European art that today we call modernist. It relates aspects of that art to the equally great transformations in European society: revolutionary ferment, the rise and consolidation of industrial capitalism, colonization and its discontents, and world war. Among the major figures to be studied are Duchamp, Matisse, Malevich, Picasso, Seurat, and van Gogh.
Meets Humanities I-A requirement
A. Lee
Prereq. soph, jr, sr, or permission of instructor; 4 credits

245f Contemporary Art
This course traces the different paths of painting, sculpture, and photography 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
C. Lang
Prereq. soph, jr, sr, or permission of instructor; 4 credits

250s American Painting 1880-1980
A study of the work of individual painters and the cultural environment in which painting was produced and viewed in America. Topics will include landscape painting, impressionism, naturalism, modernism, the machine age, the city, abstract expressionism, and pop art. Eakins, Homer, Sargent, Whistler, Cassatt, O'Keeffe, Hopper, Pollock, Johns, and Warhol are some of the artists to be discussed.
Meets Humanities I-A requirement
P. Staiti
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***255s American Art and Architecture 1620-1880**
A survey of painting, architecture, sculpture, and design from the Colonial period to the late nineteenth century, this course introduces students to period styles and building types, as well as individual painters and architects. Classes develop ways of looking at and thinking about art and objects as material expressions of American social, political, and cultural ideas. Topics will include: portraiture, colonial Boston, art and revolution, nature and nation, the West, domestic architecture, and the city of Washington. Copley, Peale, Jefferson, Stuart, Cole, and Church are some of the key figures to be studied.
Meets Humanities I-A requirement
P. Staiti
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***261s Arts of China**
This course will survey arts of China from the neolithic period to the twentieth century. Class lectures will analyze ceramics, bronze vessels, sculpture, architecture, calligraphy, and painting in relation to various religious ideas and political formations that took place in China's long history.
Meets multicultural requirement; meets Humanities I-A requirement
A. Sinha
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***262s Japanese Art**
This course explores the special characteristics of Japanese art and architecture, from the early asymmetry of Jomon pottery and the abstraction of Haniwa figures to the later elite arts of the aristocratic, military, and merchant classes: narrative scroll painting, gold-ground screens, and the "floating world" of the color woodblock print. A historical survey of the arts of Japan, highlighting the interplay of art with religious and political issues.
Meets multicultural requirement; meets Humanities I-A requirement
A. Sinha
Prereq. soph, jr, sr, or permission of instructor; 4 credits

263s Arts of India
This course will survey the arts of India from the earliest times to the twentieth century. Class lectures will describe the relationships between geography, religious beliefs, and cultural history as they are embodied principally in the history of painting, sculpture, and architecture of the subcontinent of India.
Meets multicultural requirement; meets Humanities I-A requirement
A. Sinha
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***271f Arts of Islam: Book, Mosque, and Palace**
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; 4 credits

290fs Issues in Art History

Fall 2009

290f(02) The City of Rome from Romulus to Constantine
(Same as Classics 230) A detailed survey of the archaeology of the city of Rome from its origin in the early Iron Age to the beginning of the fourth century CE. The principal monuments and architectural development of the ancient city will be discussed against a broader cultural and historical background, with an emphasis on the powerful families and individuals responsible for the shaping of the urban landscape, and the specific social and political circumstances that gave the monuments meaning.
Meets Humanities I-A requirement
M. Landon
4 credits

Spring 2010

290s(01) Egyptian Art and Egyptomania
Why do we need the past, and how do we engage with it? In ancient Egypt, the past had power, and patrons, sculptors, and builders drew from earlier generations for inspiration. In the modern West, ancient Egypt holds a unique fascination. Recurring waves of artists and architects have taken up Egyptian motifs for their own sensibilities. The course examines ancient monuments and visual motifs in their original context as well as their appropriation in subsequent centuries, including our own.
Meets Humanities I-A requirement
D. Larkin
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***300s Seminar: Theory and Interpretation: 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; 4 credits

***301s Topics in Art History**
Meets Humanities I-A requirement
J. Varriano
Prereq. 8 credits in art history, or permission of instructor; 4 credits

302f Great Cities: Paris-Paradise: The Medieval City and Its Transformation
In 1323, Jean of Jandun wrote that Paris "seems to have received from the Most-High the role of the earthly paradise." Using medieval eyewitness accounts and descriptions, surviving monuments, and graphic records, this seminar will explore the transformation of Paris from a small twelfth-century town into Europe's most important metropolis by 1300. We will then consider the metamorphosis of medieval Paris into a modern capital in the nineteenth century paying particular attention to representations of the city by painters, writers, and, most recently, filmmakers.
Meets Humanities I-A requirement
M. Davis
Prereq. jr, sr, 8 credits in art history, or permission of instructor; 4 credits

***310fs Seminar in Ancient Art**

320fs Seminar in Medieval Art

Spring 2010

320s(01) Illuminated Manuscripts of the Later Middle Ages
The decorated book was one of the most important forms of art making in the Middle Ages. This course presents an integrative approach to the study of these objects, taking into consideration their structure, text, pictorial and decorative programs, and bindings. We will investigate the patronage, production, use, and afterlife of a range of illuminated manuscripts in the later Middle Ages, including the continuous traditions of monastic and courtly book production, as well as the new development of urban manuscript industries by lay artisans.
Meets Humanities I-A requirement

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

332f Seminar in Baroque Art: Gianlorenzo Bernini: Practices, Works, Ideas
This course examines the painting, sculpture, and architecture produced by the seventeenth century's most influential multimedia artist. It puts Bernini's innovations in the context of the political, religious, and artistic debates of his day, closely examining the Roman society that Bernini dominated during the reigns of three different popes, as well as the France of Louis XIV where Bernini briefly lived and worked. Topics include: workshop practices and preparatory works; ephemeral creations (festive and theatrical); antiquity and modern invention; the aesthetic of marvel; the myth of the artist; and the legacy of Bernini's "bel composto."
Meets Humanities I-A requirement
A. Jarrard
Prereq. jr, sr; 8 credits in art history or permission of instructor; 4 credits

***340 Seminar in Nineteenth-Century Art**
Meets Humanities I-A requirement
M. Foa
Prereq. jr, sr; (soph only with permission of instructor); 8 credits in art history, preferably including 241 or 244, or permission of instructor; 4 credits

342fs Seminar in Twentieth-Century Art

Spring 2010

342s(01) Shudders! Photography Goes Public
This seminar will explore the explosion of photography in 1930s America. The decade's photography is often epitomized by the heartrending images of the Great Depression, of social concern, of the traumas experienced by the poor and displaced. But in fact the period also witnessed photography's extraordinary vitality and new visibility, in the colorful pages of Life magazine and the tabloids, on the walls of MOMA, in experimental photobooks, at Photo League exhibitions, and much more. Among the major figures to be studied are photographers as diverse as Walker Evans, Weegee, and Aaron Siskind.
Meets Humanities I-A requirement
A. Lee
Prereq. jr, sr, or permission of instructor; 4 credits

350fs Seminar in American Art

Fall 2009

350f(01) The Art of 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

Spring 2010

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; 4 credits

360fs Seminar in Asian Art

Fall 2009

360f(01) "Through 'Indian' Eyes: Photography in India"
Explores the way photography seized hold of the imagination in India. Nineteenth-century documentary photographs of Indian ruins memorialized the reach of the British Empire when used for dioramas, panoramas, and

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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, or permission of instructor; 8 credits in art history, or film studies, or permission of instructor; 4 credits

Spring 2010

360s(01) Bollywood: A Cinema of Interruptions
(Same as Film Studies 370-01) How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a "constellation of interruptions." Students will examine feature films in class, write critical papers on scholarly essays, and pursue independent research projects on various aspects of Indian film.
Meets Humanities I-A requirement
A. Sinha
Prereq. jr, sr, 8 credits in art history, or film studies, or permission of instructor; 1 meeting (3 hours), 1 screening (3 hours); 4 credits

360(01) 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; 4 credits

395fs Independent Study
(Writing-intensive course) A student may undertake independent study in any of the following fields: American, Asian, European, Classical, Near Eastern, or Islamic art. She must have a minimum B+ average in art history courses, must receive permission from her project adviser, and consult guidelines available in the art department office. A student undertaking a two-semester independent study project (Art History 395) should be aware that only 4 credits will be applied to her major requirements. Thus, in addition to two 395 courses, she must enroll in two 300-level seminars.
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of department; 1-8 credits

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: Professor Campbell; Associate Professor Smith, Assistant Professor Hachiyanagi

Contact Persons

Rose Ryan, *senior administrative assistant*
Nancy Campbell, *chair*

Requirements for the Studio Art Major

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

Credits

- 40 credits in studio art (may include courses within the Five College Consortium)

Courses

- Prerequisite (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 395f (fall), Independent Study/Senior Studio
  - Art 395s (spring), Independent Study/Senior Studio

Other

- 8 credits in art history (including 100-level art history)

The department strongly asks that students seek the advice of the faculty in considering specific course selection, number, and sequence of courses to be completed for the studio art major.

Requirements for the Studio Art Minor

Credits

- A minimum of 24 credits (may include courses within the Five College Consortium)

Courses

- Prerequisite (required): Art 120, Drawing I
- 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.

Study Abroad

Any student going abroad in her junior year or semester should consult with her advisor before leaving to assure the verification of transfer credits in the major.

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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 First-Year Seminar: Making Things: 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; 4 credits

120fs Visual Investigations

Fall 2009

120f(01) 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
N. Campbell
2 studios (2-1/2 hours) and 6 hours unarranged; NOTE: Students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster.; 4 credits

120f(02) 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
T. Ginsberg
2 studios (2-1/2 hours) and 6 hours unarranged; NOTE: Students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster.; 4 credits

120f(03) 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; NOTE: Students preregistering for this course must attend the first class meeting

of the semester or their names will be dropped from the class roster.; 4 credits

120f(04) 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; NOTE: Students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster.; 4 credits

Spring 2010

120s(01) 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; NOTE: Students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster.; 4 credits

120s(02) 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; NOTE: Students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster.; 4 credits

120s(03) 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; NOTE: Students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster.; 4 credits

200fs Visual Investigations

Fall 2009

200f(01) 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.*
K. Stewart
Prereq. Permission of department; preference will be given to those students who have completed Art Studio 120, Drawing I; 1 meeting (3 hours), 1 lab (2 hours); NOTE: This course will be taught at Hampshire College; students will need a 35mm camera with manual override; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.00.; 4 credits

Spring 2010

200s(01) 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.*
K. Stewart
Prereq. Permission of department; preference will be given to students who have completed ARTST 120 Drawing I; 1 meeting (3 hours), 1 lab (2 hours);NOTE: THIS COURSE WILL BE TAUGHT AT HAMPSHIRE COLLEGE; students will need a 35mm camera with manual override. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.00.; 4 credits

***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; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard fee of $60; this course may be taken for 2 credits with permission of the instructor; 4 credits

226fs Topics in Studio Art I
Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.

Fall 2009

226f(01) Digital Art
This course combines the disciplines of drawing, printmaking, photography, and other means of making the handmade image with digital manipulation through current programs and software.
Meets Humanities I-A requirement
T. Ginsberg
Prereq. Art(Studio) 120 or permission of instructor; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60; 4 credits

Spring 2010

226s(01)
Meets Humanities I-A requirement
The department
Prereq. Art(studio)120; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60; This course may be taken for 2 credits with permission of the instructor.; 4 credits

236fs Visual Investigations

Fall 2009

236f(01) Painting I
An introduction to the basic pictorial issues of color and composition in oil painting.
Meets Humanities I-A requirement
M. Miller
Prereq. Art (Studio) 120 or permission of instructor; 2 studios (2 hours 40 minutes) and 6 hours unarranged; this course may be taken for 2 credits with permission of the instructor. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.00.; 4 credits

Spring 2010

236s(01) Painting I
An introduction to the basic pictorial issues of color and composition in oil painting.
Meets Humanities I-A requirement
C. Spurrier
Prereq. Art (Studio) 120 or permission of

instructor; 2 studios (2 hours 40 minutes) and 6 hours unarranged; this course may be taken for 2 credits with permission of the instructor. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.00.; 4 credits

237s 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. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.
Meets Humanities I-A requirement
C. Spurrier
Prereq. Art (Studio) 236 or permission of instructor; 2 meetings (2 hours 15 minutes), 6 hours unarranged, and criticism sessions to be arranged; this course may be taken for 2 credits with permission of the instructor.; 4 credits

246fs Visual Investigations

Fall 2009

246f(01) 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. NOTE: Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.
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; this course may be taken for 2 credits with permission of the instructor.; 4 credits

Spring 2010

246s(01) 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. NOTE: Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.
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; this course may be taken for 2 credits with permission of the instructor.; 4 credits

247f Visual Investigations: Sculpture II
Sculpture II is a course offered to continue those concepts and skills introduced in Sculpture I. This course is designed as a more in-depth experience for the student artist who is interested in the making of three-dimensional form, the construction of space, and the understanding of traditional or contemporary ideas of sculpture. Various contemporary methods will be examined including site specific art, performance art, installation art, and collaborative works.
Meets Humanities I-A requirement
J. Smith
Prereq. Art (Studio) 120 and 246, or permission of instructor; 2 studios (2 hours, 15 minutes) and 6 hours unarranged; NOTE: Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60. This course may be taken for 2 credits with permission of the instructor.; 4 credits

256fs Visual Investigations

Fall 2009

256f(01) 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) and 6 hours unarranged. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60. This course may be taken for

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2 credits with permission of the instructor.; 4 credits

Spring 2010

256s(01) 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) and 6 hours unarranged; 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 $60. This course may be taken for 2 credits with permission of the instructor; 4 credits

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) and 6 hours unarranged; 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 $60. This course may be taken for 2 credits with permission of the instructor.; 4 credits

264s Word and Image
This course explores the interrelationship between word and image. Through studio and theoretical investigations, students learn how to interface word, image, symbol, and structure. Students experiment with *intertextuality* while examining visible and invisible structures of our languages, visual codes, and society. The course considers art as visual language. Primary readings are on structuralism and post-structuralism.
Meets Humanities I-A requirement
R. Hachiyanagi
Prereq. soph only and Art(studio) 120; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.; 4 credits

***266 Body and Space**
This course focuses on the issues surrounding body and space through installation, performance, and public arts. Students explore the possibilities of body as an energetic instrument, while investigating the connotations of various spaces as visual vocabulary. The self becomes the reservoir for expression. The course examines the transformational qualities of the body as the conduit that links conceptual and physical properties of materials and ideas.
Meets Humanities I-A requirement
R. Hachiyanagi
Prereq. so, jr, sr only; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.; 4 credits

280f Topics in Studio Art II: Papermaking/Paper Art
Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.
Contemporary and traditional paper art and hand papermaking are explored. Both Asian-style and Western-style papermaking are introduced to further develop student's art-making experience. Topics include evolution of methods, fiber selection and preparation, sheetforming, paper pulp casting, and basic paper chemistry.
Meets Humanities I-A requirement
R. Hachiyanagi
Prereq. Art(studio) 120 and at least one 200-level art studio course; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60; This course may be taken for 2 credits with permission of the instructor.; 4 credits

390fs Advanced Studio
Concentration on individual artistic development. Emphasis will be placed on experimentation, thematic development, and critical review. Students may elect to take this course more than once.
Meets Humanities I-A requirement
The Department, R. Hachiyanagi, Visiting Artist, J. Smith
Prereq. Art Studio 120 and four 200-level

studio courses; 2 meetings (90 minutes) and studio hours unarranged. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60; this course may be taken for 2 credits with permission of the instructor.; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. Senior art majors and permission of instructor; Senior studio majors may elect to become candidates for an honors thesis with approval of the studio faculty.NOTE: Students enrolled in all studio courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of $60.; 1-8 credits

Asian Studies

The major and minor in Asian studies are administered by the Asian Studies Committee: Professors Campbell (art), Gabriel (economics), Khory (politics), Lipman (history), I. Peterson (Indian literature, cultural history, and Hinduism, on leave fall 2009); Associate Professors Chen (politics), Hachiyanagi (art), Hashmi (international relations), Mrozik (religion), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature); Assistant Professors Ahmed (English), Datla (history), Steinfels (religion); Visiting Assistant Professor Waquar Ahmed (geography); Lecturer Kuo (Chinese language); Visiting Lecturer Kao (Chinese language); Five College Assistant Professor Sbaiti (History), Five College Senior Lecturer Jiyad (Arabic language and literature); Five College Lecturer Brown (Japanese language); Visiting Lecturer from BLCU (Chinese language).

Contact Persons

Kay Klippel, *senior administrative assistant*
Naoko Nemoto, *chair*

Asian Studies Web Site

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

The Asian Studies Program covers a vast region of the world from the Middle East, through South Asia, to the Far East. The Asian studies major is interdisciplinary in nature with a foundation that rests on learning an Asian language.

Arabic, Chinese, and Japanese languages are regularly taught at Mount Holyoke College; Sanskrit is also offered occasionally.

Students interested in Asian studies may pursue an Asian studies major or minor, a Chinese language minor or a Japanese language minor. Many of our students are double majors.

Learning an Asian language is an intellectual challenge. However, students who acquire these languages are rewarded with access to richly varied and historically different cultures. MHC offers an intensive summer language program in Chinese at the Beijing Language and Culture University. Additionally, there are semester- and year-long study abroad programs for students to learn Asian languages.

Besides languages, students who major in Asian studies are required to take courses in at least three other disciplines. Courses that count toward Asian studies degrees may be found in anthropology, art history, economics, geography, history, international relations, philosophy, politics, and religion, as well as film studies and gender studies.

The Asian studies major/minor enables students to experience Asian cultures at many levels, through extracurricular events such as language tables and clubs, guest lectures, performing and visual arts, film festivals, and regional cuisine, as well as through study abroad for intensive language and cultural immersion.

This training prepares Asian studies majors and minors to pursue careers in fields as varied as education (teaching English as a second language, elementary and secondary education), business (international law and banking, travel organizations, publishing, public relations), media (journalism and film) and the arts (museum careers, performing arts, visual arts), government service (national security, diplomacy, political office), and graduate study (anthropology, art history, business, comparative literature, economics, history, languages, law, linguistics, politics, religion, sociology, etc.).

Requirements for the Asian Studies Major

Credits and Courses

- A minimum of 40 credits of course work on Asia. Any course that devotes 50 percent or more of its substance to the Asian continent may be counted toward the major.

- Owing to differences in the availability of levels and in the number of credits assigned for the Asian languages taught at Mount Holyoke, other colleges in the Five College system, and under the self-instructional program in the Five College Center for the Study of World Languages, the language requirement for the major is stated in terms of the minimum number of semesters rather than the number of credits.
- No fewer than 4 semesters of Chinese, Japanese, or Arabic 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.
- No more than 16 credits of 100-200 level language may be counted toward the major.
- Please consult the Asian Studies Committee for guidelines regarding Asian languages not listed or not taught at the Five Colleges.
- 16 credits (4 courses) at the 300 level, no more than 8 of which can be language credits. To be counted toward the major, 300-level courses not taught at Mount Holyoke, including language courses beyond the first- and second-year level, require prior approval from the chair of the Asian Studies Committee.
- Non-language courses must be taken in at least three departments or programs (including Asian studies).
- No more than one course on Asian diasporas (e.g., Asian American studies) may be counted toward the Asian studies major.

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

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

Asian Studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's outside the major requirement and need not register for a minor.

Requirements for the Asian Studies Minor

Credits and Courses

- 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 of which can be in language.
- Out of the 16 credits, at least 4 credits must be at the 300 level. There is no language requirement for the minor.
- Courses should be selected from at least two disciplines.
- No more than one Asian American studies course may be counted toward the Asian studies minor.

Requirements for the Chinese Minor

Credits and Courses

- At least 20 credits of the Chinese language courses at the 200 level or higher. At least 8 credits of which should be at the 300 level.
- Students spending their summer or junior year in a study abroad program approved by the program may bring back up to 8 credits.
- Independent Studies (295 / 395) do not count toward the minor.
- Courses taught in English do not count toward the minor.

Requirements for the Japanese Minor

Credits and Courses

At least 20 credits of the Japanese language courses at the 200 level or higher. At least 8 credits of which should be at the 300 level.

- Students spending their summer or junior year in a study abroad program approved by the program may bring back up to 8 credits.
- Independent Studies (295 / 395) do not count toward the minor.
- Courses taught in English do not count toward the minor.

College Language Requirement

Completing two semesters (8 credits or more) of Arabic, Chinese, or Japanese language study fulfills the Mount Holyoke College language requirement for students without previous experience in the language.

Course Offerings

Asian Culture

102s East Asian Civilization: Modern China
(Same as History 131) Studies the transformation of traditional China into a revolutionary society in the nineteenth and twentieth centuries. Topics include rural control and peasant rebellion, the synthesis of Chinese political systems with ideas and institutions from the West, development of capitalism and its fate, and the changing role of foreign powers in Asia.
Meets multicultural requirement; meets Humanities I-B requirement
J. Lipman
4 credits

***103f Introduction to Indian Civilization**
(Taught in English) Examines Indian civilization from the beginnings to the present, focusing on Indian cultural values and concepts of self and community. Topics covered include religious, ethnic, and linguistic diversity, rural and urban life, art and architecture, folklore, classical and modern literature, women's lives, and the contribution of figures such as the Buddha and Mahatma Gandhi. Attention will be given to colonialism and nationalism, to the events that led to the birth of the modern nations of India, Pakistan, and Bangladesh, and to contemporary life and movements.
Meets multicultural requirement; meets Humanities I-B requirement
I. Peterson
4 credits

107f Arts of Asia
(Same as Art History 105) This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.
Meets multicultural requirement; meets Humanities I-A requirement
A. Sinha
4 credits

***150f First Year Seminar: Stories and Storytelling in India**
(First-year seminar; speaking- and writing-intensive course; 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; 4 credits

211s Modern Indian Fiction
(Taught in English) An introduction to modern Indian fiction in English and in translation. Authors covered include Rabindranath Tagore and Mahasweta Devi (Bengali); Premchand (Hindi); Ismat 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
4 credits

***220s Women Writing in India**
(Taught in English; Same as Gender Studies 204) Critical study of women's writing in India, in genres ranging from classical and medieval poems, tales and songs (e.g., *Tiruppavai*) to novels, plays, and personal narratives by modern women writers (e.g., Rokeya Hossain's *Sultana's Dream*, Arundhati Roy's *The God of Small Things*), in translation from Indian languages and in the original English. We will focus on women's perspectives and voices, women's agency, and resistance to dominant discourses. Attention is paid to historical contexts, the socioreligious constructions of women and gender, and the role of ideologies such as colonialism and nationalism in the production and reception of women's writing.
Meets multicultural requirement; meets Humanities I-A requirement
I. Peterson
4 credits

248s Contemporary Chinese Fiction: 1949 to the Present
(Taught in English) A study of representative Chinese fictional writings from 1949 to the present focusing on the ways in which issues of individual and national identity, modernity, and gender have been probed and represented by different generations of Chinese writers. A particular emphasis will be placed on the novels and short stories published since the 1980s, in which both traditional ideology and literary styles are seriously questioned and challenged. Readings include works by Nobel Prize winner Gao Xingjian and other famous writers, such as Wang Meng, Zhang Xianliang, Zhang Jie, Wang Anyi, Yu Hua, Su Tong, etc.
Meets multicultural requirement; meets Humanities I-A requirement
Y. Wang
4 credits

254s The Great Epics of India: Representations and Interpretations
(Speaking-intensive course; taught in English) The epics *Ramayana* and *Mahabharata* are sacred texts of Hinduism and are rendered in oral, written, and dramatic forms in all the languages of India and Southeast Asia. Focusing primarily on the *Ramayana*, students have the opportunity to explore the epic narrative's aesthetic, religious, and cultural historical dimensions in its many manifestations, including the Sanskrit text (fifth century BCE), women's ritual songs, Tulsidas's medieval Hindi version, the Ramlila play, Kathakali dance, the television serial, and the political version of the Hindu communalists in the 1990s. All readings are in English.
Meets multicultural requirement; meets Humanities I-A requirement
I. Peterson
4 credits

261f Hinduism
(Same as Religion 261f) 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
S. Heim
4 credits

***272 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
4 credits

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

320s Women's Issues in Arab Women Writers' Novels
(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
4 credits

***325s Asian Religions: Sacred Hindu Narratives**
This course provides the opportunity for intensive study in Asian religious traditions. One of the traditions listed here is considered each time the course is offered. The student may therefore receive credit more than once. I. The Islamic Tradition II. History of Chinese Thought III. Japanese Religious Traditions IV. Hinduism
(Taught in English; Same as Religion 325) Telling, enacting, and listening to stories are essential modes of religious activity in the Hindu tradition. We will study the major types of sacred narrative in Hinduism, including creation myths, epic tales, stories of the gods, women's stories, and the lives of exemplary figures such as the saint-devotees of Shiva and Krishna. The tales will be examined from the perspectives of narrative structure and meaning in relation to forms of expression (e.g., the icon of the dancing Shiva, the Ramayana epic theater), and contexts (e.g., women's rites and the festival of the great Goddess).
Meets multicultural requirement; meets Humanities I-B requirement
I. Peterson
Prereq. jr, sr; Religion 261 (Hinduism) or permission of instructor; 4 credits

331f Asian History: Tokugawa Japan
Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.
(Same as History 331) A research seminar on Japan's transformation from a chaotic set of warring states (mid-sixteenth century) into a highly urbanized, literate, cultured but nonetheless feudal state capable of leaping into the modern world (late nineteenth century). Topics will include economic evolution; the development of tea ceremony, fiction, poetry, and theatre; political and social change, including class/status relations; evolution of gender roles; and the rise of the three great cities (Edo, Kyoto, Osaka). After a core of common readings and research exercises, students will design and undertake individual projects, using primary and secondary sources, and complete a substantial essay.
Meets multicultural requirement; meets Humanities I-B requirement
J. Lipman
Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

340f Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*
(Speaking- and writing-intensive course; 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; 4 credits

***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; 4 credits

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

Asian Languages

Asian Studies 110f-111s, 120f-121s, and 130f-131s 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 (on leave Fall 09).

110f First Year Chinese I
This course introduces Mandarin Chinese and emphasizes development of oral proficiency as well as gradual acquisition of reading and writing skills. Supplements class work with lab.
Meets language requirement; does not meet a distribution requirement
A. Kao, F. Kuo, Y. Wang
students must complete both Asian Studies 110 and 111 to satisfy the College language requirement; 6 credits

111s First Year Chinese II
This course continues Asian Studies 110, First Year Chinese I, with an introduction to Mandarin Chinese and the development of oral proficiency as well as gradual acquisition of reading and writing skills. Supplements class work with lab.
Meets language requirement; does not meet a distribution requirement
F. Kuo, Y. Wang
Prereq. Asian Studies 110 or equivalent (contact Ms. Wang for placement); students must complete both Asian Studies 110 and 111 to satisfy the College language requirement; 6 credits

120f First Year Japanese I
Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.
Meets language requirement; does not meet a distribution requirement
N. Nemoto
Prereq. Only fy, soph, and jr students may preregister; if space is available, srs may be able to register during Add/Drop. students with previous training in Japanese should contact

Ms. Nemoto for placement; students must complete both Asian Studies 120 and 121 to satisfy the College language requirement; 6 credits

121s First Year Japanese II
This continues Asian Studies 120, First Year Japanese I. Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.
Meets language requirement; does not meet a distribution requirement
N. Nemoto
Prereq. students with previous training in Japanese should contact Ms. Nemoto for placement; students must complete both Asian Studies 120 and 121 to satisfy the College language requirement; 6 credits

130f First Year Arabic I
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.
Meets language requirement; does not meet a distribution requirement
M. Jiyad
Prereq. students who have had previous training in Arabic should contact Mr. Jiyad for placement; students must complete both Asian Studies 130 and 131 to satisfy the College language requirement; 4 credits

131s First Year Arabic II
This course continues Asian Studies 130, First Year Arabic I. Students expand their command of basic communication skills, including asking questions or making statements from 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.
Meets language requirement; does not meet a distribution requirement
M. Jiyad
Prereq. Asian Studies 130 or equivalent (contact Mr. Jiyad for placement); students must complete both Asian Studies 130 and 131 to satisfy the College language requirement; 4 credits

212f Second Year Chinese I
This course places equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and multimedia materials.
Meets language requirement; does not meet a distribution requirement
A. Kao, F. Kuo
Prereq. Asian Studies 111 or equivalent (contact Ms. Wang for placement); 6 credits

213s Second Year Chinese II
This course continues Asian Studies 212, Second Year Chinese I. There is equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and multimedia practice.
Meets language requirement; does not meet a distribution requirement
A. Kao, F. Kuo
Prereq. Asian Studies 212 or equivalent (contact Ms. Wang for placement); 6 credits

222f Second Year Japanese I
This course emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.
Meets language requirement; does not meet a distribution requirement
N. Nemoto
Prereq. Asian Studies 121 or equivalent (consult Ms. Nemoto for placement); 6 credits

223s Second Year Japanese II
This course continues Asian Studies 222, Second Year Japanese I. Emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.
Meets language requirement; does not meet a distribution requirement
N. Nemoto
Prereq. Asian Studies 222 or equivalent (consult Ms. Nemoto for placement); 6 credits

232f Second Year Arabic I
This course continues elementary modern standard Arabic. The approach is communicative, with particular emphasis on active control of Arabic grammar and vocabulary, conversation, reading, translation and discussion of selected texts. The course includes oral presentations and short essays in Arabic.
Meets language requirement; does not meet a distribution requirement
M. Jiyad
Prereq. Asian Studies 131 or equivalent (contact Mr. Jiyad for placement); 4 credits

233s Second Year Arabic II
This course is the continuation of Asian Studies 232, Second Year Arabic I. The approach is communicative, with particular emphasis on active control of Arabic grammar and vocabulary, conversation, reading, translation, and discussion of texts. The course includes oral presentations and short essays in Arabic.
Meets language requirement; does not meet a distribution requirement
M. Jiyad
Prereq. Asian Studies 232 or equivalent (contact Mr. Jiyad for placement); 4 credits

310f Third Year Chinese I
This course helps students to build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.
Meets language requirement; does not meet a distribution requirement
The department, A. Kao
Prereq. Asian Studies 213 or equivalent (contact Ms. Wang for placement); 4 credits

311s Third Year Chinese II
This course continues Asian Studies 310, Third Year Chinese I, in helping students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.
Meets language requirement; does not meet a distribution requirement
The department, A. Kao
Prereq. Asian Studies 213 or equivalent (contact Ms. Wang for placement); 4 credits

312f Learning Chinese through Newspapers
(Speaking- and writing-intensive course)
This course advances students' four communication skills (reading, writing, listening, and speaking) by studying materials selected from the news media. The teaching materials include news reports on political, social, economic, and cultural issues, mainly from mainland China, Taiwan, and the U.S. The course will lay a good foundation for those who wish to read Chinese newspapers. This course also addresses issues of formal expression, writing styles, and terminology used in the Chinese media. The course will be conducted mainly in Chinese.
Meets language requirement; does not meet a distribution requirement
The department
Prereq. Asian Studies 311 or equivalent (contact Ms. Wang for placement); 4 credits

313s Advanced Chinese Reading: Literary Works and Social Issues
(Speaking- and writing-intensive course) The course will advance students' communication skills in Chinese language through the study of contemporary Chinese literary and nonliterary works. The focus of the course is on short stories by famous writers such as Yu Hua, Su Tong, and Wang Meng. The course also features other types of literary materials such as essays, drama scripts, poems, and television dramas. Materials on pressing social, political, and economic issues from scholarly Chinese journals, newspapers, and Web sites will also be used. The class will be conducted entirely in Chinese.
Meets multicultural requirement; meets language requirement; does not meet a

distribution requirement
F. Kuo
Prereq. Asian Studies 311 or equivalent; 4 credits

314f Learning Chinese through Films
(Speaking- and writing-intensive course)
This course will improve students' four communication skills (reading, writing, listening, and speaking) by studying contemporary Chinese films, including several prize winners/nominees by internationally acclaimed directors such as Zhang Yimou, Li An, and Chen Kaige. The class will watch the films and then use the synopses and selected dialogues from the scripts as reading materials to facilitate both linguistic and cultural learning. Social and cultural issues reflected in the films will be discussed. The class will be conducted mainly in Chinese.
Meets multicultural requirement; meets language requirement; does not meet a distribution requirement
F. Kuo
Prereq. Asian Studies 311 or equivalent (contact Ms. Wang for placement); 4 credits

324f Third Year Japanese I
This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Meets language requirement; does not meet a distribution requirement
F. Brown
Prereq. Asian 223 or equivalent (consult Ms. Nemoto for placement); 4 credits

326s Third Year Japanese II
This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Meets language requirement; does not meet a distribution requirement
F. Brown
Prereq. Asian 324 or equivalent (see Ms. Nemoto for placement); 4 credits

Courses in Other Departments Counting toward the Major 2009–2010

Please see department listings for course descriptions and prerequisites.

	Art History
105f	Arts of Asia (AS107f)
263s	Arts of India
360f	Seminar in Asian Art: Photography (AS360f)
360s	Bollywood
	Economics
202s	East Asian Economic Development
	History
131s	East Asian Civilization: Modern China
331f	Seminar: Tokugawa Japan (AS331f)
331s	Asian History: China's Tumultuous Twentieth Century (AS331s)
	Politics
228s	East Asian Politics
	Religion
109f	FY Seminar: Muhammad, Prophet of Islam
202f	Introduction to Islam (AS202f)
207s	Women and Gender in Islam
241s	Women and Buddhism
261f	Hinduism (AS261f)
263f	Buddhism (AS263f)
268s	Buddhist Literature from Ginsberg to Gautama

Astronomy

The astronomy department administers the major in astronomy and offers a collaborative undergraduate major in astronomy through the Five College Department of Astronomy (FCAD). Faculty: Professors Dennis, Dyar (Mount Holyoke *chair);* Visiting Assistant Professors Levine, Stage; Five College Faculty Calzetti, Crowl, Edwards, Erickson, Fardal, Giavalisco, Greenstein, Gutermuth, Hameed, Hanner, Heyer, Irvine, Katz, Kwan, Lowenthal, Mo, Narayanan, Schloerb, Schneider, Snell (Five College *chair*), Tripp, Wang, Weinberg, Wilson, Young, Yun.

Astronomical facilities at all five institutions are available for student use. The Williston Observatory at Mount Holyoke includes a historic Clark 8" telescope. The McConnell Rooftop Observatory at Smith College includes two computer-controlled Schmidt Cassegrain telescopes, and the Amherst Observatory has a Clark 18" refractor. Students may obtain research and thesis data here or as guest observers at other observatories.

Contact Persons

Cynthia Morrell, *senior administrative assistant*
M. Darby Dyar, *chair*

Modern astronomy is concerned with understanding the nature of the universe and the various structures—galaxies, stars, planets, atoms—within it. We are interested not only in describing these things, but in understanding how they are formed and how they change, and, ultimately, in reconstructing the history of the universe.

This understanding is always based upon the same set of theories and practices—physics, chemistry, biology, materials science, mathematics, computer science—that we use to understand the earth and its immediate surroundings. Thus, all students are strongly encouraged to base their study of the universe upon a firm grounding in one of these disciplines.

All 100-level courses are taught by Mount Holyoke faculty and staff. Courses at the 200 level and above are staffed collectively by faculty in the Five College Department (as listed above); many of them will be offered off campus. Students are urged to consult the department to assist in planning a program of study that takes advantage of the rich variety of course opportunities. Through advising, the exact program is always tailored to the student's particular strengths, interests, and plans.

Requirements for the Astronomy Major

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with additional course work in physics or geology, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer or planetary scientist. Thus, advanced courses in physics, mathematics, geology, and/or chemistry, as well as a facility in computer programming, are strongly encouraged.

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

The major in astronomy is based on completion of Mathematics 100/101 and 202 and Physics 115 as prerequisites for the courses.

Credits

- A minimum of 32 credits, including the following or their approved equivalents:
- AST 100/101 (Survey of the Universe) or AST 110 (Introduction to Astronomy) (4 credits)
- Physics 216 (Electromagnetism) (4 credits)
- Two astronomy courses at the 200 level (8 credits) from the offerings of the Five College Astronomy department

- One astronomy course at the 300 level (4 credits) from the offerings of the Five College Astronomy department
- Three additional courses, of which two must be at the 300 level, in astronomy or a related field such as mathematics, physics, geology, biology, computer science, or the history or philosophy of science (12 credits)

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

Requirements for the Astronomy Minor

The goal of an astronomy minor is to provide a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background that prepares a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context that could include history of science, scientific writing or editing, or science education.

Credits

- A minimum of 16 credits above the 100 level, including:
- One 300-level astronomy, physics, or geology course
- Three additional 200- or 300-level courses in astronomy

Five College Course Offerings

Astronomy students will probably take multiple courses off-campus as part of the integrated curriculum of the Five College Astronomy Department. In addition to the courses listed in the Mount Holyoke course catalogue, the following courses are offered at other institutions. Students should consult these course listings at the home institution where they are offered. Enrollment is done through the Five College Interchange.

***220s Special Topics in Astronomy**
Intermediate level classes designed to introduce special topics in astronomy such as comets and asteroids, meteorites, and science and public policy, generally without prerequisites. Special offerings vary from year to year. See listings at individual institutions for more information.

224s Stars
The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required.
S. Edwards. Offered at Smith College.
Prereq. Physics 115, Mathematics 202 and one astronomy course; alternates with Astronomy 225.

225s Galaxies and Dark Matter
The role of gravity in determining the mass of the universe will be explored in an interactive format making extensive use of computer simulations and independent projects.
Offered at Smith College.
Prereq. Physics 115, Mathematics 202 and one astronomy course; alternates with Astronomy 224.

226f Cosmology
The course introduces cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems will be covered, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories.We will discuss questions concerning the foundations of cosmology and its future as a science.
G. Greenstein. Offered at Amherst College.
Prereq. Mathematics 101 and a physical science course

229s Astrophysics I: Stars and Galaxies
A calculus-based introduction to the properties, structure, formation and evolution of

stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.
Offered in alternate years at Hampshire College and Mount Holyoke
Prereq. Physics 115, Physics 216 or concurrent enrollment, and Math 202

330fs Seminar: Topics in Astrophysics
In-class discussions will be used to formulate a set of problems, each designed to illuminate a significant aspect of the topic at hand. The problems will be difficult and broad in scope: their solutions, worked out individually and in class discussions, will constitute the real work of the course. Student will gain experience in both oral and written presentation. Topics vary from year to year. See listings at individual institutions for more information.

335f Astrophysics II: Stellar Structure
How do astronomers determine the nature and extent of the universe? Centering around the theme of the "Cosmic Distance Ladder," we explore how astrophysics has expanded our comprehension to encompass the entire universe. Topics include: the size of the solar system; parallactic and spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and large-scale structure in the universe; quasars and the Lyman-Alpha Forest.
Offered at the University of Massachusetts.
Prereq. Astronomy 229 or instructor approval.

337s Observational Techniques in Optical and Infrared Astronomy
An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics will be discussed, along with instrumentation for imaging, photometry, and spectroscopy. Topics will include astronomical detectors, computer graphics and image processing, error analysis and curve fitting, and data analysis and astrophysical interpretation, with an emphasis on globular clusters.
J. Lowenthal. Offered at Smith College.
Prereq. at least one 200-level astronomy course.

352s Astrophysics III: Galaxies and the Universe
Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the viral theorem will also be discussed, along with galaxy rotation and the presence of dark matter in the universe, as well as spiral density waves. The course concludes with quasars and active galactic nuclei, synchrotron radiation, accretion disks, and supermassive black holes.
Offered at the University of Massachusetts.
Prereq. Astronomy 335 or two physics courses at the 200 or 300 level.

Mount Holyoke Course Offerings

100fs Survey of the Universe
Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole.
Meets Science and Math II-C requirement
J. Levine, M. Stage
The lecture for this course meets at the same time as the lecture for ASTR-101 but this course does not have a lab.; 4 credits

101fs Survey of the Universe with Lab
Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. In lab, learn the constellations and how to use the telescopes. Use them to observe celestial objects, including the moon, the sun, the planets, nebulae, and galaxies. Learn celestial coordinate and timekeeping systems. Find out how telescopes work.
Meets Science and Math II-B requirement
J. Levine, M. Stage

2 meetings (75 minutes) and 1 lab (3 hours). Designed for non-science majors. The lecture for this course meets at the same time as the lecture for AST 100. FY only, though others will be able to register during Add/Drop if spaces remain available.; 4 credits

***110fs Introduction to Astronomy**
A comprehensive introduction to the study of modern astronomy that explores the celestial bodies that inhabit the universe- planets, stars and galaxies- and examines the universe itself- its origin, structure, and ultimate destiny.
Meets Science and Math II-B requirement
The department
Prereq. Math 100 or 101 or the equivalent; The lecture for this course meets at the same time as the lecture for ASTR-100 and 101. Students in ASTR-110 attend lab and also must attend the 4th hour section. Problem sets and exams are different from those in ASTR-100 and 101 because they are calculus-based.; 4 credits

223f Planetary Science
This intermediate-level course covers fundamentals of spectroscopy, remote sensing, and planetary surfaces. Discussions will include interiors, atmospheres, compositions, origins, and evolution of terrestrial planets; satellites, asteroids, comets, and planetary rings.
Meets Science and Math II-C requirement
R. Klima
Prereq. Math 100/101 and one semester of a physical science course; 4 credits

***229s Astrophysics I: Stars and Galaxies**
A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.
Does not meet a distribution requirement
The department
Prereq. Physics 115, Physics 216 or concurrent enrollment, and Math 202; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph; 1-4 credits

330fs Seminar: Topics in Astrophysics
In-class discussions will be used to formulate a set of problems, each designed to illuminate a significant aspect of the topic at hand. The problems will be difficult and broad in scope: their solutions, worked out individually and in class discussions, , will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year.

Fall 2009

330f(01) Moon
This course will survey the past, present, and future of lunar exploration and science. We will focus on the evolution of the Moon as a paradigm for terrestrial planets, with specific units on interiors, heat flow, thermal evolution, magnetism, volcanism, volatiles, impacts, crustal composition and mineralogy, regoliths, and spectroscopy of its surface. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature.
D. Dyar
Prereq. any intermediate-level astronomy or geology course; AST 223 recommended; 4 credits

**330f(02) Mars*
Exploration of several unresolved questions about the Red Planet, such as 1) Where was the water on Mars and where did it go? How well will future missions answer this question? 2) How has the martian atmosphere evolved over time? 3) What rock types are present on the martian surface based on meteorite studies vs. direct observation? 4) How can geomorphic features of Mars best be interpreted, and what do they tell us about the evolution of the planet? and 5) Was there life on Mars at any time? Is there life on Mars at present, and if so, where? An interactive seminar with students and faculty reading current papers from the literature as well as daily reports from current mission Web sites.
D. Dyar
Prereq. any intermediate-level astronomy or geology course; AST 223 recommended; 4 credits

**330f(03) Asteroids*
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.
The department
Prereq. any 200 level astronomy or geology course; 4 credits

Spring 2010

**330s(03) Spectroscopy of the Planets*
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.
The department
Prereq. 2 semesters of astronomy, geology, or physics; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department; 1-8 credits

Biochemistry

The major in biochemistry is administered by the Biochemistry Committee: Professors Hsu (*chair*, biochemistry), Knight (biological sciences), Woodard (biological sciences); Associate Professors Gomez (chemistry), Hamilton (chemistry), Nunez (chemistry), Stranford (biological sciences).

Contact Persons

Dianne Baranowski, *senior administrative assistant*
Lilian Hsu, *chair*

The major in biochemistry is intended to provide a strong background in the fundamentals of both biology and chemistry and to develop an awareness of the unique principles of biochemistry. The core curriculum consists of Chemistry 101, 201, 202, 302, and 308; Biological Sciences 150 (or 145), 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 (or 145) and 200 during the first year. The committee further recommends Biological Sciences 220 and Chemistry 325 to students planning graduate work in biochemistry. Finally, all majors are required to complete a comprehensive written examination, and all seniors must give an oral presentation on a biochemical topic in the Senior Symposium.

Requirements for the Major

Credits

- A minimum of 48 credits and at least 4 credits of calculus-based physics as 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 (or 145), 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. 8).

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
Students conducting an independent lab research project for credit in a department, program, or lab covered by the College's chemical hygiene plan must participate in a safety training session before beginning research; credit will not be granted to students who do not receive safety training.; 1-4 credits

311f Protein Biochemistry and Cellular Metabolism
(Same as Biological Sciences 311f, 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; 4 credits

314s Nucleic Acids Biochemistry and Molecular Biology
(Same as Biological Sciences 314s, 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 (can be taken concurrently), Biochemistry 311, or permission of instructor; 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; 4 credits

395fs Independent Study
Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments.
Does not meet a distribution requirement
The department
See safety training restrictions in the course description for Biochemistry 295; 1-8 credits

Biological Sciences

The major and minor in biological sciences are administered by the Department of Biological Sciences: Professors Barry, Fink, S. Gruber, Knight (*chair*), Rachootin, Woodard; Associate Professors Bacon, Brodie, Frary, Gillis, Stranford; Assistant Professor Hoopes; Visiting Assistant Professors Jarvinen, Pope, Pratt.

Contact Persons

Nancy Lech, *senior administrative assistant*
Ellie Perrier, *administrative assistant*
Jeffrey Knight, *chair*

Our major provides many ways of looking at living things. Core courses introduce complementary perspectives on life. Advanced courses bring students to the edge of what we know, and provide a foundation for original work.

Requirements for the Major

Credits

- A minimum of 32 credits in biological sciences

Courses

Required courses in biological sciences:

- Biology:
- 145, Introductory Biology (various types) or
- 160, Integrated Introduction to Biology and Chemistry
- 200, Introductory Biology II (prereq. Biology 145 or 160)
- 210, Genetics and Molecular Biology (prereq. Biology 200; Chemistry 101; Chemistry 101 may be taken concurrently with Biology 210)
- 220, Cell Biology (prereq. Biology 200, Chemistry 201; Chemistry 201 may be taken concurrently with Biology 220)
- 223, Ecology (prereq. Biology 145 or Environmental Studies 100, one semester of college or high school calculus or statistics) or
- 226, Evolution (prereq. Biology 210 or 223)
- Three additional courses (12 credits) at the 300-level in biology. At least two of these (8 credits) must be taken at Mount Holyoke, and at least two must have labs.
- Biology 295 or 395 does not count toward the minimum 32 credits in the major.

Required courses outside of biological sciences:

- General Chemistry 101 and 201
- Calculus or Statistics

Recommended courses outside of biological sciences:

- Organic Chemistry 202 and 302
- Physics
- Computer Science

Requirements for the Minor

Credits

- A minimum of 16 credits at the 200- and/or 300-level

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, and several computer-equipped teaching laboratories.

Research interests of the faculty include animal behavior, anatomy, human physiology, biochemistry, biomechanics, development, ecology, evolution, immunology, microbial genetics, microbiology, neurobiology, invertebrates, plant diversity, and plant genetics.

Math and Science II-B Distribution Credit in Biology

Departmental courses with laboratories satisfy the Group II-B distribution requirement. Any off-campus biology course taken to satisfy the Group II-B requirement must have a laboratory component; courses that are introductions to professional specialties dependent on biology (e.g., nutrition or horticulture), or are addressed to technical certification (e.g., emergency medical technician), do not carry Group II-B credit.

Course Offerings

The department offers introductory biology in two different forms. The Biology 145 courses are a liberal arts introduction to biology in a small-class atmosphere. Different sections emphasize different topics. Biology 160, which must be taken concurrently with Chemistry 160, offers an integrated introduction to biology and chemistry. Either one is an appropriate choice for students who are considering a major in biology, biochemistry, environmental studies, or neuroscience and behavior. Completion of any of these courses will allow a student to enroll in Biology 200. Students are welcome to email the instructors to find out more about any of the introductory courses.

145fs Introductory Biology

Fall 2009

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. The class is addressed to students intrigued by natural history; it might be useful for students interested in further study of the environment.
Meets Science and Math II-B requirement
S. Rachootin
Prereq. fy; 4 credits

145f(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. 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 or permission of instructor; 4 credits

145f(03) 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

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A. Frary
Prereq. fy; 4 credits

145f(04) Physiological Ecology
As our climate changes on global scales, we need to explore how such changes will affect living things. This course will explore how physiological functions (such as metabolism, photosynthesis, and temperature regulation) drive the behavior (such as habitat selection and foraging) and ecology (such as competition and predator/prey interactions) of plants and animals in the context of their environment. Through laboratory sessions, research projects, and other oral and written assignments, students will gain experience with experimental design, data analysis and interpretation, and presentation of scientific results.
Meets Science and Math II-B requirement
M. Pratt
Prereq. fy; 4 credits

**145f(05) Organismal Biology*
This course encompasses a broad range of concepts central to our understanding of how organisms function and evolve. We will investigate important biological processes, such as photosynthesis and metabolism, and of systems, such as the cardiovascular and immune systems. We will also take a holistic view of biology and use our newly acquired knowledge to explore such diverse topics as: the evolution of infectious diseases, the consequences of development and design on the evolution of organisms, and how the physiology and behavior of animals might affect their responses to global climate change.
Meets Science and Math II-B requirement
R. Brodie
Prereq. fy; 4 credits

Spring 2010

145s(01) Foundations of Animal Behavior: Evolution, Physiology, and Ecology
(First-year seminar) This course covers some fundamental biological concepts with the ultimate aim of understanding how and why animals behave the way they do. We study the principles of evolution by natural selection, how neurons and muscles work at the cellular level, how hormones influence development and behavior, and how individual animals fit into their larger populations and communities. We will bring these principles together to understand how behavior allows animals to find food, avoid predators, and attract mates. Field and laboratory exercises will include quantitative analysis, observation, and experimentation.
Meets Science and Math II-B requirement
D. Pope
Prereq. fy; 4 credits

**145s(02) Biology in the Age of the Human Genome Project*
(First-year seminar; writing-intensive course) The Human Genome Project is leading to great advances in our understanding of the human body and in our ability to manipulate our own genetic information. We will focus on the science behind the Human Genome Project, and the ways in which it will change our lives. This course will also serve as a general introductory biology course for biology majors as well as nonmajors. We will read articles and books, and make use of the World Wide Web.
Meets Science and Math II-B requirement
C. Woodard
4 credits

**145(12) Animal Bodies, Animal Functions*
(First-year seminar; writing-intensive course) 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

**145(13) Patterns and Principles of Life*
(First-year seminar; writing-intensive course) 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

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
D. Cotter, D. Pope
Students must enroll in Biology 160 and Chemistry 160 for a total of 8 credits; 3 lectures (50 minutes), and 1 lab (4 hours) per week.; 4 credits

200s Introductory Biology II: How Organisms Develop
An overview of cells to tissues to organisms. Cellular components, the role of the nucleus, cell reproduction, and meiosis will be examined as part of our study of gamete production, fertilization, embryology, and development in an invertebrate (sea urchins), a vertebrate (chick), a fern, and a flowering plant. The basic molecular biology of DNA, RNA, and protein synthesis will be presented and examined in the context of building a fly embryo and a flower.
Meets Science and Math II-B requirement
A. Frary, R. Fink
Prereq. Biological Sciences 145 or 160; 4 credits

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

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
C. Woodard, J. Knight
Prereq. Biological Sciences 200; Chemistry 101 must be taken prior to or as a corequisite to this course.; 4 credits

220s Cell Biology
This course undertakes an integrated study of the processes and structures that define life at the cellular level. We will consider the molecular and supramolecular organization of membranes, cytoskeleton, and organelles in the context of the physical and chemical principles governing their assembly, and their participation in phenomena such as the capture and transformation of energy, catalysis, transport, motility, signal transduction, and maintenance of cytoplasmic organization. The laboratory portion of this course illustrates and analyzes these phenomena through selected optical and biochemical approaches.
Meets Science and Math II-B requirement
S. Stranford, L. Jarvinen
Prereq. Biological Sciences 200, Chemistry 201 (can be taken concurrently); 4 credits

223f Ecology
This course will cover the fundamental factors controlling the distribution and abundance of organisms, including interactions with the abiotic environment, fitness and natural selection, population growth and dynamics, species interactions, community dynamics, and diversity. We will address variation across space and time. The course will combine observational, experimental, and mathematical approaches to some of the applications of ecological theory, including

conservation, disease dynamics, and biological control.
Meets Science and Math II-B requirement
M. Hoopes
Prereq. An MHC Biology class or Environmental Studies 200 and a minimum of one semester of high school or college calculus or statistics; Biology 223 and/or Biology 226 must be taken for the Biology major.; 4 credits

226s Evolution
The mechanisms of evolutionary change within populations and between species; patterns of change in space, time and form; and the origin of adaptations. These approaches make sense of the diversity of life; then we turn to the evolution of developmental pathways, as a way of approaching the unity of life.
Meets Science and Math II-B requirement
S. Rachootin
Prereq. Biology 210 or 223; seniors may only take lab on Friday; sophomores and juniors on either Tuesday, Wednesday or Thursday only; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, permission of instructor; Note: Any student conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.; 1-4 credits

301s Animal Cloning, Stem Cells and Regenerative Medicine: Past, Present, and Future
(Speaking-intensive course) This course will look at the current state of mammalian cloning and the debates about human stem cell research, reading from primary literature. We will study adult, embryonic, and induced pluripotent stem cells. We will discuss the legal, ethical, and moral implications of using these cells in medical therapies, and each member of the class will participate in a staged debate on these issues for an introductory biology class. Pending funding, we may attend a conference on stem cell biology in Connecticut, or travel to Washington, D.C.
Does not meet a distribution requirement
R. Fink
Prereq. per instructor only; email rfink; 2 credits

302f Molecular Evolution
This course examines the dynamics of evolutionary change at the molecular level, the effects of various molecular mechanisms on the structure and function of genes and genomes, and the methodology involved in dealing with molecular data from an evolutionary perspective. Lab work will be devoted to learning ways to analyze DNA sequence data and to create and evaluate trees that use molecular data.
Meets Science and Math II-B requirement
A. Frary
Prereq. Biological Sciences 210 and 226; 4 credits

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. Pending funding, we will attend a conference on sea urchin development at the Marine Biological Laboratory in Woods Hole, Massachusetts.
Meets Science and Math II-B requirement
R. Fink
Prereq. Biological Sciences 200, 210, and 220, or permission of instructor; 4 credits

308s Darwin
(Writing-intensive course; Same as History 361s(02)) This course looks at the scientific content and intellectual context of Darwin's theory of evolution - his facts, metaphors, hypotheses, and philosophical assumptions. Readings from Darwin and his sources, and examination of the organisms he studied. A background in eighteenth- and nineteenth-century history or whole organism biology is recommended.
Meets Humanities I-B requirement
S. Rachootin

Prereq. Biological Sciences 226 or 4 credits in history; 4 credits

310f Invertebrate Zoology
This course looks at the evolutionary relations of the profoundly different groups of animals in light of their structure, development, and fossil history. Emphasizes exceptional organisms that prove - and disprove - biological rules. Themes include coloniality, asexual reproduction, metamorphosis, and making skeletons.
Meets Science and Math II-B requirement
S. Rachootin
Prereq. Biological Sciences 226; 4 credits

311f Protein Biochemistry and Cellular Metabolism
(Same as Biochemistry 311f; Chemistry 311f)
Meets Science and Math II-B requirement
L. Hsu
Prereq. Biological Sciences 210, Chemistry 302; 4 credits

314s Nucleic Acids Biochemistry and Molecular Biology
(Same as Biochemistry 314s, 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
K. Mix
Prereq. Biological Sciences 210, Chemistry 302, Biochemistry 311, or permission of instructor; Please sign up for this course as Biochemistry 314; 4 credits

315s Behavioral Ecology
(Writing-intensive course) In this course, students learn to view and understand animal behavior within an evolutionary context. The mechanistic side of behavior is investigated and students explore how behavioral traits originate and evolve over time. Students will integrate their knowledge of how organisms work with an appreciation of why they work the way they do. At the end of the course, students will understand basic concepts in behavioral biology and know many of the experiments that have facilitated our understanding of this field. They will be able to construct hypotheses and design experiments that address behavioral phenomena. The laboratory portion of this course is based on individual projects.
Meets Science and Math II-B requirement
R. Brodie
Prereq. 8 credits of biology at the 200 level with 223 or 226 strongly recommended; 4 credits

316f Scanning Electron Microscopy
(Same as Geology 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
M. Rice
Prereq. 4 credits of biological sciences or geology course at the 200 level; 2 credits

319f Immunology
This course will cover the cells, organs, and biochemical signals that constitute the immune system, as well as immune mechanisms for the identification and removal of foreign pathogens. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, immune deficiency, and pathogen evasion strategies. Special emphasis will be placed on the human immune response, with the addition of clinical case studies and independent laboratory projects to reinforce these ideas.
Meets Science and Math II-B requirement
S. Bakkour, S. Stranford
Prereq. Biological Sciences 210 and 220; 4 credits

320f Introduction to Transmission Electron Microscopy
Basic principles of transmission electron microscopy (TEM) and potential uses in biological studies. Each student selects a project and learns the fundamentals of specimen preparation, operation of the TEM, and image ac-

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quisition. Assessment and interpretation of the resulting electron micrographs culminate in an individual portfolio. Students wishing to extend their experience in other courses, including Biological Sciences 295 and 395, may enroll in this course concurrently.
Does not meet a distribution requirement
M. Rice, S. Lancelle
Prereq. Biological Sciences 220; 2 credits

321fs Conference Course
Selected topics for areas emphasized in the department according to needs of particular students. Study in small groups or by individual.

Fall 2009

321f(01) 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.
S. Barry
Prereq. seniors with at least 8 credits at the 200 level in biology, neuroscience and behavior, studio art, art history, or music; 2 credits

**321f(06) 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.
G. Gillis
Prereq. jr, sr or permission of instructor; 2 credits

Spring 2010

321s(01) Principles of Animal Communication
(Speaking- and writing-intensive course)
This seminar course will focus on current research in animal communication through readings and discussion of primary literature. Topics covered will include: honesty and deception in animal signals; the diverse sensory modalities used in animal signals, including those beyond the range of human capabilities, such as infrasound, ultrasound, ultraviolet and electrical signals; the physiological bases of signal production and perception; and environmental selection pressures on signals, including those caused by human impacts.
D. Pope
Prereq. Biological Sciences 315 or Psychology 251 or permission of instructor; 2 credits

321s(02) Invasion Biology: Brave New Species in a Brave New World
(Speaking-intensive course) How do species move from one continent to another, and what happens when they get to the new environment? The invasion process has been part of species interactions since organisms first evolved, but humans have altered species invasions so that we are creating newly homogeneous sets of species across continents. What are the consequences of species invasions? What makes some species more successful invaders and some sites more invaded? We will explore the mechanisms behind successful invasions, examine how species adapt to their new environments, and explore ways to assess and manage the impacts of these new colonists through primary literature readings and discussions.
M. Hoopes
Prereq. Biological Sciences 223 and 4 other credits above Biol-200; 2 credits

**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 se-

mester-long 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.
R. Brodie
Prereq. Biological Sciences 223 or 226; 2 credits

**321s(10) 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 emmergence or reemergence of specific infectious agents? In this course the primary literature will be used as a foundation for discussing global emerging and re-emerging infectious diseases. As a group we will discuss the science behind these diseases and their therapies as well as some of the social aspects relevant to the present day spread of infectious disease. Students will be expected to work in collaborative groups to present background material and original research findings relevant to these pathogens and the diseases they cause.
S. Stranford
Prereq. Biological Sciences 319, or permission of instructor; 4 credits

***322s Comparative Biomechanics**
(Same as Physics 222) The main objective of this course is to explore organismal structure and function via an examination of the basic physical principles that guide how living things are constructed and how organisms interact with their environment. We will use the combined approaches of the biologist and engineer to study the impact of size on biological systems, address the implications of solid and fluid mechanics for animal design, survey different modes of animal locomotion, and learn how biologists working in diverse areas (e.g., ecology, development, evolution, and physiology) gain insight through biomechanical analyses.
Meets Science and Math II-B requirement
G. Gillis
Prereq. any two courses above Biology 200 or permission of instructor; 4 credits

***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. Biology 150, 200, 210 or permission of instructor; 4 credits

***325f Plant Diversity and Evolution**
This course explores the tremendous diversity of the plant kingdom, emphasizing the local flora. Evolutionary relationships are discussed on the basis of comparisons of reproductive biology, morphology, anatomy, cell structure, and molecular biology.
Meets Science and Math II-B requirement
A. Frary
Prereq. two of Biological Sciences 200, 210, 223 or 226, or permission of instructor; offered alternate years; 4 credits

327s Microbiology
This course is a general study of microorganisms and their activities, including form and structure; biochemical processes of growth, metabolism, and energy storage; distribution in nature and relationships to other organisms; cycles of matter; beneficial and detrimental effects on humans; and physical and chemical effects microorganisms make in their environment.
Meets Science and Math II-B requirement
J. Knight
Prereq. Biological Sciences 220 or 311 and either 210 or 223; 4 credits

328s Regulatory and Integrative Human Physiology
We will investigate the fundamental processes by which human body systems function, and how they can be modified to enable the individual to live in a changing environment. We will pay particular attention to how different body systems are integrated with one another, and to the cellular and molecular mechanisms which make this functional integration possible.
Meets Science and Math II-B requirement
S. Bacon

Prereq. Biological Sciences 220 or Biochemistry 311; 4 credits

331s Theory and Application of Conservation Biology
This course focuses on advanced ecological theory applied to conservation. Class will combine lectures and discussions of primary scientific literature. Labs will include field trips to collect observational and experimental data and indoor exercises to explore the concepts of rarity, coexistence, and population viability with mathematical models. A community-based learning aspect is possible for the final project in this class.
Meets Science and Math II-B requirement
M. Hoopes
Prereq. Biology 223 or permission of instructor; 4 credits

***332f Macroevolution**
This course presents the science of biological form and its relation to adaptation, development, and the modes of evolutionary change. Emphases include primary theoretical literature, whole organisms, the emerging field of evolutionary developmental biology, and major transitions in vertebrate evolution.
Meets Science and Math II-B requirement
S. Rachootin
Prereq. Biological Sciences 226 and permission of instructor; 4 credits

333s Neurobiology
We will study the electrical and chemical signals underlying the generation of the nerve impulse and synaptic transmission. We will then explore neuronal circuits underlying learning and memory, movement, and sensory perception.
Meets Science and Math II-B requirement
S. Barry
Prereq. Biological Sciences 200, 220 and 4 credits in chemistry or physics; preference given to seniors; 4 credits

334f Chemical Communication in Vertebrates
(Speaking-intensive course) How is information about physiological states coded in chemical information passed between animals? How is this information passed between organs in the body? In this course we'll read and discuss the primary literature in biology to look in depth at the nature of chemical communication in vertebrates. We will study hormones, pheromones, and neurotransmitters, the neuroendocrine mechanisms which mediate their functions in the body, and the social and physical contexts in which these signalling mechanisms operate.
Does not meet a distribution requirement
S. Bacon
Prereq. Biological Sciences 220, 223 or 226; 4 credits

335s Mammalian Anatomy
This course will examine the fundamental structural organization of the mammalian body. The lecture portion of the class will focus largely on humans, and students will gain practical insight into other mammalian systems in the laboratory.
Meets Science and Math II-B requirement
G. Gillis
Prereq. any two courses above Biological Sciences 200; course open to 12 juniors and 12 seniors; 4 credits

***340s Eukaryotic Molecular Genetics**
In this course we will examine the role of molecular genetic analysis in the study of phenomena such as human disease (e.g., breast cancer), animal development, and gene regulation. We will also study genetic engineering of plants and animals. There will be group discussions of original research articles and review articles.
Meets Science and Math II-B requirement
C. Woodard
Prereq. Biological Sciences 200 and 210; 4 credits

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
J. Bubier
Prereq. At least two semesters of biology, chemistry, or environmental science, and permission of the instructor; Please sign up for this course as Environmental Studies 344; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of department; submit application in biological sciences office or via the department's Web site; NOTE: See safety training restrictions in description of Biological Sciences 295; 1-8 credits

Biological Sciences/Postbaccalaureate Studies Program

146f Postbaccalaureate Introductory Biology
This course is designed for students beginning the Postbaccalaureate Studies program in preparation for pursuing graduate-level study in the health professions. Topics include basic principles of biodiversity and taxonomy, genetics, basic biochemical principles, cell structure and function, and organ systems. Laboratory exercises compliment lecture material, and are intended to help students develop strong skills in microscopy, familiarity with using a variety of lab equipment, experimental design and data collection and analysis, and scientific writing. This course is open only to postbaccalaureate students.
Does not meet a distribution requirement
D. Gardner
Prereq. Postbaccalaureate students only; 4 credits; enrollment limited to 15; 3 meetings (50 minutes), 1 lab (3 hours)

Chemistry

The chemistry major and minor are administered by the Department of Chemistry: Professors Browne, Chen (*chair*); Associate Professors Cotter, Gomez (on leave 2009-2010), Hamilton (on leave spring 2010), Nunez; Assistant Professor Dickens; Visiting Assistant Professors Jayathilake, Plata.

Contact Person

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
  - 306, Methods of Measurement
  - 308, Chemical Thermodynamics
  - 325, Atomic and Molecular Structure and
- 8 or 12 credits in elective courses, at least four of which must be at the 300 level

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
  - 306, Methods of Measurement
  - 308, Chemical Thermodynamics
- Elective courses must include at least one from each of the following categories. Permission to use a course other than those listed here must be obtained from the department chair.
  - *Biochemistry:* Chemistry 212, Chemistry of Biomolecules; Chemistry 311, Protein Biochemistry and Cellular Metabolism or Chemistry 314, Nucleic Acids Biochemistry and Molecular Biology; or Chemistry 333, Protein Structure and Function
  - *History and Philosophy of Science:* Chemistry 250, Introduction to the History of Chemistry; Philosophy 206, Introduction to the Philosophy of Science; or Women's Studies 235, Gender, Race, and Science
  - *Earth and Environment:* Environmental Studies 101, Introduction to Environmental Studies; or any geology course
  - *Biology:* 145, Introductory Biology I; or 200, Introductory Biology II: How Organisms Develop

Other

- Participation in two semesters of the department comprehensive seminar program
- An individual oral presentation at the annual Senior Symposium

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

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

	Fall	*Spring*
Fy	Chemistry 101 or 160 Mathematics 101	Chemistry 201 Mathematics 202
Soph	Chemistry 202 Physics 115	Chemistry 302 Chemistry 306 Physics 216
Jr	Chemistry 308	Chemistry 325
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, and 314 (these students should note the biology prerequisites for Chemistry 311 and 314).

Independent work is encouraged and usually takes the form of work on a problem allied to the research interests of a faculty member, details of which are available from the chemistry department office. A number of Mount Holyoke College students participate in the department's summer research program (eight-ten weeks of paid, full-time research), a valuable addition to their education. Students may pursue independent work at any time in their Mount Holyoke careers. The department is extremely well equipped for research, including two high-field nuclear magnetic resonance spectrometers, two atomic force microscopes (AFM), 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, optical microscopy, electrochemistry and computational molecular modeling.

The Department of Chemistry is approved by the American Chemical Society (see below). Students planning graduate study in chemistry should be aware that some programs require additional background in mathematics and physics. 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.

Students interested in studying biochemistry, or interested in satisfying pre-health requirements, may find it helpful to take both introductory biology and introductory chemistry in their first semester. Biology 160/Chemistry 160 integrates topics from biology and chemistry to give an introduction to both disciplines. The eight-credit course has about six hours of lecture/discussion and one 4 hour lab per week. The course prepares students to continue in both second semester chemistry (Chemistry 201) and second semester biology (Biology 200) in the spring semester.

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

and expertise are also introduced to provide context for discussion.

Course Offerings

101f General Chemistry I
This course provides introduction and development of fundamental concepts including stoichiometry, reactions in aqueous solutions, thermochemistry, atomic structure, chemical bonding, and acid-base reactions. The laboratory emphasizes basic skills, quantitative chemical measurements, and principles discussed in lectures.
Meets Science and Math II-B requirement
A. Dickens, D. Plata
4 credits

150s How Hot? Understanding Global Climate Change
(First-year seminar; Same as Environmental Studies 150) Global climate change ("global warming") is one of the greatest problems facing human society today. Despite overwhelming scientific evidence, the highly charged political and social environment surrounding the issue has seriously obscured this problem. We will examine the science behind climate change, studying the greenhouse effect, the larger climate system, and the changing carbon cycle. We will also discuss the role of uncertainty in science and how misinterpretation has led to both confusion and gross distortion of scientific knowledge. Finally, we will explore proposed solutions to mitigate and/or adapt to climate change.
Does not meet a distribution requirement
A. Dickens
Prereq. fy; 4 credits

201fs General Chemistry II
This course provides background in basic principles of physical, analytical, and inorganic chemistry essential to the study of all chemical phenomena. Topics include elementary principles of molecular electronic structure, quantitative treatment of chemical equilibrium with applications to solubility, acid-base, and electron transfer reactions, and introduction to chemical kinetics and thermodynamics. Laboratory emphasizes on analytical skills and illustrates basic concepts in chemical equilibria, thermodynamics, and kinetics.
Meets Science and Math II-B requirement
W. Chen, M. Nunez, H. Jayathilake, D. Plata
Prereq. for 201f: Chemistry 101 and Mathematics 101, first year only, and permission of instructor (weichen@mtholyoke.edu); 4 credits
Prereq. for 201s: Chemistry 101; 4 credits

202f Organic Chemistry I
Introduces organic chemistry, emphasizing the principles governing broad classes of reactions. Topics include stereochemistry, nucleophilic substitution and elimination reactions, the chemistry of alkanes, alkenes, alkynes, alcohols, and ethers, and an introduction to infrared and nuclear magnetic resonance spectroscopy. Laboratory work includes synthesis, practice in the techniques of distillation, crystallization, chromatography, molecular modeling, and identifying unknown organic compounds by chemical and spectroscopic means.
Meets Science and Math II-B requirement
S. Browne, M. Nunez
Prereq. Chemistry 201 with grade of C or better, or permission of instructor; 4 credits

212s Chemistry of Biomolecules
An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. Structures of important biomolecules. The role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are considered, including those of proteins, carbohydrates, lipids, and nucleic acids.
Meets Science and Math II-C requirement
M. Nunez
Prereq. Chemistry 202; This course is not intended for Biochemistry majors, who must complete Biochemistry 311f and 314s. First priority will be given to sophomores and juniors.; 4 credits

***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

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; 2 meetings (75 minutes) plus fourth hour to be arranged; 4 credits

***250s Introduction to the History of Chemistry**
(Writing-intensive course) Traces the growth of chemistry in several ways: as a body of knowledge and beliefs, as a practical means of intervention, and as a community of practitioners linked (or divided) by sociopolitical bonds and common interests, intellectual and otherwise. After an overview of chemical 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; 4 credits

295fs Independent Study
Independent work in chemistry can be conducted with any member of the department.
Does not meet a distribution requirement
The department
Prereq. soph, permission of department required every semester; Note: Students conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research. Course credit will not be granted to students who do not receive safety training.; 1-4 credits

302s Organic Chemistry II
A continuation of Chemistry 202 that addresses the chemistry of aromatic compounds, the carbonyl group, and a number of other functional groups. Examples drawn from compounds of biological interest. The laboratory includes organic synthesis and the identification of unknown compounds by chemical and spectroscopic means.
Meets Science and Math II-B requirement
S. Browne
Prereq. Chemistry 202 with grade of C or better; 4 credits

306s Methods of Measurement
We will discuss analytical techniques which are currently applied in chemical, environmental, and medical science. These techniques include: chromatography including GC and LC spectroscopy (UV-Vis, FT-IR, AA, fluorometry, and NMR), surface science and mass spectrometry. Students will increase their repertoire of laboratory skills while learning to integrate concepts from different subdisciplines of chemistry into a unified experimental approach to problem solving.
Does not meet a distribution requirement
G. Roman
Corequisite: Chemistry 302; 4 credits

308f Chemical Thermodynamics
A consideration of the contribution of thermodynamics to the understanding of the "driving forces" for physical chemical

changes and the nature of the equilibrium state.
Meets Science and Math II-B requirement
H. Jayathilake
Prereq. Chemistry 201, Chemistry 202, Mathematics 101, Physics 103 and 204, or 115 with grade of C or better; 4 credits

311f Protein Biochemistry and Cellular Metabolism
(Same as Biochemistry 311f; Biological Sciences 311f)
Meets Science and Math II-B requirement
L. Hsu
4 credits

314s Nucleic Acids Biochemistry and Molecular Biology
(Same as Biochemistry 314s; Biological Sciences 314s)
Meets Science and Math II-B requirement
L. Hsu
4 credits

***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 chromatagraphy, 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 lectures (75 minutes), 1 discussion (50 minutes), l lab (4 hours); 4 credits

***317s Principles of Polymer Chemistry**
An introduction to the study of molecules of high molecular weights with emphasis on synthetic rather than naturally occurring polymers. Topics include polymerization, structures, molecular weight determination, molecular weight distribution, chain configurations, rubber elasticity, and thermodynamics and statistical mechanics of polymer solutions.
Does not meet a distribution requirement
W. Chen
Prereq. Chemistry 302; offered once every three years; 4 credits

325s Atomic and Molecular Structure
This course is an introduction to experimental and theoretical approaches to the determination of the structure of atoms, molecules, and chemical bonds. Classroom work provides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy.
Meets Science and Math II-B requirement
W. Chen
Prereq. Chemistry 201, Chemistry 202, Mathematics 202, Physics 216 with grade of C or better; 4 credits

334s Advanced Inorganic Chemistry
The implications of molecular symmetry as expressed in the language of group theory are explored in some depth. Group theory provides the context for a discussion of the structural and spectroscopic properties of inorganic compounds, particularly those of the transition metals.
Does not meet a distribution requirement
D. Cotter
Prereq. permission of instructor; corequisite Chemistry 325; offered every other year; 4 credits

***336s Organic Synthesis**
This course emphasizes recent developments in synthetic organic chemistry and deals with general synthetic methods and specific examples of natural product synthesis. It covers such topics as new methods of oxidation and reduction, stereospecific olefin formation, ring-forming reactions, and methods of carbon-carbon bond formation. The application of these reactions to the synthesis of naturally occurring compounds is examined. A general strategy for the synthesis of complex molecules is also presented.
Does not meet a distribution requirement
D. Hamilton
Prereq. Chemistry 302; offered every other year; 4 credits

***337f Physical Organic Chemistry**
An introduction to the concepts and methods of physical organic chemistry. Examination of reaction mechanisms and the experimental results that support these mechanisms. Topics include structure and reactivity, reaction kinetics, mechanism determinations, and Woodward-Hoffman Rules.
Does not meet a distribution requirement
S. Browne
Prereq. Chemistry 302, 308; offered every other year; 4 credits

339f The Organic Chemistry of Biological Pathways
This course explores the underlying organic chemistry of biological pathways and thereby seeks to build a framework for understanding biological transformations from the perspective of mechanistic organic chemistry. Beginning with common biological mechanisms, and drawing parallels with their sophomore organic chemistry counterparts, a broad overview will be constructed of the pathways by which the key classes of biological molecules—lipids, carbohydrates, amino acids, nucleotides—are manufactured, modified, and consumed. Several specific biosyntheses will also be dissected from a mechanistic perspective. These case studies will include antibiotics, an alkaloid, and heme.
Does not meet a distribution requirement
D. Hamilton
Prereq. Chemistry 302; 4 credits

***343s Chemistry of DNA**
(Speaking-intensive course) This advanced-level seminar will focus on the molecular properties of DNA. Using as sources a graduate-level text and readings from the primary literature, the class will discuss a variety of current topics in the research community, including the binding of proteins and small molecules to DNA, the covalent modification of DNA by mutagenic agents, and the dynamic nature of DNA across timescales. Critical analysis of experimental design and conclusions from data will be encouraged. Students will be evaluated based on participation in discussions, oral presentations, and an original research proposal.
Does not meet a distribution requirement
M. Nunez
Prereq. Chemistry 302 and one additional 300-level chemistry course; 4 credits

***345fs Physical Biochemistry**
This course introduces the fields of biophysical chemistry and molecular biophysics, where biological systems are probed and described by physical techniques and models. Topics will include the physical properties of biological molecules (proteins, nucleic acids, carbohydrates, and lipid membranes); applications of spectroscopy to biological systems, both *in vitro* and *in vivo*; the mechanisms of light harvesting and energy conversion; and technological developments inspired by biological systems. Lecture sessions (two per week) will be complemented by a weekly discussion of papers from the contemporary literature.
Does not meet a distribution requirement
The department
Prereq. Chemistry 302 required; Chemistry 212, Biochemistry 311 or Biology 220 recommended, or permission of instructor; 4 credits

395fs Independent Study
Independent work in chemistry can be conducted with any member of the department.
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department; Note: See safety training restrictions in description of Chemistry 295; 1-8 credits

399fs Comprehensive Seminar
A seminar series consisting of meetings on alternate weeks to discuss articles from the current chemical literature. The readings will prepare students for attendance at lectures on the chosen topics in the remaining weeks. The lectures are given primarily by visiting speakers, but they may include department faculty. Students will serve as discussion leaders, and each student will write a paper on a presentation of her choice.
Does not meet a distribution requirement
M. Nunez, A. Dickens
Prereq. sr; 1 credit

Classics

The majors and minors in classics, Greek, Latin, and ancient studies are administered by the Department of Classics and Italian: Professor Debnar (on leave fall 2009); Associate Professors Arnold, Sumi; Visiting Assistant Professor Landon.

Contact Persons

Susan LaBarre, *senior administrative assistant*
Geoffrey Sumi, *associate professor of classics*

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.

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. 8).

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 24 total credits in Greek or Latin at the 200 level or above (at least 8 credits in each language).
  - At least 20 credits at the 300 level, 12 of which must be in Latin or Greek (either language or both).
  - After consulting with her advisor, a major may choose from a variety of related courses in art history, Asian studies, classics (in English), history, politics, or religion at the 200 level or above. 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.

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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.

Course Offerings

Classics Courses (No Greek or Latin Required)

128f Ancient Rome
(Same as History 128) A survey of the political, social, and cultural history of Rome from the Republic to the Empire, down to the early fourth century with the rise of Constantine. We shall strive to recreate the entire experience of the peoples of the Rome and those that came in contact with it as it rose to become the dominant power in the Mediterranean: their history, war, trade and technology, religion, republican government and imperial administration, slavery, economics, and the Roman family. Special emphasis will be given to the growth of Rome and its empire. Sources include Polybius, Sallust, Livy, Suetonius, Tacitus, Seneca, Plutarch, and others.
Meets Humanities I-B requirement
G. Sumi
4 credits

211s Gods and Mortals: Ancient Greek and Roman Myth
(Taught in English) We will accompany Odysseus on his return from Troy, retrieve the Golden Fleece with Jason, and race with Ovid through his witty—and often troubling—retelling of Greek myths from a Roman perspective. This course examines how Greek and Roman authors and artists from very different periods used myth to explore questions about life, art, and politics. Works include: Homer, *Odyssey*; Apollonius of Rhodes, *Argonautica*; Ovid, *Metamorphoses* and *Heroides*; Greek tragedy, and ancient images representing myths.
Meets Humanities I-A requirement
P. Debnar
Optional screenings of films related to ancient myth.; 4 credits

***212 Greek Tragedy and Film**
(Same as Film Studies 220) This course examines the evolution of tragedy in classical Athens from choral performance to sophisticated drama through the contributions of the three most important tragedians: Aeschylus, Sophocles, and Euripides. Attention is given both to the political context in which the plays were performed and to the dramatic effects employed by the playwrights that made the stage an influential medium of powerful artistry. Students will also study the influence of ancient tragedy on film by examining dramatic strategies modern directors employ and the allusions to Greek tragedy found in some innovative films by Roman Polanski, Woody Allen, Jules Dassin, Michael Cacoyannis, and others.
Meets Humanities I-A requirement
B. Arnold
2 meetings (75 minutes) plus 1 screening; 4 credits

215f Ancient and Medieval Political Thought
(Same as Politics 211) Through the works of such thinkers as Aeschylus, Thucydides, Plato, Aristotle, Augustine, Aquinas, Seneca, and Pizan, this course explores the broad themes of ancient and medieval political thought. We will pay particular attention to the ways these writers characterized the relationship between the individual and community; the roles knowledge, reason, emotion, and rhetoric play in political life; the link between gender and citizenship; and the various forms political community can take.
Meets Humanities I-A requirement
L. Markovits
Prereq. soph, jr, sr; 4 credits

***232 From Hoplites to Legions: Warfare in the Ancient World**
Greeks and Romans viewed warfare as an abiding part of the human condition. The literature and artwork of this period are filled with images of the two faces of war: it conferred great glory on the victors as well as profound horror and suffering on all involved. This course examines warfare from archaic Greece and the rise of the city-state (c. 800 BCE) to the fall of the Roman Empire in the West (c. 476 CE). By closely reading a variety of primary sources and secondary materials, we will consider such topics as the culture and ethics of war and imperialism; logistics and strategies of warfare; and armor, weaponry, and battlefield tactics.
Meets Humanities I-A requirement
G. Sumi
4 credits

***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 Humanities I-A requirement
B. Arnold
may satisfy either Humanities I-A or I-B requirement; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. Permission of department; 1-4 credits

305s Sport and Spectacle in the Ancient World
(Same as History 305) Sport and spectacle were essential components of civic, religious, and social life in ancient Greece and Rome. This research seminar analyzes these related concepts by engaging in a close examination of the ancient primary evidence and secondary source material and then continuing with a discussion of the relevance of sport and spectacle in a modern context. Topics include the agonistic culture of ancient Greece, panhellenism, religion and sport, violent entertainment and social values, sporting venues, the politics and sociology of spectatorship, and the social status of athletes and entertainers.
Meets Humanities I-A requirement
G. Sumi
Prereq. History 120(01) or (02) or equivalent, permission of instructor; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. Permission of department; 1-8 credits

Greek

101f Elementary Greek: Homer's *Iliad*
This course introduces the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated, so that by the middle of the first semester students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.
Meets language requirement; does not meet a distribution requirement
G. Sumi
Students must complete both Greek 101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits

102s Elementary Greek: Homer's *Iliad*
An introduction to the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated. By the middle of the first semester, therefore, students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.
Meets language requirement; does not meet a distribution requirement
G. Sumi
Prereq. Greek 101; Students must complete both Greek 101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits

201f Intermediate Greek Poetry and Prose
A review of ancient Greek grammar with continued reading of poetry and the introduction of prose through selections from Herodotus' *Histories*.
Meets language requirement; does not meet a distribution requirement
M. Landon
Students who have not completed Greek 102 should consult with the professor; 2 meetings (75 minutes) plus 1 additional meeting; 4 credits

222s Classical Greek Prose and Poetry
This course focuses on Attic Greek, the dialect in which the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, Thucydides' History, and Plato's dialogues were composed. Each year the readings will focus on a particular theme as it is treated in prose and poetry, such as: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); Medea (Euripides and Apollonius); Alcibiades (Thucydides, Plato, Plutarch).
Meets either language requirement or Humanities I-A requirement
P. Debnar
Students who have not completed Greek 201 should consult with the professor.; 4 credits

250f Tutorial
Studies in Greek lyric and elegy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.
Meets Humanities I-A requirement
The department
Prereq. jr, sr, permission of instructor; 2-4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. permission of department; 1-4 credits

***322 Classical Greek Prose and Poetry**
This course focuses on Attic Greek, the dialect in which the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, Thucydides' History, and Plato's dialogues were composed. Each year the readings will focus on a particular theme as it is treated in prose and poetry, such as: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); Medea (Euripides and Apollonius); Alcibiades (Thucydides, Plato, Plutarch). Students in this course attend class meetings for Greek 222.
Meets either language requirement or Humanities I-A requirement
P. Debnar
Students who have not completed 2 semesters of intermediate Greek should consult with the professor; 4 credits

350f Advanced Tutorial
Studies in Greek lyric and elegy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.
Meets Humanities I-A requirement
The department
Prereq. Greek 222 or above or permission of instructor; 2-4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of department; 1-8 credits

Latin

101f Elementary Latin
Offers study and practice in the grammar and syntax of classical Latin.
Meets language requirement; does not meet a distribution requirement
B. Arnold
students must complete both Latin 101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits

102s Elementary Latin
Offers study and practice in the grammar and syntax of classical Latin.
Meets language requirement; does not meet a distribution requirement
B. Arnold
Students who have not completed Latin 101 should consult the department. Students must complete both Latin 101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits

201f Intermediate Latin I
Combines a thorough review of Latin grammar and syntax with an introduction to the life and literature of ancient Rome, based on the reading of selected passages of Roman prose and poetry.
Meets language requirement; does not meet a distribution requirement
B. Arnold
Students who have not completed Latin 102 must take the diagnostic exam; 4 credits

222s Intermediate Latin II
Includes the life and literature of the early Roman empire, as seen in selected works of authors such as Petronius, Ovid, Pliny, and others. Offers further review of grammar and syntax.
Meets either language requirement or Humanities I-A requirement
P. Debnar
Students who have not completed Latin 201 should consult with the professor; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. permission of department; 1-4 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 either language requirement or Humanities I-A requirement
G. Sumi
Prereq. Latin 222 or a 300-level Latin course or permission of the instructor; 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 either language requirement or Humanities I-A requirement
Arnold
Prereq. Latin 222 or permission of instructor; 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 either language requirement or Humanities I-A requirement
B. Arnold
Prereq. Latin 222 or permission of instructor; 4 credits

310s Ovid: *Metamorphoses*
A study of Ovid's ambitious epic celebrating change and transformative forces, with attention to the challenges it poses to traditional Roman values and to conventional Roman notions of the work appropriate to a poet. In particular, consideration will be given to the way Ovid's poem subversively responds to Vergil's work.
Meets either language requirement or Humanities I-A requirement
B. Arnold
Students who have not completed Latin 222 must consult with the professor; 4 credits

***312 *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 either language requirement or Humanities I-A requirement
P. Debnar
Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

***313 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 either language requirement or Humanities I-A requirement
G. Sumi
Prereq. Latin 222 or permission of instructor; 4 credits

318f 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 either language requirement or Humanities I-A requirement
M. Landon
Latin 222 or permission of instructor; 4 credits

350fs Junior/Senior Tutorial
Studies in Roman lyric, elegy, didactic poetry, the Roman novel, Roman use of myth in literature, or other authors or genres.
Meets either language requirement or Humanities I-A requirement
The department
Prereq. jr, sr with 8 credits of advanced work in Latin; Permissions of instructor; 2-4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of department; 1-8 credits

College Courses

College Courses are liberal arts courses taught outside of departments or programs.

133f 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; 4 credits

***145f Western Civilization: An Introduction through Great Books**
(First-year seminar; writing-intensive course) Beginning with works emerging from Athens and Jerusalem and proceeding to the modern world, this year-long course will explore the prominent ideas of Western civilization. The course material will be centered on the Great Books from across disciplinary boundaries and will include authors such as 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
Prereq. fy or permission of instructor; 4 credits

***146s Western Civilization: An Introduction through Great Books**
(First-year seminar; writing-intensive course) 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.
Does not meet a distribution requirement
J. Hartley
Prereq. Indpt-145; 4 credits

250f War: What Is It Good For?
A multidisciplinary examination of the various ways humans have understood, represented, experienced, and justified war over time and across cultures. The course considers the representation of war through art, literature, and music. It analyzes possible causes of war, including innate human drives, gender differences, socialization, and economic and resource competition. In addition, it examines justifications for war from a range of ethical perspectives. Contributing faculty include: O. Frau, K. Khory, K. Remmler, R. Schwartz, and J. Western.
Meets Humanities I-A requirement and Social Sciences III-A requirement
L. Glasser, S. Hashmi, V. Ferraro
Prereq. sophomores only; 8 credits

295f Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, and permission of instructor; 1-4 credits

395f Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of instructor; 1-8 credits

Complex Organizations Program

The minor in complex organizations is administered by the Complex Organizations Committee: Professors Amy (politics), Christiansen (economics), Ellis (history), Gabriel (economics), McGinness (history), Pyle (politics), Margaret Robinson (mathematics), Michael Robinson (economics, *chair*), Schwartz (history); Assistant Professor Guldi (economics); Visiting Professor Butterfield; Visiting Associate Professor Fox (politics).

Contact Persons

Patricia Ware, *senior administrative assistant*
Michael Robinson, *chair*

The Complex Organizations Program is an interdisciplinary liberal arts offering that focuses on the behavior of individuals and groups in a variety of organizational settings. The program studies the theory and nature of organizations and challenges students to examine critically and imaginatively a range of current issues affecting organizational life (ethics, decision making, privacy, patterns and practices of discrimination, finance, career paths). The program is meant to complement a major in any field by providing a number of methodologies for dealing flexibly with the issues graduates will face in the workplace.

Requirements for the Minor

Credits

- A minimum of 16 credits selected from the complex organizations courses listed in this section. (With the chair's permission, comparable Five College courses may be elected.)

Courses

- Complex Organizations 299, Leadership and the Liberal Arts
- Any combination of the other complex organizations courses at the 200 and 300 levels
- Courses included in the minor may not be the same courses used for the completion of a major.

Other

- An internship in an organization is strongly encouraged but not required for the minor.

Course Offerings

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; 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 ad-

dressed, including a review of federal tax history from the Constitution to the present.
Meets Social Sciences III-A requirement
J. Fox
Prereq. History 171, or Politics 104, or Economics 103 or 104, or permission of instructor; 4 credits

***232f Ethical Issues in Complex Organizations**
(Same as Philosophy 232s) There is much talk recently of the need for increased attention to "ethics" in organizational life. This course examines the basis for this concern and the underlying beliefs and structures that give rise to ethical issues, with the goal of helping students to clarify their own positions. Topics addressed will include profit, governance, consumption, distribution and the social contract. Readings will draw on philosophy, religion, economics, history, literature, management theory and current events
Meets Humanities I-B requirement
The department
Prereq. soph, jr, sr; 4 credits

295fs Independent Study
Does not meet a distribution requirement
Prereq. soph, jr, sr, and permission of program; 1-4 credits

299s Leadership and the Liberal Arts
(Speaking-intensive course) An interdisciplinary approach to the nature, operations, and directions of complex organizations. Investigates the position of women and men in organizations, with a consideration of the nature and styles of leadership and of the value of a liberal arts degree in organizational interaction, and with an exploration of issues affecting organizations (ethics, competition, legal rights, authority, socialization). Required for the minor in complex organizations.
Meets Social Sciences III-A requirement
J. Lytle
4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. sr, permission of program; 1-8 credits

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

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Computer Science

The major and minor in computer science are administered by the Department of Computer Science: Professor Dobosh (*chair*); Associate Professors Ballesteros, Lerner; Visiting Assistant Professor St. John.

Contact Persons

Wendy Queiros, *senior administrative assistant*
Paul Dobosh, *chair*

Computer science is an exciting field with applications across many other disciplines, including biology, chemistry, physics, mathematics and economics. The main role of a computer scientist is that of a problem solver. A degree in the field signifies formal training in computational and analytical approaches to problem solving as well as the skills necessary to develop software to tackle new challenges. These computational approaches can be applied to a wide spectrum of problems, including locomotion by robots, protein folding and flexibility, remotely controlled surgery, video games, graphics arts, and publishing. In truth, it is difficult to think of a scenario in which the tools acquired in computer science do not provide a powerful advantage.

Requirements for the Major

Credits

- A minimum of 40 credits

Courses

- Computer science (36 credits):
  - 101, Problem Solving and Structured Programming
  - 102, Object-Oriented Intermediate Programming
  - 211, Data Structures
  - 221, Introduction to Computer Systems
  - 312, Algorithms
  - 322, Operating Systems
  - Three additional computer science courses (12 credits) with two of these at the 300-level (8 credits)
- Mathematics (4 credits):
  - 232, Discrete Mathematics

The skills and abstract reasoning of mathematics are especially important in computer science. It is strongly recommended that students take additional mathematics courses (at least through Mathematics 101 and 202). Mathematics 211, Linear Algebra, is very useful for computer graphics. Computer science majors who elect a mathematics or statistics minor may not count Mathematics 232 for credit in both mathematics or statistics and computer science.

Students planning to pursue an advanced degree in computer science should take additional computer science courses and include independent research leading to a thesis in their plans. 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 computer science courses (8 credits) with one at the 300-level.

Please note that certain 300-level courses also require CS 221. Students interested in a computer science minor should consult with a member of the computer science faculty.

Getting Started

The recommended way to begin a study of computer science is with CS 101. This course is an introduction to the use of computers as a problem-solving tool. Students with 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. CS101, 102 are offered both semesters.

Honors

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

Programming-Intensive Courses

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

Course Offerings

100s An Introduction to Computer Science
An introduction to basic computer science concepts and issues with a focus on HTML and JavaScript programming. Additional topics will be chosen from: origins of computers, computer architecture, assemblers and compilers, digital logic, the Internet, and artificial intelligence. Laboratory assignments will offer some experience with programming and the use of application software.
Meets Science and Math II-A requirement
P. Dobosh
Students should NOT take this course after Computer Science 101; 4 credits

101fs Problem Solving and Object Oriented Programming
Computers are used every day for an enormous variety of tasks, from playing games and chatting with friends to transferring billions of dollars, delivering radiation treatments, and controlling the electrical grid. Computer programs are an essential ingredient in allowing for this great diversity of applications. In this course, you will learn to create programs, not just use programs that others have written. You will develop animations using Alice, a tool specifically designed for learning programming by creating animations, and graphical applications using Java, a very popular modern programming language. We assume no prior study of computer science. Programming intensive.
Meets Science and Math II-A requirement
A. St. John, L. Ballesteros
4 credits

102fs Advanced Object Oriented Programming
This course builds on the basic programming concepts learned in CS 101. Emphasis is on developing the skills needed to write more sophisticated programs. This includes strategies to aid in assuring the correctness of programs through the use of assertions and unit testing as well as advanced Java features such as inheritance, polymorphism, and network programming. We will also introduce some widely used data structures such as vectors and linked lists. This course is programming intensive.
Meets Science and Math II-A requirement
The department, A. St. John
Prereq. Computer Science 101; 4 credits

211f Data Structures
Using Java. Solving problems with computers is accomplished by writing programs that operate on data to produce a desired result. The way data is organized and presented to the program can significantly affect its efficiency and simplicity and can sometimes determine whether or not a program can be written to solve the problem at all. This course presents ways of organizing data into "data structures" and analyzes how structuring the data can improve program performance. This course is programming intensive.
Meets Science and Math II-A requirement

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The department
Prereq. Computer Science 101, 102; 4 credits

***215f Software Design**
Building large software systems introduces new challenges to software development. Appropriate design decisions early in the development of large software can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging, and testing software. Topics include design patterns, UML, designing for maintainability, software architecture, and designing concurrent and fault tolerant systems. Programming intensive.
Meets Science and Math II-A requirement
B. Lerner
Prereq. Computer Science 101, 102; 4 credits

221s Computer System and Assembly Language
This course looks at the inner workings of a computer and computer systems. It is an introduction to computer architecture. Specific topics include assembly language programming, memory, and I/O issues. This course is programming intensive.
Meets Science and Math II-A requirement
L. Ballesteros
Prereq. Computer Science 101,102; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, permission of instructor; 1-4 credits

311f Theory of Computation
Are there any limits to what computers can do? Does the answer to this question depend on whether you use a PC or a Mac? Is C more powerful than PASCAL? This seminar explores these questions by investigating several models of computation, illustrating the power and limitations of each of these models, and relating them to computational problems and applications. Topics include finite state automata, pushdown automata, grammars, Turing machines, the Universal Turing Machine, and computability.
Meets Science and Math II-A requirement
The department
Prereq. Computer Science 101,102 and Mathematics 232; 4 credits

312s Algorithms
How does Mapquest find the best route between two locations? How do computers help to decode the human genome? At the heart of these and other complex computer applications are nontrivial algorithms. While algorithms must be specialized to an application, there are some standard ways of approaching algorithmic problems that tend to be useful in many applications. Among other topics, we will explore graph algorithms, greedy algorithms, divide-and-conquer, dynamic programming, and network flow. We will learn to recognize when to apply each of these strategies as well as to evaluate the expected runtime costs of the algorithms we design.
Meets Science and Math II-A requirement
B. Lerner
Prereq. Computer Science 211 and Mathematics 232; 4 credits

***315f Software Design**
Building large software systems introduces new challenges to software development. Appropriate design decisions early in the development of large software can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging, and testing software. Topics include design patterns, UML, designing for maintainability, software architecture, and designing concurrent and fault tolerant systems. Programming intensive.
Meets Science and Math II-A requirement
B. Lerner
Prereq. Computer Science 211; 4 credits

***316s Software Practicum**
Tired of writing programs that nobody ever uses? Then, this is the course for you. Software enables enterprises to carry out previously tedious or impossible tasks, but many organizations lack the resources to develop needed software. You will apply your programming skills to develop and deliver soft-

ware to meet the requirements of a client from the community. You will learn critical communication skills required to work with a client, work as a team with classmates, and experience the software lifecycle from requirements elicitation through delivery. You will synthesize many topics learned in courses as well as new technologies required to complete the project. Programming Intensive.
Meets Science and Math II-A requirement
B. Lerner
Prereq. Computer Science 215; 4 credits

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
P. Dobosh
Prereq. Computer Science 221; 4 credits

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
L. Ballesteros
Prereq. Computer Science 211 and 221; 4 credits

***331s Computer Graphics**
The creation of pictorial images using a computer. Topics include drawing of two- and three-dimensional scenes using OpenGL and other graphical environments; transformations of objects (translations, scalings, rotations, shearings) using homogeneous coordinates; creating perspective in three-dimensional drawing; algorithms for enhancing realism and visual effect; and the mathematical underpinnings of graphic design. Students will complete a number of graphics projects based on readings and class discussion. This course is programming intensive.
Meets Science and Math II-A requirement
The department
Prereq. Computer Science 101, 211 (may be taken concurrently), and at least one of Mathematics 203, Mathematics 211, Mathematics 232, or permission of instructor; 4 credits

334f Topics Artificial Intelligence
An introduction to AI research issues in fields such as Natural Language Processing and Machine Learning. This course is programming intensive.
Meets Science and Math II-A requirement
The department
Prereq. Computer Science 211 and Mathematics 232; 4 credits

336s Intelligent Information Retrieval
Introduces the basic concepts, methodologies, and research findings in information retrieval. Special topics include Web searching, cross-language retrieval, data mining, and data extraction. Completion of this course will provide the necessary foundation to work in today's business environment where competitive advantage is obtained by retrieving needed information.
Meets Science and Math II-A requirement
L. Ballesteros
Prereq. Computer Science 211; 2 meetings (75 minutes); 4 credits

341s Topics: Computational Geometry in Video Games
Computational geometry in video games. Developing video games is an exciting and challenging domain, involving many areas of computer science, such as graphics, artificial intelligence and robotics. In this course, we focus on the geometric problems that arise in video game programming. Due to the expensive computations often demanded by current video game technology, efficient algorithms are required that not only satisfy speed requirements, but result in realistic

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user experiences. Topics will include standard problems from computational geometry, such as triangulation of 2D and 3D objects, point detection and visibility.
Meets Science and Math II-A requirement
A. St. John
Prereq. Computer Science 211 Data Structures, Math 232 Discrete - Recommended: CS 312 Algorithms, Math 211 Linear Algebra; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of instructor; 1-8 credits

Critical Social Thought

The major and minor in critical social thought are administered by the Critical Social Thought Committee: Professors Ahmed (English), Alderman (English), Cocks (politics, *director of advising*), Cotter (chemistry). Grayson (religion), Martin (English), Pleshakov (Russian and Eurasian studies), Remmler (German studies; *chair*), Wilson (economics).

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

Contact Persons

Patricia Ware, *senior administrative assistant*
Karen Remmler, *chair*
Joan Cocks, *director of advising*

Critical Social Thought Web Site

http://www.mtholyoke.edu/acad/criticalsocialthought

Critical social thought is designed for students with a passion for ideas, a desire to ask probing questions about social realities, and an independent approach to education. This interdisciplinary program explores the place of thought in history and society, and the ways in which ideas both generate and are generated by concrete practice. Critical social thought embraces the historical forces that have shaped contemporary experience; the creative expressions that have emerged to represent that experience; and the conceptual and political tensions between truth and uncertainty, individuality and community, power and freedom, cruelty and justice in the modern age. Treating common sense and conventional beliefs as points of departure rather than predetermined points of arrival, critical social thought pivots on questioning the taken-for-granted from all angles.

While acquainting students with a variety of intellectual traditions, this program also requires each of its majors and minors to combine different thinkers and currents of thought to engage with a theme or question of her original design. A few examples of past themes students have chosen to pursue are: the Western canon and its critics, the causes of peace and conflict, postcolonial studies, architecture and the social organization of space, social inequality, ethical values and social change, disenchantment, fractured identities in cross-cultural context.

Declaring the Major

Each student who majors in critical social thought (CST) shall meet with the program chair and the director of advising, preferably during the first semester of her sophomore year, to discuss her intellectual interests and to select two advisors from the critical social thought faculty who will help her sculpt her curriculum around a central question of her choice. To declare her major in the program, the student must submit to the chair a title describing her question, a list of the courses she proposes to take for credit in her major, and the signatures of her two CST advisors. Later, she must compose a two-to-three-page proposal that identifies the focus of her program, explains its genesis and significance, and lists the courses she has taken and intends to take to satisfy the requirements of the major. A 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):*
  - 248, Science, Revolution, and Modernity *or*
  - 249, Enlightenment and Modernity *or*
  - 250, Classics in Nineteenth-Century Critical Social Thought *and*
  - 251, Twentieth-Century Theory and Its Discontents *or*
  - 252, Literature and Politics *or*
  - 253, Critical Race Theory *or*
  - 254, Postcolonial Theory *or*
  - 255, Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism *and*
  - 350, Seminar in Critical Social Thought (writing and speaking intensive; to be taken in junior or senior year)
- Majors are also required to take at least one course within four of the program's six fields, which are briefly described below. Courses to fulfill this requirement may be selected in consultation with a major's advisors from either traditional disciplines or other interdisciplinary programs, as well as from CST courses.

Critical social thought is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see page 8).

Declaring the Minor

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

Requirements for the Minor

Credits

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

Courses

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

For New Students

First-year students who are considering critical social thought as a major are encouraged to select courses, in addition to CST 100, with a critical or philosophical slant at the 100 and 200 level in the traditional disciplines and in other interdisciplinary programs (including, but not limited to, area studies programs, environmental studies, gender studies, and film studies). A small sample of courses appropriate for first-year students with an interest in CST are the following: Economics 210, Marxian Economic Theory; Educational Studies 109, Whiteness: The Other Side of Racism; Gender Studies 101, Introduction to Gender Studies; Politics 117, Globalization and Its Discontents; Politics 212, Modern Political Thought; Religion 226, Introduction to the Philosophy of Religion. First-year students strongly interested in CST as a major may also apply to the instructors of 200-level courses in CST (CST 248 through CST 255).

First-year students interested in critical social thought are urged, moreover, to arrange a meeting with the program chair, Karen Remmler (*kremmler@mtholyoke.edu*) and/or the director of advising, Joan Cocks (*jcocks@mtholyoke.edu*) at their earliest convenience.

CST 100s, Experiments in Critical Social Thought, is designed especially for entering students curious about the program.

The Introductory and Intermediate Courses

Experiments in Critical Social Thought is a 100-level first- year seminar recommended for students who are curious about the program. Majors may take all of the intermediate core courses but must take two: 248, 249 or 250, and one of the following: 251, 252, 253, 254, or 255.

The Capstone Course

The Seminar in Critical Social Thought is a one-semester, 300-level, speaking and writing course in which students will prepare and present a final analytical/research paper on some aspect of their CST theme. Required for all critical social thought majors.

The Fields and Illustrative Courses

CST majors are required to take at least one course in at least four of the following six fields. Ordinarily, a major decides with her advisors what course would satisfy a given field. If, however, a student wishes either a fuller description or examples of courses that would satisfy each of the fields, she should consult the CST Web site at *http://www.mtholyoke.edu/acad/criticalsocialthought/courses.html*, where she will find illustrative courses for each, as well as a more thorough description of the field itself.

Social and Political Theory: On key tendencies and genres of critical inquiry, and competing conceptions of freedom, power, justice, and the good life

Order and Transformation: On the interplay between continuity and change, stability and disorder, tradition and experimentation in thought and practice

Cultural Expression and Social Reality: On the interpenetration of cultural representations, modes of perception, technological innovations, and practical reality

Class and Political Economy: On different social organizations of material production and their implications for relations among individuals, social groups, regions, and peoples

Race, Ethnicity, and Nationality: On racial power relations, colonial and postcolonial identities, ethnic and communal solidarities and hostilities, and varieties of nationalism

Gender and Sexuality: On identities and relations grounded in the masculine/feminine distinction; and their transformation by ordinary and unconventional selves, marginal subcultures, social movements, and state policy

Course Offerings

100s Experiments in Critical Social Thought
(First-year seminar) This course will examine the relationship among 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; 4 credits

133f Gods and Monsters: Science and Scientists in the Modern World
(First-year seminar; Same as College Courses 133)
Does not meet a distribution requirement
D. Cotter
Prereq. fy or permission of instructor; 4 credits

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

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science and technology influenced by the stories we tell about the past?
Meets Humanities I-B requirement
D. Cotter
Prereq. sophomore or permission of instructor; 4 credits

250f Introduction to Nineteenth-Century Critical Social Thought
(Same as German Studies 231) 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, W.E.B. Du Bois and Franz Kafka focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life.
Meets Humanities I-A requirement
K. Remmler
Students with previous study of German may opt for German 232. Students with no previous study of German are encouraged to take German 101 or 103 to complement this course.; 4 credits

252fs Literature and Politics

Fall 2009

252f(01) Politics as Performance
(Speaking-intensive course) This seminar explores the interdependence between theater and politics. Special attention paid to techniques of performance on political stages throughout history. Students read plays by Sophocles, Shakespeare, Calderon, and Brecht in order to analyze their rhetorical and dramaturgical structures. In the second half of the course, students develop and learn how to use performative skills in order to engage in multiple forms of dialogue around contemporary political controversies.
Meets Humanities I-A requirement
H. Teschke
Prereq. soph, jr, sr. CST 248, 249,or 250 recommended but NOT required, or permission of instructor; 4 credits

Spring 2010

252s(01) Second Living: Imagined Worlds of Literature and Internet
We will study the tradition of imagined worlds in Western culture, with its mystique of utopia, social engineering, escapism, and selectiveness. Readings will include Thomas More, George Orwell, J.R.R. Tolkien, and J.K. Rowling; Jorge Luis Borges' works will be our methodological guide to the worlds of the Internet that, for the purposes of this course, may include Second Life and Postsecret.
Meets Social Sciences III-A requirement
C. Pleshakov
Prereq. soph, jr, sr. CST 249 or 250 recommended but NOT required; 4 credits

***253f Critical Race Theory**
(Same as African American and African Studies 208) This course examines the discursive relationship between race and law in contemporary U.S. society. Readings examine the ways in which racial bodies are constituted in the cultural and political economy of American society. The main objective is to explore the rules and social practices that govern the relationship of race to gender, nationality, sexuality, and class in U.S. courts and other cultural institutions. Thinkers covered include W.E.B. DuBois, Kimberle Crenshaw, Derrick Bell, and Richard Delgado, among others.
Meets multicultural requirement; meets Social Sciences III-A requirement
L. Wilson
Prereq. soph, jr, sr. CST 248, 249,or 250 recommended but NOT required, or permission of instructor; 4 credits

254s Postcolonial Theory: Postcolonialism/Postructuralism
(Same as English 254) This course will bring together theorists from different traditions—postcolonial studies and European philosophy—who share a common project: (1) to identify the conceptual limits of modern or "Western" thought, and (2) to practice thinking beyond those limits. Their thought-experiments include imagining history beyond progress, politics beyond the state-system, and being beyond the self. We may read Cesaire, Said, Galeano, Spivak, and Mbembe, and Foucault, Derrida, Badiou, Rancière, and

Agamben. We will try to pay as close attention to the texts in front of us as they do to their own subjects, in order to analyze the form of their thought and so to reflect critically on our own.
Meets Humanities I-A requirement
S. Ahmed
Prereq. soph, jr, sr. CST 248, 249,or 250 recommended but NOT required, or permission of instructor; 4 credits

255f Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism
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.
(Same as Economics 204, History 301) This seminar examines evidence and theories on the origins, development, and dynamics of capitalism and the modern state. We shall focus on the transition to (agrarian) capitalism in early modern England, the industrialization of production in nineteenth-century Europe and the United States, and the political and economic crisis of the 1930s depression. As we ask how fundamental changes in human communities come about, we shall consider the relative contributions of individual agency and social determination to the creation of a world so many now regard as either natural or inevitable.
Does not meet a distribution requirement
J. Christiansen
Prereq. jr, sr, or permission of instructors; 4 credits

295fs Independent Study
Does not meet a distribution requirement
Prereq. soph, permission of department; 1-4 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
J. Cocks
Prereq. Critical Social Thought sr; other jr & sr with permission of instructor; seniors who intend to write a thesis must take 4 credits of Critical Social Thought 395 in the fall, in addition to this course; 4 credits

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

Curricular Support Courses

Students who entered the College in or after September 2008 are limited in the number of credits they may apply from curricular support courses toward the 128 semester credits required for graduation. See the credit requirements information in the Bachelor of Arts Degree and College Requirements chapter for more information.

Course Offerings

100s Engaging the Pioneer Valley: Community-Based Learning (CBL) Theory and Practice
(Community-Based Learning course) This course will equip students to enter communities effectively and responsibly as learners, researchers, volunteers, interns, and citizens. Successful community-based learning depends on familiarity with history, politics, policies, and practices in campus-community partnership. Students will study and interact with the region's organizations, issues, and people to refine their interests, hone their skills, identify and prepare to meet critical needs and opportunities via community-based learning. Panel sessions will complement readings, discussions, and assignments engaging issues and practice in campus-community partnership and nonprofit organizations.
Does not meet a distribution requirement
A. Bloomgarden
2 credits

102fs Community-Based Learning: Networks, Reflection, and Meaning
(Community-Based Learning course) Students can dramatically deepen learning and impact in community-based study, volunteerism, internships, research, and paid work when they build campus and community networks, and reflect on challenges and successes. This course is designed to facilitate learning and impact for students in CBL courses, CBL fellowships and mentor positions, C.A.U.S.E. volunteer placements, off-campus work-study, and independent study. Monthly discussions will enable networking, problem solving, and information sharing, informed by key civic engagement readings. Students will connect with each other, tie together academic and personal learning, and gain greater understanding of themselves and communities.
Does not meet a distribution requirement
A. Bloomgarden
Meets one time per month, second Wednesday of month, 8:35-10:50 am; 1 credit

104fs Public Speaking and Civic Discourse: Theory and Practice
(Speaking-intensive course) What are the elements of 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
TBD
4 credits

212fs Peer Mentoring: Theory and Practice
(Speaking- and writing-intensive course) This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors and assistants in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.
Does not meet a distribution requirement
L. Greenfield
Prereq. permission of instructor; 2 credits

Dance

A Five College Department

Mount Holyoke Faculty

Professors Coleman (*FCDD chair*), Freedman (*chair*); Associate Professors C. Flachs, R. Flachs; Lecturer/Musician Jones; Visiting Artists Devi, Haefner, Hawkins, Hill, Madden, Pengelly, Raff, Sylla, Trenner, Weber, Wolfzahn

Five College Faculty

Professors Blum (Smith), Hill (FCDD), Lowell (Hampshire), Nordstrom (Hampshire), Schwartz (UMass), Waltner (Smith), Woodson (Amherst); Associate Professor Brown (UMass); Visiting Lecturer Dennis (UMass); Musicians Arslanian (UMass), Vargas (Smith)

Contact Persons

Joan Perez, *senior administrative assistant*
Terese Freedman, *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/dance/courses1/*.

The Major

How does the body speak? What physical practices and aesthetic principles inform the embodiment and mastery of different dance techniques? How do particular cultural and historical traditions shape the language of dance expression? How is choreography inspired and developed, and what are the key tools of its craft? The dance major offers the opportunity to investigate these and other questions through a comprehensive curriculum emphasizing a balance between technical training, creative experimentation, and critical/theoretical understanding. The major requirements are sufficiently flexible to accommodate the interests of serious dance performers and students with choreographic and/or interdisciplinary interests. There are also numerous offerings for students with little or no prior exposure to dance, as well as opportunities to minor in dance. The department is renowned for its extensive studio offerings in ballet technique, modern technique, and repertory/performance, as well as its 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, Analysis of Rhythm and Choreography. 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 44 credits

Courses

- Required courses for the major:
  - Dance 171 Twentieth Century Dance History (4 cr)
  - Dance 241 Scientific Foundations (4 cr)
  - Dance 151 Elementary Composition (4 cr)
  - Two (2) 200-level theory courses from the following (8 cr):
    - Dance 252: Intermediate Composition (4 cr)
    - Dance 272: Dance and Culture (4 cr)
    - Dance 287: Analysis of Rhythm from a Dancer's Perspective (4 cr)
    - Dance 255: Ballet Pedagogy (4 cr)
    - Dance 285: Laban Movement Analysis (4 cr)
    - Two (2) 300-level theory courses from the following (8 cr):
      - Dance 309: Repertory and Theory or Classical Ballet Variations (4 cr)
      - Dance 342: Advanced Scientific Foundations (4 cr)
      - Dance 353: Advanced Composition (4 cr)
      - Dance 387: Advanced Analysis of Rhythm from a Dancer's Perspective (4 cr)
      - Dance 377: Advanced Studies, Special Topics (4 cr)
      - Dance 392: Dance Pedagogy Teaching Seminar (4 cr)
- Eight (8) courses of 2 credit dance courses (16 cr), including technique, repertory (Dance 305), or special topics courses. Students may repeat technique and repertory courses for credit. Technique classes must be from at least two idioms. Up to 8 credits of this requirement can be substituted with 4 credit theory courses, one at the 200 level, and one at the 300 level.

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

Requirements for the Minor

The dance minor is intended to provide a well-rounded and in-depth introduction to dance as an art form. All minors must be approved by the department chair. Additionally, minors must serve on crew for dance concerts.

Credits

- A minimum of 24 credits

Courses:

- Dance 171, Twentieth Century History (4 cr)
- Dance 241, Scientific Foundations (4 cr)
- Dance 151, Elementary Composition (4 cr)
- One additional 200- or 300-level theory course (4 cr)
- A minimum of 2 courses of dance technique or repertory (Dance 305) (4 cr)
- An additional 4 credits at the 300 level, either in theory or technique (4 cr)

Please consult the Five College Dance Department Web site at *http://www.fivecolleges.edu/sites/dances/* for up-to-date listings, faculty, and guest artists.

Course Offerings

Dance Theory

***101f Politics of Dance**
(First-year seminar) How do the politics on the world stage influence dance and dance artists? This course investigates the repercussions of political policies in the careers of individual dancers and the societies in which they live. Students will read biographies and autobiographies, view films, and write about the intricacies of this game of political chess with dancers as its pawns. This course will have a multimedia narrative as its final project; students will work with a Technical Mentor to help develop the project.
Meets Humanities I-A requirement

C. Flachs, R. Flachs
4 credits

***151fs Elementary Composition**
A study of the principles and elements of choreography through improvisation and composition assignments.
Does not meet a distribution requirement
J. Coleman, T. Freedman
4 credits

***154fs Community Crossover**
This introductory course will train students to teach dance in such settings as senior centers, hospitals, health clinics, and youth recreation centers. In the studio, students will learn how to construct classes for specific community sites. Selected videos and readings will provide a context for discussion and assist in the development of individual students' teaching styles.
Does not meet a distribution requirement
The department
4 credits

171s Dance in the Twentieth Century: American Dance
From the light-transforming dances of La Loie and the barefoot dances of Isadora to the graceful cakewalking of Ada Overton and George Walker; from the zealous modernists to the irreverent postmodernists; from ballroom, boogie, and shim-sham-shimmy to jazz, tap, bebop, and hip-hop: this survey of twentieth century American dance looks at all the steps, styles, and genres, the classical and cultural traditions that shaped American vernacular dance forms. Viewing cultural history through the lens of movement and performance, we explore the particular social and cultural traditions that shaped American dance performance and trace our own roots as dance artists within this century's continuum.
Meets Humanities I-A requirement
C. Valis Hill
4 credits

***241f Scientific Foundations of Dance**
Selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles.
Meets Humanities I-A requirement
T. Freedman
4 credits

252s Intermediate Composition
This course will continue developing the compositional tools and approaches to choreography introduced in Elementary Composition, including phrasing, formal design, and counterpoint. The context for this work will be sound, sound design, and musical structure as a basis for choreography. Beginning with simple experiments in listening and moving, voice work, rhythm, syncopation, and counterpoint/polyphony, students will go on to explore and develop short choreographic projects inspired by four different musical traditions: minimalism, classical/baroque, pop/contemporary, and sound collage/found sounds.
Does not meet a distribution requirement
J. Coleman, P. Jones
4 credits

255s Ballet Pedagogy
This course surveys the principles of teaching classical ballet, examines local dance arts education, and implements a community outreach program incorporating classical ballet. The course studies the teaching philosophy of master teachers and the work of local arts organizations that specialize in inspiring learning for children through the arts. It will provide an introduction to planning lessons and workshops and to presenting research in both a serious training atmosphere and a recreational community setting. Requirements include student teaching at the Massachusetts Academy of Ballet and designing a community outreach project with a community partner in South Hadley or Holyoke.
Does not meet a distribution requirement
C. Flachs, R. Flachs
4 credits

287f 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

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and musician, and music listening.
Meets Humanities I-A requirement
P. Jones
4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, and permission of department; 1-4 credits

305f Dance Repertory

Fall 2009

305f(01) Ballet Repertory
This course is designed for advanced students interested in performing. The work developed will be performed on the fall Faculty Concert.
R. Flachs
Prereq. Advanced placement; 2 credits

305f(02) Modern Repertory
This course is designed for advanced students interested in performing. The work developed will be performed on the fall Faculty Concert.
J. Coleman, T. Freedman
Prereq. By audition; 2 credits

**305f(03) Tango Repertory*
Tango-based performance class culminating in a piece for the Faculty Dance Concert in November 2008. Argentine tango, the sensual and elegant social dance of the city of Buenos Aires, is experiencing a worldwide revival. Open to dancers who have diverse backgrounds, are interested in performance, and love dancing collaboratively with others, either on stage or socially. The piece will include elements of tango and other partner forms. Dancers will work with choreography, improvisation, and scores combining the two modalities. The first class will serve as an audition; the instructor will then confirm your registration.
D. Trenner
Prereq. audition; 2 credits

***309fs Dance Repertory**

**309s(01) Classical Ballet Variations*
This course is designed for intermediate- to advanced-level dance students who wish to study classical ballet variations. The course examines the evolution of classical ballet choreography and compares and contrasts the many revivals and remakes of classical full-length productions. Students will learn variations from classical ballets. Requirements outside of the classroom include viewing videotapes, researching choreography, and participating in lecture demonstrations. Pointe shoes are required.
Meets Humanities I-A requirement
Flachs
4 credits

342s Advanced Scientific Foundations of Dance
This course will continue the investigation of human movement through biomechanics, anatomy, and physiology. After a brief review of the musculoskeletal system (the main focus of Dance 241), we will examine a number of fundamental principles as they apply to the dancing body. Emphasis will be placed on oral presentation of selected topics. Additional topics to include: body therapies, injury prevention and rehabilitation, and other systems.
Meets Humanities I-A requirement
T. Freedman
Prereq. Dance 241 or permission of instructor; 4 credits

***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.
Meets Humanities I-A requirement
J. Coleman
4 credits

387s 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 danc-

ing, studio recording techniques, and instrumental proficiency.
Meets Humanities I-A requirement
P. Jones
Prereq. Dance 287; 4 credits

395fs Independent Study
Does not meet a distribution requirement
Prereq. soph, jr, sr, and permission of department; 1-8 credits

Performance Studies

***103s Traditional Irish Dance**
Traditional Irish dance has a long and colorful history. The various Irish dance styles — set dancing, step dancing, sean-nos dance, ceili dance — reflect historical trends in Ireland as well as the spirit and culture of the Irish people. This course will introduce the dance techniques, repertoire, and style of traditional Irish dance in its various forms. Mini-lectures and video showings will provide background and context for the dances. Class may be divided into two sections to accommodate different levels of experience.
Does not meet a distribution requirement
K. Jordan
2 credits

104s Pilates
Pilates is a method of physical and mental conditioning. It is a unique method of toning, stretching, and strengthening that 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's exercises to strengthen and elongate muscles, improve bodily alignment, and solidify kinesthetic awareness. This course will focus on creating a conditioning routine that is suited for students interested in improving their ballet and modern technique. Assignments will include readings and a final paper.
Does not meet a distribution requirement
M. Madden
2 credits

113f 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
T. Freedman
2 credits

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
T. Freedman
2 credits

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
2 credits

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 credits

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
R. Flachs
2 credits

132f Intro to Hip-Hop
This class will introduce students to the basic elements of various styles of hip-hop dance

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including breaking, popping, locking, and contemporary music video style. In addition, students will learn the history of hip-hop-Rs four elements: breaking, MCing, DJing, and graffiti. Each class will start with a warm-up focusing on hip-hop fundamentals, and conclude with a short combination fusing these diverse styles together.
Does not meet a distribution requirement
J. Weber
1 credit

***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 credit

137f Tap II
For the advanced beginner through intermediate student. This class focuses on technical prowess along with improvisation, and delving into the jazz history of tap.
Does not meet a distribution requirement
P. Raff
1 credit

142fs Cultural Dance Forms

Fall 2009

142f(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.
M. Sylla, S. Sylla
2 credits

142f(02) Tango
Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Cuban Salsa Rueda is a unique Salsa Game developed in Havana, Cuba. Class will include the steps, the history, and anecdotes about the culture of tango and salsa. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather soled shoes or bring socks.
D. Trenner
2 credits

Spring 2010

142s(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.
M. Sylla, S. Sylla
2 credits

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.
R. Devi
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.
Does not meet a distribution requirement
M. Pash, N. Monahin
1 credit

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 credits

216s 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
T. Freedman
2 credits

***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; 2 credits

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 credits

223fs 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
C. Flachs, R. Flachs
2 credits

232f Intermediate Hip-Hop
Journey through time and experience the evolution of hip-hop from its old-school social dance roots to the contemporary phenomenon of commercial choreography that hip-hop has become. Using film and text in addition to studio work, this class will create a framework from which to understand and participate in the global culture of hip-hop dance.
Does not meet a distribution requirement
J. Weber
1 credit

233f Jazz IV
Emphasis on extended movement phrases, complex musicality, and development of jazz dance style.
Does not meet a distribution requirement
A. Hawkins
2 credits

***236s Tap III: Intermediate**
For the intermediate to advanced student. This class focuses on technical prowess along with improvisation, and delving into the jazz history of tap.
Does not meet a distribution requirement
P. Raff
1 credit

237f Tap IV
Tap IV dancers focus on musicianship, contrapuntal cross accompaniment, texture, drive, and improvisation. Presentation and peer review of repertoire work enhances performance skills. "Groovin' High", a bebop jazz composition by Dizzy Gillespie, underscores the repertoire choreography of Pam Raff. The history and current state of tap dance is studied and discussed.
Does not meet a distribution requirement
P. Raff
1 credit

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238s Musical Theatre Performance Studies
An in-depth exploration into musical theatre styles, both classical and contemporary. Students will study, rehearse, and perform various scenes from musicals of the twentieth and twenty-first centuries, combining elements of music, dance, and acting as they relate to powerful musical theatre storytelling and performance. Students will need character shoes, the willingness to sing, some acting background, and at least an intermediate level of dance technique.
Does not meet a distribution requirement
S. Haefner
Prereq. intermediate-level dance ability; 2 credits

***243s Cultural Dance Forms II: West African 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.
Does not meet a distribution requirement
M. Sylla
Prereq. Dance 142 (A) or permission of instructor; 2 credits

261f Somatic Studies and Dance Practices
This course introduces students to a range of contemporary somatic therapy practices and their application to dance technique and performance. The philosophies and methodologies of these therapies will be investigated through a combination of readings, workshops with local practitioners, and experiential exploration. Therapeutic practices include: Mind Body Centering, Yoga, Pilates, Gyrotonics, Alexander Technique, Feldenkreis Technique, and others.
Does not meet a distribution requirement
T. Freedman
2 credits

317f Modern V
This course, taught by Visiting Artist Fritha Pengelly, will harness the instructor's extensive dance background (including seven years with Doug Elkins) and her Pilates training to help dancers seek ease in movement, efficient alignment, and a greater understanding of the body.
Does not meet a distribution requirement
F. Pengelly
Prereq. advanced placement; 2 credits

***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
The department
Prereq. advanced placement; 2 credits

324f Ballet V
Emphasizes stability (aplomb) in various turning movements and exercises done on demi-pointe and full pointe. The students will work on improving their classical form through emphasis placed on the plasticity of the arms and torso. As the semester progresses, all possible approaches to the given movements will be developed. At this level the musical interpretation will enhance the complexity of the ballet exercises. The last half hour of class will be devoted to strengthening pointe technique.
Does not meet a distribution requirement
C. Flachs, R. Flachs
Prereq. advanced placement; 2 credits

325s 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
R. Flachs
Prereq. advanced placement; 2 credits

Economics

The economics major and minor are administered by the Department of Economics: Professors Christiansen, Gabriel (*chair*), Hartley, Moseley, Paus (Director of Global Initiatives), Robinson; Associate Professors Wilson (Director of Academic Development); Assistant Professors Adelman, Guldi, K. Schmeiser Visiting Professor Khan; Visiting Assistant Professor S. Schmeiser; Visiting Lecturer Johnson.

Contact Persons

Dawn Larder, *senior administrative assistant*
Satya Gabriel, *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) Global 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

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100f(01) Global Economy
(First-year seminar; speaking- and writing-intensive course) 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

100f(02) Economics of Education
(First-year seminar; writing-intensive course) 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; 4 credits

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
J. Hartley, S. Schmeiser
4 credits

104fs Introductory Macroeconomics
Introduces theories of the determinants of output, employment, and inflation; the role of government expenditure and taxation; the nature and control of the money supply and alternative analyses of its influence; current policy debates; and international trade and finance.
Meets Social Sciences III-A requirement
S. Khan, S. Schmeiser
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.

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; 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; 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 nondepletable natural resources.
Meets Social Sciences III-A requirement
J. Christiansen
Prereq. not open to first-year students as their first course in economics; 4 credits

206f Economics of Health Care and Health Service Organizations
Economic aspects of health and health care in developing countries. Topics cover measuring health outcomes for welfare analysis, economic determinants of health and health care demand, health service provision and barriers to access, environmental contributors to health, the effects of conflict and forced displacement on health production, the contribution of improved health and nutrition on economic development, and considerations in designing and evaluating health care interventions.
Meets Social Sciences III-A requirement
S. Adelman
Prereq. Not open to first-year students as their first course in economics; 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

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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, J. Christiansen
Prereq. Economics 103 and 104 and Mathematics 101 or permission of instructor; Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course.; 4 credits

212fs Microeconomic Theory
Theoretical analysis of consumer and firm behavior, the role of prices in an economic system with various market structures, interrelationships of product and factor markets in a general equilibrium model, and the implications of the price system for resource allocation and economic welfare.
Meets Social Sciences III-A requirement
K. Schmeiser, M. Guldi
Prereq. Economics 103 and 104 and Mathematics 101 or permission of instructor; Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course.; 4 credits

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; 4 credits

215f Economics of Corporate Finance
An investigation of the economic foundations for investment, financing, and related decisions in corporations. Topics include capital markets and institutions; analysis of financial statements; sources and uses of funds; capital budgeting and risk; cost of capital; portfolio theory; the impact of corporate decisions on the economy. Some attention given to recent developments in the stock market, in the merger movement, and in international finance. See http://www.finance-class.us for a more detailed description.
Does not meet a distribution requirement
S. Gabriel
Prereq. soph, jr, sr, Economics 103 and 104; 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
K. Schmeiser
Prereq. Economics 103 and 104; 4 credits

***217s International Finance**
A one-semester course in open-economy macroeconomics and international finance. There are two objectives for this course. First to introduce the students to basic concepts and models in international finance and second is 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.

Meets Social Sciences III-A requirement
Prereq. Economics 103 and 104; 4 credits

220fs Introduction to Econometrics
A study of statistical methods applied to economic and social data. Measures of central tendency and dispersion, point and interval estimation, hypothesis testing, simple correlation, and simple and multiple regression analysis.
Does not meet a distribution requirement
S. Adelman
Prereq. Economics 103 and 104 and Mathematics 101 or permission of instructor; 4 credits

295fs Independent Study
Does not meet a distribution requirement
Prereq. soph, jr, sr, and permission of department; 1-4 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.

307s 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
K. Schmeiser
Prereq. jr, sr, Economics 212; 4 credits

310f Public Finance Seminar
Overview of the public sector 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 the Kyoto Protocol. Economic principles of income redistribution and social insurance as well as applications to current policy areas such as health, TANF (public assistance), unemployment insurance and Social Security.
Does not meet a distribution requirement
M. Guldi
Prereq. Economics 211, 212; 4 credits

312f Seminar in International Trade
Examines current events in international trade. The emphasis of this course is on current trade policy debates in the WTO agenda. It investigates topics such as the expansion of regional trade agreements, environmental and labor standards, the TRIPs agreement, agricultural protection and market access, trade in services, and electronic commerce.
Does not meet a distribution requirement
K. Schmeiser
Prereq. jr, sr, Economics 216: 212 recommended; alternates with Economics 313; 4 credits

314f Economic Development in the Age of Globalization
(Speaking-intensive course) This seminar will explore how debates in economic development between orthodox and heterodox economists play out in key topics in economic globalization such as foreign direct investment, capital flows, aid, trade, and migration. Also, key issues pertaining to structural adjustment programs that are designed to enhance global economic integration such as financial sector reform, privatization, trade liberalization, and exchange rate liberalization will be explored.
Meets multicultural requirement; does not meet a distribution requirement
S. Khan
Prereq. jr, sr with Economics 211 and 212, or Econ 216 and 217 or Econ 213; 4 credits

***315f History of Economic Thought**
Study of the historical development of economics by reading the original works of the "great masters": Smith, Ricardo, Marx, Marshall, and Keynes. Also examines the influence of the social context in which these theories were developed. Provides a historical perspective on modern microeconomics and macroeconomics - how these modern theories are similar to and different from earlier theories.
Does not meet a distribution requirement
F. Moseley

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

320s Econometrics
A study of advanced statistical methods in quantifying economic theory. Emphasis on the practical application of regression analysis to test economic theory, especially where the assumptions underlying ordinary least squares analysis are violated. Examines several different subjects that illustrate empirical economic research.
Does not meet a distribution requirement
M. Robinson
Prereq. jr, sr, Economics 211, 212, 220; 4 credits

***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.htm* for a more detailed description.
Meets multicultural requirement; does not meet a distribution requirement
S. Gabriel
Prereq. jr, sr, Economics 211 and 212; or permission of instructor; Economics 213 recommended; 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.htm* for a more detailed description.
Does not meet a distribution requirement
S. Gabriel
Prereq. Economics 215 and 220; 4 credits

338s Money and Banking
Monetary theory and policy. Overview of financial markets and institutions. Explores the nature of money and the effects of changing money supply on the economy, theories of money demand, the various methods by which monetary policy can be conducted and the advantages and disadvantages of each, methods of banking regulation and the attendant problems that arise, and important episodes in monetary history (e.g., the Great Depression).
Does not meet a distribution requirement
J. Hartley
Prereq. jr, sr, Economics 211; Mathematics 101 recommended; 4 credits

349f Advanced Topics in Economics

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349f(01) Economics of Cyberspace
Explores the impact of the Internet on finance, commodity and labor markets, intellectual property rights, provision of government services and tax/fee collections, and a wide range of other economic activities. We investigate whether cyberspace and related technologies represent the inauguration of a new epoch, with implications for the creation of new economic (and social) relationships and requiring new economic theories. We also examine the continuing struggle between governments and Internet-related or supporting businesses and individuals over regulation of cyberspace and examine the possibility that governments may short-circuit some of the beneficial aspects of cyberspace.
S. Gabriel
Prereq. Economics 211 and 212; 4 credits

349f(02) Economic Development in the Age of Globalization: Corporate Governance
This seminar course studies the theory and practice of corporate governance. Topics include the legal and regulatory environment in which corporations operate, agency theory, executive compensation, the board of directors, debt covenants, corporate control, and stakeholder rights. We will analyze and evaluate current events in corporate governance using the tools discussed in class.
S. Schmeiser
Prereq. jr, sr with Economics 211 and 212; 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
M. Robinson
Prereq. jr; 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
J. Hartley
Prereq. sr; 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; 1-8 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.*
Does not meet a distribution requirement
C. Johnson
Prereq. Not open to first-year students; 4 credits

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Educational Studies

The minor in educational studies is administered by the Educational Studies Committee: Professors Garrett-Goodyear (history), Lawrence (psychology and education, *cochair*); Associate Professors Arnold (classics), McKeever (sociology and anthropology), Smith (politics), Wilson (economics); Assistant Professor Reilly Carlisle (psychology and education, *cochair*); Lecturer Glasser (English).

Contact Persons

Sandra M. Lawrence, *cochair*
Lenore Reilly Carlisle, *cochair*

The minor in educational studies provides students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the minor offers varied perspectives on contexts and historical moments that shape and define knowledge, behavior, structures, and policies both in and out of classrooms. Students planning to minor in educational studies must consult with a member of the program committee to discuss an area of interest and design a plan of study. A brief proposal and plan of study outlining the focus of the minor and the courses making up the minor must be approved by the program chair. The culminating experience of the minor is a 2-credit Educational Studies course requiring students to analyze and synthesize key ideas that have emerged from their focused study. Students will work with a faculty advisor as they write and present a capstone paper.

Please note, this minor in educational studies does not lead to teacher licensure. For information on the education minor leading to teacher licensure, please consult the Psychology and Education chapter, which provides detailed information on the course requirements and application procedures for teacher licensure programs.

Requirements for the Minor in Educational Studies

Credits

- 18 credits

Courses

- Education 205, 220, or Educational Studies 215
- Three courses at the 200 level or above focusing on a specific area of study. (Some possible areas of study include: Knowledge and the Humanities, National and International Perspectives on Education, Gender and Education, Teaching and Learning, Sport Pedagogy.)
- Educational Studies 290, a capstone-type independent study (2 credits)

Other

- One Independent Study (395) can be applied to the minimum minor requirements but cannot be substituted for one of the designated courses in education or educational studies.

Course Offerings

***109f Whiteness: The Other Side of Racism**
(First-year seminar; writing-intensive course)
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 we will explore include privilege, dominance, the "new" racism, color-blindness, cultural capital, racial identity, racial stratification, power, and antiracism.
Meets multicultural requirement; does not meet a distribution requirement
S. Lawrence
Prereq. fy; 4 credits

***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. Reilly Carlisle
4 credits

***250s Special Topics in Educational Studies**
Meets Social Sciences III-A requirement
The department
Prereq. soph, jr, sr or permission of instructor; 4 credits

260f Mission and Market: Higher Education
(Speaking-intensive course) Is Mount Holyoke a school or a business? Is the institution one sees today what Mary Lyon had in mind in 1837? This course will look at the development of U.S. higher education from upstart colonial colleges into a multi-billion dollar industry. We will look closely at the tension between education mission and market forces, and how the interaction between academe and society has played out from the founding of the republic through women's rights, the world wars, and 60s counterculture. We will touch on a range of contemporary topics such as access and affirmative action, standardized testing, athletics, and e-learning. Mount Holyoke will serve as a recurring case study.
Meets Social Sciences III-A requirement
J. Lytle
4 credits

290fs Capstone in Educational Studies
This two-credit independent study course, which is the culminating experience of the educational studies minor, requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty advisor of the Educational Studies Program Committee as they plan, write, and present a capstone paper.
Does not meet a distribution requirement
The department
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: Policy and Practice: Education and Health in Post-Apartheid South Africa**
(Community-Based Learning course) 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.
Meets multicultural requirement; does not meet a distribution requirement
L. Reilly Carlisle, M. McKeever
Prereq. soph, jr. For students pursuing teacher licensure this course may be taken in lieu of Education 320j to fulfill one of the requirements of the education minor for teacher licensure; Permission of instructor required. This course requires students to complete three weeks of experiential learning in June in South Africa.; 4 credits

***340s Researching the Enterprise of Education: Researching Race and Racism in 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
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. two courses (one with substantial race-related content) from Anthropology, African American St., Asian St., CST, English, Gender St., Psych. and Education, or Sociology, and permission of instructor; 4 credits

English

The English major and minor are administered by the Department of English: Professors Benfey, Berek, F. Brownlow, Collette, Demas, Ellis, Hill, Lemly, Quillian (on leave spring 2010), Shaw, Weber (on leave spring 2010), Young (on leave fall 2009); Associate Professors Brown, A. Martin (on leave 2009-2010); Assistant Professors Ahmed, Alderman, Day, Singer, Yu; Five College Assistant Professor Degenhardt; Lecturers Glasser, Greenfield, Pyke, Sutherland; Visiting Professors V. Martin, Pemberton; Visiting Assistant Professors Gaige, Osborn, Wilson; Visiting Senior Lecturers Bass, J. Brownlow, Manegold; Visiting Lecturer London; Visiting Instructor Lambert.

Contact Persons

Maryanne Alos, *senior administrative assistant*
Cynthia Meehan, *senior administrative assistant*
Frank Brownlow, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- English 200, Introduction to the Study of Literature
- Two courses in literature written in English before 1700 at either the 200 or 300 level (Course descriptions indicate which courses fulfill this historical requirement.)
- One course in literature written in English between 1700 and 1900 at either the 200 or 300 level (Course descriptions indicate which courses fulfill this historical requirement.)
- Four courses at the 300 level, two of which must be taken at Mount Holyoke and one of which must be a designated seminar (Course descriptions indicate which courses fulfill the seminar requirement.)

Other

- English 101, First-Year Seminar, does not count toward the requirement of 36 credits.
- English 295/395, Independent Study, cannot be counted as courses toward the completion of the English major.

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 courses at the 200 level *and*
- Two courses 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 Seminar in Reading, Writing, and Reasoning
Though sections of English 101 differ in specific content, all develop the skills of careful reading and effective writing essential to the liberal arts and sciences. Students will write frequently and have an opportunity to revise their work. By active participation in class discussion, students will develop their speaking skills and learn to ask critical questions, formulate answers, and frame persuasive arguments. Students who do not take the course in the fall should consider enrolling in the spring. Like other first-year seminars, English 101 is intended primarily for students at the start of their college career.

Fall 2009

101f(01) Into Africa
(First-year seminar; writing-intensive course)
An introduction to some topics in African studies, reading and writing about such contemporary authors as Ama Ata Aidoo, Tsitsi Dangarembga, Bessie Head, Ayi Kwei Armah, Nuruddin Farah. Studying both fiction and essays, the course focuses on recent political situations (Ghana, Congo, South Africa), on images of women, and on representations of Africa in news media and in cinema, both from Africa and the West.
Meets multicultural requirement; meets Humanities I-A requirement
J. Lemly
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and

seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(02) Reading Nonfiction
(First-year seminar; writing-intensive course) We will explore cultural and political issues by reading current books, newspapers, and magazines. Frequent writing assignments.
Meets Humanities I-A requirement
E. Hill
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(03) A Politics of the Future
(First-year seminar; writing-intensive course) We will discuss recent fiction about South Asia (Amitav Gosh), the Middle East (Elias Khoury and Assia Djebar), South Africa (J. M. Coetzee), and Latin America (Eduardo Galeano). Though their works are diverse in form and in content, these authors nonetheless have a common understanding of the contemporary relationship of literature to politics. They experiment with fiction, attempting to develop forms of consciousness that resist the propaganda of states. We will explore the imaginary "states" these authors create in literature, a politics perhaps of the future.
Meets Humanities I-A requirement
S. Ahmed
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(04) A Little Learning
(First-year seminar; writing-intensive course) We will attempt to discover some of the most useful lessons we can learn regarding ourselves, those close to us, and others with whom we share this planet; and we will study how such knowledge may be expressed in literary and expository works. Texts include novels such as Cather's *The Song of the Lark*, Wharton's *Summer*, Barker's *The Man Who Wasn't There*, and others; also assorted poems, short stories and essays.
Meets Humanities I-A requirement
R. Shaw
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(05) Multicultural Families
(First-year seminar; writing-intensive course) This course examines the various ways the multicultural family in contemporary American, British, European, and South African culture is imagined by writers and filmmakers. Issues to be explored include: generational conflict, the struggle to "break away," and the claims of memory and nostalgia. Above all, the course seeks to explore the range of cultural forms in which these themes find expression.
Meets multicultural requirement; meets Humanities I-A requirement
D. Weber
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(06) Contemporary Autobiography: Race, Sexuality, Style
(First-year seminar; writing-intensive course) 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. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(07) U.S. Multiethnic Literatures: Refracting America
(First-year seminar; writing-intensive course) This course examines the complex interplay of race, gender, and sexuality in African American, Asian American, Chicana/o-Latina/o and Native American literature. Through close readings of short stories and novels, we will explore themes of unequal citizenship and the contradictory premises of the American dream. Authors may include Toni Morrison, Thomas Glave, Sherman Alexie, Sandra Cisneros, Junot Díaz, Faye Myenne Ng, Andrew Pham, and Don Lee.
Meets multicultural requirement; meets Humanities I-A requirement
I. Day
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(08) Some Cultural Representations of Women
(First-year seminar; writing-intensive course) We begin with a reading of Woolf's *A Room of One's Own* and a consideration of Mount Holyoke as such a "room" as an introduction to thinking about some of the ways in which women have been traditionally represented (or not represented) in Western culture. After working with a variety of short fictions by men as well as women, we will focus on one particularly notable literary representation of women, Edith Wharton's *House of Mirth* (both the novel and the recent film.) Through John Berger's *Ways of Seeing* we will extend our discussion to the tradition of oil painting, contemporary advertising, and the media. Writing intensive; brief weekly exercises; research paper.
Meets Humanities I-A requirement
W. Quillian
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(09) How to Read a Poem
(First-year seminar; writing-intensive course) This course will be an introduction to the study of poetry with a focus on the lyric. We will read poems, poetry criticism, and poetic theories, including work by John Donne, William Wordsworth, Elizabeth Bishop, Denise Riley, William Empson, Yuri Lotman, Eve Sedgwick, Fredric Jameson, and Susan Stewart. We will be particularly concerned with poetic structure and with the ways in which a poem's formal and stylistic features can both hide and reveal historical pressures.
Meets Humanities I-A requirement
N. Alderman
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(10) Images of the Self
(First-year seminar; writing-intensive course) This course will look at how the question "Who am I?" has formed works of literature. We will investigate how identity is formed or not formed by forces such as society, circumstance, and family. Some of the concepts we will examine include body image, race, gender, class, personal voice, perception, and ancestry. Course material will be drawn from essays, poetry, fiction, drama, and film, including Maxine Hong Kingston's *The Woman Warrior*, Toni Morrison's *The Bluest Eye*, Shakespeare's *As You Like It*, and poems by Emily Dickinson, Walt Whitman, and Adrienne Rich.
Meets Humanities I-A requirement
K. Osborn
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(11) Underworlds (and Otherworlds)
(First-year seminar; speaking- and writing-intensive course) This writing-intensive seminar focuses on literary visits to alternative worlds in order to explore the use of forbidden, exotic, unfamiliar, or uncanny locales in expressions of heroic identity. By studying the tropes of death, disappearance, metamorphosis, and rebirth, we'll also consider the relevance of the mythographical as a device used by poets, novelists, and filmmakers throughout time. Among our readings will be works by Virgil, Chrétien de Troyes, Edmund Spenser, Daniel Defoe, Thomas Pynchon, J. M. Coetzee, and the film *Blade Runner*.

Meets Humanities I-A requirement
W. Yu
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101f(12) Memories of Home
(First-year seminar; writing-intensive course) This course explores the symbolism, evolution, and politics of "home." The sites that we consider will range from an individual's place of birth to locations associated with cultural or racial origins, spiritual consciousness, or symbolic rebirth. How do people honor, romanticize, forget, or destroy these locations and their connections to them? Fiction, films, essays, autobiographies, and poetry will shape our considerations of how tradition, domesticity, community, exile, and return affect an individual's sense of "home."
Meets Humanities I-A requirement
L. Brown
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

Spring 2010

101s(01) Lives on the Boundaries: Borderland Identities in American Literature
(First-year seminar; speaking- and writing-intensive course) Who decides which categories are available for defining one's self of self? How do categories themselves complicate our ability to make sense of who we are and our place in the world? How do stark binaries such as "Black/White," "Man/Woman," or "American/Foreigner" prove problematic for those who find themselves somewhere in between, or indeed outside of, these imagined worlds? In this course we will consider how authors in the United States have used fiction writing and memoir to answer questions about mixed, marginalized, or unacknowledged identities; in doing so, we will explore how language itself paradoxically creates and challenges available labels.
Meets multicultural requirement; meets Humanities I-A requirement
L. Greenfield
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101s(02) Emily Dickinson at Mount Holyoke
(First-year seminar; writing-intensive course) Drawing on archival records and other documents, including Dickinson's letters and poems, students in this seminar will explore what Dickinson's year at Mary Lyon's Mount Holyoke might have meant to her as student and poet. We will also examine Lyon's vision of women's education, as well as contrasting visions of education in "Old New England" from such writers and thinkers as Emerson, Thoreau, and Stowe.
Meets Humanities I-A requirement
C. Benfey
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

101s(03) Error and Self-Discovery
(First-year seminar; writing-intensive course) Mary Wollstonecraft once wrote that the key for women to enlarge their minds was to err and "frequently go astray." This course will explore how many writers plot their stories and poems around all types of mistakes, errors, or missteps both intentional and accidental. We will discuss what kinds of knowledge about the self and the world the fall into error might offer, how we know when we've made mistakes, and what kind of change or redemption is possible in the wake of these discoveries. Readings will be drawn from Milton, Rousseau, Wordsworth, Coleridge, Wollstonecraft, Austen, Christina Rossetti, and Wharton, as well as a few contemporary writers.
Meets Humanities I-A requirement
K. Singer
Prereq. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

101s(05) Images of the Self
(First-year seminar; writing-intensive course) This course will look at how the question "Who am I?" has formed works of literature. We will investigate how identity is formed or not formed by forces such as society, circum-

stance, and family. Some of the concepts we will examine include body image, race, gender, class, personal voice, perception, and ancestry. Course material will be drawn from essays, poetry, fiction, drama, and film, including Maxine Hong Kingston's *The Woman Warrior*, Toni Morrison's *The Bluest Eye*, Shakespeare's *As You Like It*, and poems by Emily Dickinson, Walt Whitman, and Adrienne Rich.
Meets Humanities I-A requirement
K. Osborn
Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class; 4 credits

103f English for Multilingual Speakers I
(Speaking- and writing-intensive course) Intended for students whose native language is not English and who would like to refine their writing and speaking skills by composing frequent short essays in response to a variety of texts written in English. There will be oral presentations as well as exercises in style, usage, dramatic reading. textual analysis, and research techniques at the college level. Although it is the first in a two-course sequence (103f-104s), international students who have already taken English 104s may register.
Does not meet a distribution requirement
J. Brownlow
2 meetings (75 minutes) plus one-hour individual tutorial; pass/fail only; enrollment strictly limited to 12; 4 credits

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 would like 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 with the instructor in order to work on written assignments of various lengths and, if appropriate, to discuss writing assignments in other courses. The purpose of the meetings will be to assess the student's writing level and give personalized instruction in the conventions of college-level writing, research, and academic discourse.
Does not meet a distribution requirement
J. Brownlow
1 individual tutorial per week (90 minutes), days and times to be arranged by student with instructor, jbrownlo@mtholyoke.edu; pass-fail only; enrollment strictly limited to 12; 4 credits

105f Writing across Cultures
(Speaking- and writing-intensive course)
This course is designed 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
D. Beres
4 credits

106s Reading Across Cultures
(Writing-intensive course)
Meets Humanities I-A requirement
TBA
4 credits

200fs An Introduction to the Study of Literature
English 200, required for the English major, introduces students to critical issues in the study of English literature. Students considering an English major who take English 101 or another first-year seminar in the fall will ordinarily take English 200 in the Spring. (Writing-intensive course) This course examines various strategies of literary representation through a variety of genres, including such traditional literary forms as the novel, lyric poetry, drama, and autobiography, as well as other cultural forms, such as film. Particular attention is given to student writing; students are expected to write a variety of short essays on selected topics. Though the themes of specific sections may vary, all sections seek to introduce students to the terminology of literary and cultural discourse. Please note that this course is a requirement for all English majors.
Meets Humanities I-A requirement
W. Bergoffen, K. Singer, C. Benfey, W. Yu, L. Brown, I. Day, N. Alderman, E. Hill, R. Shaw, A. Gaige, S. London
4 credits

Creative Writing and Journalism

201fs Introduction to Creative Writing
(Writing-intensive course) This course offers practice in writing various kinds of narrative. Assignments emphasize clarity, concision, and creativity. Exercises lead to longer work: sketches, or short stories. Students hone critical as well as writing skills. Student papers are duplicated and discussed in class, along with selected works by published authors.
Does not meet a distribution requirement
C. Demas, A. Gaige, K. Osborn, S. London, R. Wilson, V. Martin
Prereq. soph, second-semester fy with permission of instructor; Instructors of individual sections may require a writing sample to settle enrollments; 4 credits

202fs Introduction to Journalism
(Writing-intensive course) The finest journalists are professors to the people. They educate citizens so as to facilitate reasoned, fact-based dialogue on subjects as diverse as politics, poverty, war, science, and the arts. We will look at journalism's role in the culture as well as some of its failings and foibles. Students will try their hand at writing about an event, a person and an issue using the reporter's skills of interviewing, research, and thoughtful analysis to produce snapshots of the world inside and outside the College gates. Curiosity leads. Mastery follows.
Does not meet a distribution requirement
C. S. Manegold, A. Bass
Prereq. soph, second-semester fy with permission of instructor; 4 credits

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. Writing short stories will comprise the main work of this course, and students will work specifically on point of view, development of scenes, characterization, plot, and narration.
Does not meet a distribution requirement
V. Martin
Prereq. soph, or permission of instructor; 4 credits

204f Verse Writing I
(Writing-intensive course) This course gives students practice in the basic elements of the poet's craft, emphasizing revision. It involves class criticism and conferences as well as collateral reading.
Does not meet a distribution requirement
S. London
Prereq. soph, or permission of instructor; 4 credits

301fs Studies in Journalism

Fall 2009

301f(01) Digital and Multimedia Journalism
(Writing-intensive course) The fast-changing landscape of new information technologies, from the Internet to iPods, is redefining the nature and practice of journalism today. We will explore the multimedia platforms available to journalists and learn how to tell stories across these platforms. We will examine the political, sociological, legal, and ethical issues raised by these media technologies and study the impact of the Web on the traditional watchdog role of the press. Students will be asked to write a blog and stories about an event and person. They will also be asked to create a podcast and/or a slide show to be posted online. Rough drafts, rewrites and individual meetings with the professor are required.
Meets Humanities I-A requirement
A. Bass
Prereq. jr, sr, English 202; meets English department seminar requirement; 4 credits

301f(02) Mastering the Narrative
(Writing-intensive course) This class is designed to immerse students in some of the most powerful nonfiction being published today. Here we will read extensively to explore the art of telling factual stories with drama, accuracy, imagination, and skill by examining works on topics ranging from business to science to history and politics. Outside the classroom students will be expected to apply these skills to their own writing through a series of assignments

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culminating in the production of one magazine-length work. Throughout, we will focus on challenges of structure, "voice," and sustaining a narrative. Our goal will be to produce work distinguished by simple, accurate, and compelling prose.
Meets Humanities I-A requirement
C. S. Manegold
Prereq. jr, sr, English 202; meets English department seminar requirement; 4 credits

Spring 2010

301s(01) Health and Science Writing
(Writing-intensive course) Good medical and science journalism has never been more important in understanding our world and how to fix it. This course is an introduction to the skills needed to cover medical and science news. It will focus on how to report and write daily news stories and longer features. We will also explore ethical issues raised by media coverage of science and medicine. Students will be asked to write a news story, a profile, and an issues story. Rough drafts, rewrites, and individual meetings with the professor are required.
Meets Humanities I-A requirement
A. Bass
Prereq. jr, sr, English 202; meets English department seminar requirement; 4 credits

301s(02) Journalism History and Ethics: The Role and Function of the Fourth Estate
(Writing-intensive course) Can a story be accurate but false? Should reporters value protecting national security over telling the truth? Is it ethical to tell a lie if it allows access to important information? Journalists face difficult ethical dilemmas every day. But how do they know what to do? Are there rules? In this class we will study ethics in journalism from the time of the muckrakers to the rise of the blog.
Meets Humanities I-A requirement
C. S. Manegold
Prereq. jr, sr, English 202; meets English department seminar requirement; 4 credits

303s Short Story Writing II
(Writing-intensive course) This workshop is for students seriously engaged in writing short stories. Students will refine their technical skills and work on the subtleties of style. Extensive readings are required.
Meets Humanities I-A requirement
C. Demas
Prereq. jr, sr, 8 credits in department beyond English 101, including 203 or equivalent, submitted writing sample, and permission of instructor; meets English department seminar requirement; 4 credits

304s Verse Writing II
(Writing-intensive course) In this workshop students will generate new poems, working in both free verse and traditional forms. Emphasis will be given to honing elements of craft, to developing one's "voice," and to the all-important process of revision. Readings will include books by contemporary poets, with workshops devoted to critiquing student work and discussing the poems of established writers.
Meets Humanities I-A requirement
R. Shaw
Prereq. jr, sr, 8 credits in department beyond English 101, including 204, or permission of instructor; meets English department seminar requirement; 4 credits

***305s Writing Literature for Children**
(Speaking- and writing-intensive course) A workshop focusing on writing for children at different age levels. Students will work on a variety of projects in fiction and nonfiction, and experiment with different styles, forms, and approaches. Weekly writing and editing assignments and selected readings of children's literature are required. The course includes guest lectures (which are open to the campus) and field trips.
Meets Humanities I-A requirement
C. Demas
Prereq. jr, sr, 8 credits in department beyond English 101 including either 201 or 204, 265, and permission of instructor. Creative writing sample must be submitted to instructor during advising week; meets English department seminar requirement; 4 credits

306f Advanced Poetry Workshop: Exercises in Process and Capture
(Speaking- and writing-intensive course) This course asks students to create poems, focusing on poetic process, rather than poem as product. How to capture the unpredictable? How to put together language, and then to

strip it apart? How to remain open and flexible to what comes? In foregrounding these questions, the poets Claudia Rankine, Charles Bernstein, and Eileen Myles understand making poetry as a living process discovered in the realm of conceptual possibility. We will share, discuss, and critique student poems, engaging with one another and with texts by contemporary poets, constructing poems through several experimental exercises that consider the body, obsessions, dream knowledge, visual art, and collaboration.
Meets multicultural requirement; meets Humanities I-A requirement
R. Wilson
Prereq. jr, sr, 8 credits in department beyond English 101, including English 201 or English 204, or permission of instructor; 4 credits

308s Contemporary Women's Short Fiction
(Writing-intensive course) In this course we will read and discuss stories written by living masters of the form. We will not speculate about the meaning of the work or the author's intent, rather we will read as writers, noting and comparing each author's decisions about voice, diction, syntax, image, metaphor, and tone which, within the narrow boundaries of this challenging and compressed form, bring a world into being. Authors will include Margaret Atwood, Alice Munro, Doris Lessing, Sabina Murray, and Jhumpa Lahiri.
Meets Humanities I-A requirement
V. Martin
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department seminar requirement; 4 credits

309s Crafting the Novel
(Speaking- and writing-intensive course) This writing- and speaking-intensive 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
A. Gaige
Prereq. jr, sr, 8 credits in department beyond English 101, including either 201 or 203, and permission of instructor; meets English department seminar requirement; 4 credits

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

211fs Shakespeare
(Speaking-intensive course; Same as Theatre Arts 281) A study of some of Shakespeare's plays, emphasizing both the poetic and the dramatic aspects of his art, with attention to the historical context and varieties of critical interpretations, including those of the twentieth century. Nine or ten plays.
Meets Humanities I-A requirement
E. Hill, F. Brownlow
Prereq. soph, jr, sr or permission of instructor; meets English department pre-1700 requirement; 4 credits

213s The Literature of the Later Middle Ages
(Speaking- and writing-intensive course) This course will examine a variety of English works and genres written in the thirteenth through fifteenth centuries. Our attention will be directed principally at the *Gawain*-poet, Chaucer, Langland, Gower, Margery Kempe, and Lydgate. Most of our readings are in Middle English. Course requirements include a formal presentation, midterm, and final papers.
Meets Humanities I-A requirement
W. Yu
Prereq. soph, jr, sr, English 200; meets English department pre-1700 requirement; 4 credits

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***214fs Topics in Medieval Studies**

Fall 2009

**214f(01) The Alliterative Traditions in Later Medieval Verse*
(Writing-intensive course) This course introduces and defines a medieval "alliterative tradition" by investigating the rise of medieval vernacular poetry, the partnership of form and content, and the materiality of language. Principally, we'll ask how alliterative practices in fourteenth-century English works manifest poetic thought; and to do so, we'll historicize these works in terms of their religious, political, and philosophical implications. Readings will include Anglo-Saxon poems in translation, *Sir Gawain and the Green Knight, Piers Plowman*, and the *Alliterative Morte Arthure*. Middle English works will be read in the original language, but no prior knowledge of Middle English is required.
Meets Humanities I-A requirement
W. Yu
Prereq. soph, jr, sr, or permission of instructor; meets English department pre-1700 requirement; 4 credits

Spring 2010

**214s(01) Exploring Medieval Texts and Contexts*
(Same as History 232s-01, Medieval Studies 200s-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.
C. Collette, H. Garrett-Goodyear
Prereq. soph, jr, sr, or permission of instructor; 2 credits per semester; 2 credits

***215f Early Chaucer**
(Speaking- and writing-intensive course) We will discuss Chaucer's explorations of love, human will, and various conceptions of closure (in literary terms, the efficacy of complaint, the work of poetic endings, and the poet's accomplishments). These topics will be studied in light of Chaucer's ranging literary influences, especially his assimilation and renovation of classical poetry, French and Italian vernacular verse, romance, saints' lives, allegory, and beast fables. All readings are in Middle English, consisting of a selection of Chaucer's short poems and his major works prior to *The Canterbury Tales*.
Meets Humanities I-A requirement
W. Yu
Prereq. soph, jr, sr, or permission of instructor; meets English department pre-1700 requirement; 4 credits

***220f Introduction to British Literary and Cultural Studies since 1660: Culture and Society: 1798-1900**
This course offers a broad study of selected figures in modern literary and intellectual history and helps prepare students for more advanced classes in British and/or postcolonial studies. We will use these figures to probe the dynamic relationship between imaginative practice and social change, which may involve global as well as national contexts. This course will introduce students to writing sustained pieces of critical analysis, challenging them to explore the theoretical relationship between literary form and historical transformation in the modern period.
This course will examine a number of major literary texts from the *Lyrical Ballads* of Wordsworth and Coleridge through Conrad's *Heart of Darkness*. The focus will be on major poets and novelists of the period, but we will also consider some nonfiction prose writers as well. The course will be particularly concerned with the literary response to social change such as the migration from the country to the city, the rise of industry, the situation of women, and the legacy of imperialist expansion.
Meets Humanities I-A requirement
W. Quillian
Prereq. soph, jr, sr; meets English department 1700-1900 requirement; 4 credits

231f British Romanticism: Revolution and Reaction
This class will examine the ways Romantic-era writers figured revolution and the reaction against it, in the wake of the French Revolution's spectacular but failed promises of liberty, fraternity, and equality for all. We will pay special attention to how British writers envisioned their own versions of freedom and equality, extending them to women, slaves, and the poor. Likewise we will explore how this project for social change was necessarily related to revolutions in language and aesthetics. Authors may include Burke, Wordsworth, Coleridge, Smith, Barbauld, Blake, Austen, Keats, Percy and Mary Shelley, Byron, and Hemans.
Meets Humanities I-A requirement
K. Singer
Prereq. soph, or permission of instructor; 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
S. Ahmed
Prereq. soph, jr, sr, or permission of instructor; meets English department 1700-1900 requirement; 4 credits

***233f Introduction to Queer Theory**
This course introduces students to the social and political contexts mediating nonnormative gender and sexual expression since the nineteenth century. In our examination of queer epistemological genealogies and methodologies, we will also consider the value of queer theory as a subjectless analysis as opposed to a queer of color critique that calls into question the sedimentation of a white, male, North American queer identity with global pretensions.
Meets Humanities I-A requirement
I. Day
Prereq. soph, or permission of instructor; 4 credits

234f American Drama, 1787 to 1994
(Same as Theatre Arts 234, American Studies 290-02) This course offers a broad survey of American drama in the context of performance traditions such as minstrelsy, melodrama, realism, the Broadway musical, and the avant-garde. We read works that challenge and expand concepts of national identity and their connection to discourses of race, class, ethnicity, and gender. How do the characters and landscapes of these plays reflect historical events and theatrical inventions? What do they tell us about what it means to be an "American," and how have our answers changed over time? Playwrights will include Tyler, Baker, Aiken, Brown, Boucicault, O'Neill, Stein, Hurston, Wilder, Williams, Miller, Shepard, Kennedy, Wilson, Kushner, and Parks.
Meets multicultural requirement; meets Humanities I-A requirement
E. Rundle
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; 4 credits

***236f The English Novel from Defoe to Austen**
This course will focus on well-known English novels of the eighteenth and early nineteenth centuries while introducing some of the different theoretical arguments regarding the

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emergence and history of what is called the modern novel. Novelists may include Defoe, Richardson, Sterne, Burney, Radcliffe, and Austen, with supplementary readings in theory and criticism.
Meets Humanities I-A requirement
J. Pyke
Prereq. soph, jr, sr, 4 credits in department beyond English 101, or permission of instructor; meets English department 1700-1900 requirement; 4 credits

240f American Literature I
A survey of American literature from the literature of exploration through the major authors of the mid-nineteenth century, with special attention to the formation of an American literary tradition, along with the political, social, and religious context that helped shape the imaginative response of American writers to their culture.
Meets Humanities I-A requirement
C. Benfey
Prereq. soph, or permission of instructor; meets English department 1700-1900 requirement; 4 credits

***241s American Literature II**
A continuation of English 240, which explores the diversity of writers and literary forms that arose in U.S. society in the period from the Civil War to World War I. Authors may include Alcott, Chopin, Crane, Dreiser, Dunbar, Dunbar-Nelson, DuBois, Sui-Sin Far, Gilman, Harper, James, Jewett, Stein, Twain, Wharton, and Whitman. Will address the development of realism and naturalism, and the beginnings of modernism, and explore literary redefinitions of race, gender, sexuality, and class as shaped by social and economic pressures during this era.
Meets Humanities I-A requirement
E. Young
Prereq. soph, or permission of instructor; meets English department 1700-1900 requirement; 4 credits

***243f American Gothic**
(Same as Film Studies 220f-01) An examination of the gothic—a world of fear, haunting, claustrophobia, paranoia, and monstrosity—in American literature and culture, with an emphasis upon issues of race and gender. Topics include: the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors and artists may include Alcott, Arbus, Browning, Crafts, Crane, Dunbar, Dunn, Faulkner, Gilman, Hawthorne, McCullers, Morrison, O'Connor, Oates, Parks, Poe, and Romero.
Meets Humanities I-A requirement
E. Young
Prereq. soph, jr, sr, English 240 or 241 recommended; 4 credits

250f African American Literature
This course offers an introduction to the literary works of African Americans from the late-eighteenth century to the present, with an emphasis on poetry and fiction. Beginning with slave narratives and early poetry, we will consider issues of genre, literary traditions, and historical context while gaining experience in reading and analyzing literary texts. We will examine how authors consciously went about creating a literary tradition that mirrored, challenged and created a dialogue with the American canon.
Meets multicultural requirement; meets Humanities I-A requirement
G. Pemberton
Prereq. soph, second-semester fy with permission of instructor; 4 credits

***252s Harlem Renaissance**
The course will study the literature, politics, and art of the Harlem Renaissance—roughly a period from 1915 to 1940. The New Negro Movement brought together writers, artists, philosophers, musicians, and everyday people from many parts of the United States and the Caribbean to New York City's Harlem. Their efforts to create a distinct African American art resulted in a flowering of art from several different perspectives. The era has most frequently been thought of as a 1920s-only phenomenon, and many have suggested that it was less a "renaissance" than a first flowering of a collective artistic spirit. We will energetically take on the debate.
Meets multicultural requirement; meets Humanities I-A requirement
G. Pemberton
Prereq. soph, or permission of instructor; 4 credits

253s African Literature
An introduction to African literature in English since 1960. Fiction, drama, autobiography, essays by such writers as Ama Ata Aidoo, Ayi Kwei Armah, Chinua Achebe, Buchi Emecheta, Ngugi was Thiong'o, Chimamanda Adichie, Zakes Mda, Sindiwe Magona, and Zoe Wicomb. Particular attention to themes of exile and imprisonment, political struggle before and after independence, the convergence of oral cultures and European languages, and the emergence of postcolonial and feminist discourses in contemporary Africa.
Meets multicultural requirement; meets Humanities I-A requirement
J. Lemly
Prereq. soph, or permission of instructor; 4 credits

254s Postcolonialism/Postructuralism
(Same as Critical Social Thought 254) This course will bring together theorists from different traditions—postcolonial studies and European philosophy—who share a common project: (1) to identify the conceptual limits of modern or "Western" thought, and (2) to practice thinking beyond those limits. Their thought-experiments include imagining history beyond progress, politics beyond the state-system, and being beyond the self. We may read Cesaire, Said, Galeano, Spivak, and Mbembe, and Foucault, Derrida, Badiou, Rancière, and Agamben. We will try to pay as close attention to the texts in front of us as they do to their own subjects, in order to analyze the form of their thought and so to reflect critically on our own.
Meets Humanities I-A requirement
S. Ahmed
Prereq. soph, jr, sr, or permission of instructor; 4 credits

255s Hughes, Hurston, Wideman, Morrison
Langston Hughes and Zora Neale Hurston were major figures in the Harlem Renaissance and beyond. Toni Morrison and John Wideman continue to produce major fiction in the modern era. We will examine these major African American writers and their work, paying particular attention to issues of gender, family, community, sexuality, and the literary politics affecting African American writers.
Meets multicultural requirement; meets Humanities I-A requirement
G. Pemberton
Prereq. soph, second-semester fy with permission of instructor; 4 credits

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; this course is a prerequisite for English 305, Writing Literature for Children.; 4 credits

267f Reading and Writing in the World
(Writing-intensive course; Same as American Studies 290, Environmental Studies 267)
"*Most people are on the world, not in it.*" — John Muir. An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, and Annie Dillard; field trips; and writing assignments—weekly field notes and journals, analytical papers, and personal essays.
Meets Humanities I-A requirement
J. Lemly, L. Savoy
Prereq. Permission of instructor; 4 credits

270f Nineteenth-Century American Women Writers
(Same as American Studies 290, Gender Studies 204) In this cross-cultural examination of nineteenth-century American women writers, we will compare a number of works of fiction, prose, poetry, and autobiography. We will discuss how writers created sophisticated and insightful critiques of American culture and imagined or re-presented new American identities and histories. We will

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also consider tensions between "sentimental" idealism and political pragmatism, restrictive domesticity and dangerous autonomy, and passionless femininity and expressed sexuality. Authors may include Alcott, Child, Far, Fuller, Harper, Hopkins, Ruiz de Burton Wilson, and Winnemucca.
Meets multicultural requirement; meets Humanities I-A requirement
L. Brown
Prereq. soph, second-year fy with permission of instructor; meets English department 1700-1900 requirement; 4 credits

***271f Women Writers: Twentieth-Century American Women Writers: Protest and Pleasure**
(Same as Gender Studies 204f) In this course we will examine the work of American women writers with an emphasis on the themes of protest and pleasure. Material will range from the overtly political to the intensely personal, will often merge the two, and will date from the late-nineteenth century to today. Despite our long-standing reputation for being "emotional," both outrage and ecstasy have oft been considered taboo for women. Yet women have been motivated by each to pick up the pen and have proved influential as writers on these themes. Authors will range from Emma Goldman, Ida B. Wells, and Kate Chopin to Audre Lorde, Adrienne Rich, and Dorothy Allison.
Meets Humanities I-A requirement
S. Davis
Prereq. soph, jr, sr; English 240, 241, or 270 recommended; 4 credits

274f Introduction to Asian American Literature
This course surveys Asian American literature (Chinese, Japanese, Korean, Filipino, Vietnamese, South Asian) since the late nineteenth century, including fiction, memoir, drama, and poetry. Throughout the course we will evaluate major developments and debates in the field, including feminist critiques of cultural nationalism; the gender politics of genre; and domestic, transnational, and queer critical frameworks. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Edith Eaton, Louis Chu, John Okada, Theresa Hak Kyung Cha, David Henry Hwang, Jessica Hagedorn, Chang-rae Lee, Jhumpa Lahiri, and Andrew Pham.
Meets multicultural requirement; meets Humanities I-A requirement
I. Day
Prereq. soph, or permission of instructor; 4 credits

280f Literary Criticism and Theory
(Writing-intensive course) This course is designed to offer students a broad historical overview of literary theory as well as exposure to contemporary debates about "theory" and literary representation. The course is both an exercise in practical criticism and a survey of the Western critical tradition from Plato to Derrida. Beginning with the question of why Plato wished to ban poets from his ideal Republic, the course will go on to consider such topics as the Classic vs. Romantic theories of the imagination, the "invention" of psychology and the necessary difficulty of much modern literature, the relation of gender and ethnicity to literary expression, and the uncertainties of literary interpretation.
Meets Humanities I-A requirement
W. Quillian
Prereq. soph, jr, sr, or permission of instructor; 4 credits

***284s Modern British Urban Novel**
As London and the British novel enter the new millennium, both are sites of competing histories, traditions, and agendas. This course will map the city's progress from the center of an empire to a node in the global world's economy, and chart the twentieth-century novel's movement from realism to postmodernism and beyond. Beginning by contrasting the realist London of Conan Doyle's *Sherlock Holmes* with Virginia Woolf's modernist version in *Mrs. Dalloway*, we will go on to trace the development of the post-1945 British novel.
Meets Humanities I-A requirement
N. Alderman
Prereq. jr, sr, or permission of instructor; 4 credits

***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; 4 credits

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 2009–2010. 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 English
(Same as Medieval Studies 300) A study of the language and literature of Anglo-Saxon England (ca. 450-1066 AD) in a series of graduated grammar lessons and readings of Old English poetry and prose. These will include selections from the Bible, the Venerable Bede, the *Anglo-Saxon Chronicle*, "The Wanderer," "The Dream of the Rood," "The Wife's Lament," and the Exeter Book riddles. We will also learn the 31-character Old English *futhorc* as it was preserved in "The Rune Poem" and used to inscribe verses on the Franks Casket and the Ruthwell Cross. Requirements: daily written and oral review of grammar, oral reading and translation in class, and a final translation project.
Meets Humanities I-A requirement
C. Davis
meets English department pre-1700 requirement; 4 credits

311s Chaucer

Spring 2010

**311s(01) Troilus and Criseyde: Loving Criseyde, Losing Criseyde*
(Same as Gender Studies 333s-04) 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 master work.
Meets Humanities I-A requirement
C. Collette
Prereq. soph, jr, sr, 8 credits in English or medieval studies; meets English department pre-1700 requirement; 4 credits

311s(02) Chaucer's The Canterbury Tales
(Speaking- and writing-intensive course) A seminar exploring the ways *The Canterbury*

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Tales reflects the different faces of Chaucer's poetic career: the classicist, the modern poet, and the philosopher. Thinking not only about Chaucer's literary development, we'll also consider his work vis-à-vis the larger climate of late-medieval poetic practice. Readings will be in Middle English, comprised of a selection from the *Tales* and other primary works by figures such as Virgil, Augustine, Boethius, Macrobius, Dante, Boccaccio, Ockham, and Petrarch. Course requirements include a formal presentation, mid-term paper, and final research paper.
Meets Humanities I-A requirement
W. Yu
Prereq. jr, sr, English 213, or English 215, or permission of instructor; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

312fs Shakespeare

Fall 2009

312f(01) Shakespeare's "Problem Plays"
(Same as Theatre Arts 350-01) This course explores plays in Shakespeare's canon that seem to defy conventional classifications. How do we make sense of "comedies" that end in violence or oppression? How does our system of classifying plays oversimplify Shakespeare's experiments with genre? We will take a new look at what makes Shakespeare's plays innovative, and develop an in-depth understanding of their dramatic forms. Readings include some of Shakespeare's most well-known plays, such as *The Merchant of Venice, Measure for Measure, All's Well That Ends Well*, as well as some of his least known, such as *The Two Noble Kinsmen*. We will also read one or two non-Shakespearean plays for context and comparison.
Meets Humanities I-A requirement
J. Degenhardt
Prereq. jr, sr, 8 credits in department beyond English 101, including English 211 or permission of instructor; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

**312f(02) 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
P. Berek
Prereq. 8 credits in department beyond English 101 or permission of instructor; English 210 or 211 recommended; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

Spring 2010

**312s(01) The Later Plays*
(Speaking-intensive course; Same as Theatre Arts 350-02) A detailed study of four of Shakespeare's late plays, and an introduction to some of the questions of form and meaning that they pose: *Antony and Cleopatra; Cymbeline; The Winter's Tale, and Henry VIII or, All Is True.*
Meets Humanities I-A requirement
F. Brownlow
Prereq. jr, sr, 8 credits in department beyond English 101, and permission of instructor; English 210 or 211 recommended; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

313s Milton
A study of Milton's major works, both in poetry and prose, with particular attention to *Paradise Lost.*
Meets Humanities I-A requirement
E. Hill
Prereq. English 210 or permission of instructor; meets English department pre-1700 requirement; 4 credits

314f The Brief Glory of English Baroque Literature
A study of five major exemplars of the brilliant style often described as baroque: William Shakespeare, Robert Southwell, John Donne, Sir Thomas Browne, Richard Crashaw. With some attention to continental writers who influenced the style in England (St. John of the Cross, Luis de Granada, Tasso), and to parallels in music and painting.
Meets Humanities I-A requirement
F. Brownlow
Prereq. jr, sr, 8 credits in department beyond English 101, including English 210, English 211, or permission of instructor; 4 credits

316fs Topics in Late Medieval Literature

Fall 2009

316f(01) The Matter of Britain: Arthur and the Grail
(Speaking- and writing-intensive course; Same as Medieval Studies 300) This course focuses on the various forms the story of the grail takes in legends of King Arthur from the twelfth to the twentieth centuries in the literature of England, France, and Europe. While centered in medieval English versions of the Arthurian myth, the course considers the political and cultural forces that helped shape the grail legend after the fall of Jerusalem in 1187, over the course of the later Middle Ages, and into the nineteenth century. Reading from Malory, Tennyson, and contemporary fiction as well as chronicles and romances. We will conclude with current interest in the Holy Grail in popular culture.
Meets Humanities I-A requirement
C. Collette
Prereq. jr, sr, Medieval Studies 101, or 8 credits in English or Medieval Studies or permission of instructor; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

Spring 2010

**316s(01) Texts and Contexts: Reading the Medieval World, 1350-1530*
(Speaking- and writing-intensive course; Same as History 351s-01, Medieval Studies 300s-01) This course explores cultural and social transformations (especially in England) on the eve of "modernity." Class discussions will ordinarily focus on selections from major English writers of the period (Chaucer, Gower, and Malory, for example), and on the relationship between their writings and other kinds of evidence about the world in which they wrote. In consultation with instructors and colleagues, students will also be expected individually to locate, analyze, and interpret a collection of primary sources such as court records, chronicles, and correspondence from a culture of their choosing in order to write a final essay on one dimension of the late medieval world.
Meets Humanities I-A requirement
C. Collette, H. Garrett-Goodyear
Prereq. jr, sr, background in medieval history or literature; written application prior to academic advising period http://www.mtholyoke.edu/acad/medst/form.html is required; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

317f Studies in Renaissance Literature: Renaissance Theater and the Early Modern Book
(Same as Theatre Arts 350(02)) The commercial theater of Shakespeare and his contemporaries evolved as a popular art as the emerging market for printed books began to create a popular literature. Theaters, acting companies, plays, and theatrical audiences helped shape one another, as the book trade shaped and was shaped by reading publics. Case studies in plays by such writers as Christopher Marlowe, Thomas Dekker, Ben Jonson, Thomas Middleton, Elizabeth Cary, and John Webster; sustained attention to acting companies, performance practices such as cross-dressing, gender roles, and sexuality. Substantial opportunity for independent work reflecting each student's interests.
Meets Humanities I-A requirement
P. Berek
Prereq. jr, sr, 8 credits in department beyond English 101 or permission of instructor; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

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320s Jane Austen: Fiction and Film
(Same as Film Studies 380) A study of Austen's six novels through the lenses of Regency culture and of twentieth-century filmmakers. How do these modest volumes reflect and speak to England at the end of world war, on the troubled verge of Pax Britannica? What do the recent films say to and about Anglo-American culture at the millennium? What visions of women's lives, romance, and English society are constructed through the prose and the cinema?
Meets Humanities I-A requirement
J. Lemly
Prereq. jr, sr, 8 credits in English/Film studies beyond 101; prior work in eighteenth- to nineteenth-century literature, history, or film recommended; students should have read at least two Austen novels; 1 meeting (3 hours) plus screenings; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

321s Studies in Nineteenth-Century British Literature: Victorian Sympathy
(Speaking- and writing-intensive course) In the Victorian novel *Middlemarch*, one character explains, "To have in general but little feeling seems to be the only security against feeling too much on any one occasion." This course will examine Victorian ideas of feeling and sympathy in prose, novels, poetry, and art of the period. These representations will frame a discussion of Victorian concerns with social and individual responsibility, class identity, and gender, and will also be considered in the historical context of eighteenth and early twentieth-century epistemology, aesthetics, and literary forms.
Meets Humanities I-A requirement
J. Pyke
Prereq. jr, sr, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

323f Gender and Class in the Victorian Novel
(Same as Gender Studies 333) This course will investigate how representations of gender and class serve as a structuring principle in the development of the genre of the Victorian novel in Britain. We will devote significant attention to the construction of Victorian femininity and masculinity in relation to class identity, marriage as a sexual contract, and the gendering of labor, all the while keeping our eye on form and the sometimes mysterious narrator-as-consciousness that guides us through these concerns. Novelists will include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.
Meets Humanities I-A requirement
J. Pyke
Prereq. jr, sr, 8 credits in department including English 220, 230, 236, or permission of instructor; meets English department 1700-1900 requirement; 4 credits

***324s East of Eden: Milton and the Romantics**
Beginning with Milton's *Paradise Lost*, the course will concentrate on some of the nineteenth-century Romantic writers who in various ways remember, revive, sometimes radically revise, Milton's work and vision: Blake, Wordsworth, Coleridge, Byron, Mary Shelley, Keats.
Meets Humanities I-A 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; meets English department 1700-1900 requirement; 4 credits

***325f Victorian Literature and Visual Culture**
This course will examine literary texts that represent new forms of 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
A. Martin
Prereq. English 220 or English 323 and at least

4 credits in art history or film studies, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

326s Romantic Epistemologies
In this seminar, we will examine Romantic poetry's unique contemplation of the problems of perception, cognition, and epistemology. We will investigate how male and female writers explored various theories of knowledge through their play with the figures of the idiot or savage, drug culture, and new technologies surrounding the Gothic genre and the virtual imagination. Authors including Wordsworth, Robinson, Coleridge, DeQuincey, and Keats will be read alongside philosophers such as Edmund Burke, Immanuel Kant, scientists John Galt and J. G. Spurzheim, and accounts of precinematic entertainment such as the magic lantern and the phantasmagoria.
Meets Humanities I-A requirement
K. Singer
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department seminar requirement; 4 credits

***329f British Literature Since 1945**
A survey of British literature since 1945 that will include plays, novels, and poems as well as crucial essays of social and cultural thought. Authors will include Spark, Rhys, Churchill, Larkin, Ishiguro, and Barker.
Meets Humanities I-A requirement
N. Alderman
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department seminar requirement; 4 credits

333f Two Irish Poets: W.B. Yeats and Seamus Heaney
(Speaking-intensive course) A study in depth of two poets whose careers span the late nineteenth through the early twenty-first centuries. We will read poems, essays, and dramatic works by these two Nobel Prize winners with attention to their treatment of Ireland's legendary past and troubled recent history; to other themes of love and loss, nature and art; and to their explorations of the stylistic tensions and opportunities felt by Irish poets writing English verse.
Meets Humanities I-A requirement
R. Shaw
Prereq. jr, sr, 8 credits in department beyond English 101, or permission instructor; meets English department seminar requirement; 4 credits

334s Queer Kinship in Asian North American Literature and Film
(Same as American Studies 301, Gender Studies 333) This course examines alternative kinship formations in Asian North American cultural production. It will focus on the gender and sexual management of racial bodies since the nineteenth century, from the U.S. Page Law of 1875 that restricted Chinese women on the basis of their presumed sexual immorality to various forms of "racial castration" that mediate Asian masculinities. We will consider how alternative kinship arrangements and queer cultural projects expose and/or upset the narrative assumptions embedded in heteronormative scripts of nationalism.
Meets multicultural requirement; meets Humanities I-A requirement
I. Day
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department seminar requirement; 4 credits

***336s The Curious Middle Ages**
(Writing-intensive course; Same as Medieval Studies 300s-02) Medieval curiosity, both a spiritual danger and a vehicle of knowledge, expresses a conflict that helps us mark change in the period's intellectual traditions. We'll consider curiosity's enabling of developments in historiography, cosmology, cartography, optics, and architecture to help us explore various literary genres. Through allegory, travel and religious narrative, romance, fabliau, and dream vision, we'll inquire into the intellectual functions that literature performs, asking how literary curiosity may have been both an approach toward and opponent of scientific truth. Middle English works will be read in Middle English; however, no prior knowledge of Middle English is necessary.
Meets Humanities I-A requirement
W. Yu

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

*337s The Political Imagination in Contemporary South Africa
This seminar examines the variety of literary and cultural expression inSouth Africa since the 1970s, focusing on the relations between art andpolitical struggle. Among the topics to be discussed are the imaginationof history in South African literature; the emergence of the Black Consciousness movement (and its legacies); responses to the Truth and Reconciliation Commission. Among the authors to be studied are Nadine Gordimer, J.M. Coeztee, Njabulo Ndebele, Zoe Wicomb, and Zakes Mda, along with a number of contemporary poets, playwrights, and filmmakers.
Meets multicultural requirement; meets Humanities I-A requirement
D. Weber
Prereq. jr, sr, 8 credits at the 300 level in English, history, politics, or related fields; meets English department seminar requirement; 4 credits

***340f Theories of the Lyric**
This course will focus on how to read lyric poetry and to think about reading lyric poetry. We will be particularly interested in considering Adorno's post-1945 argument that this seemingly most individual and unsocial literary practice is in fact the most collective and social of forms. The three poets we will use as case studies are Geoffrey Hill, Sylvia Plath, and Seamus Heaney.
Meets Humanities I-A requirement
N. Alderman
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

341s American Literature III: 1914-1945
This course explores the shape and scope of American literary expression in the first half of the twentieth century. Topics will include modernism(s); the Harlem Renaissance; immigrant, expatriate, and regionalist writing; sexuality and gender; proletarian and popular fiction; and the intersection of literary and visual cultures. Authors may include Agee, Anderson, Cather, Eliot, Faulkner, Fitzgerald, Frost, Glaspell, H.D., Hemingway, Hughes, Hurst, Hurston, Larsen, Mitchell, Moore, Steinbeck, Stevens, Toomer, and Wright.
Meets Humanities I-A requirement
E. Young
Prereq. 8 credits in department beyond English 101, or permission of instructor; 4 credits

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

345fs Studies in American Literature

Fall 2009

345f(01) Henry James on Film
(Same as Film Studies 380) This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James's texts translate—or do not translate—into film. Novels and films to be studied include *Washington Square, The Europeans, Portrait of a Lady, The Turn of the Screw*, and *Wings of the Dove.*
Meets Humanities I-A requirement
D. Weber
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

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

Spring 2010

345s(02) Cather, Fitzgerald, Faulkner
This seminar will focus on works of fiction by three major twentieth-century American writers, with special attention to novels published between the world wars. The course will examine ongoing critical debates regarding each writer, including such concerns as the status of the American South and West, conflicts across racial, ethnic, and gender lines, and American responses to the rise of modernist practices in literature and the visual arts.
Meets Humanities I-A requirement
C. Benfey
Prereq. jr, sr, 8 credits in department including English 200 or permission of instructor; meets English department seminar requirement; 4 credits

347f Modern Urban British Novel
As London and the British novel enter the new millennium, both are sites of competing histories, traditions, and agendas. This course will map the city's progress from the center of an empire to a node in the global world's economy, and chart the twentieth-century novel's movement from realism to postmodernism and beyond. Beginning by contrasting the realist London of Conan Doyle's *Sherlock Holmes* with Virginia Woolf's modernist version in *Mrs. Dalloway*, we will go on to trace the development of the post-1945 British novel.
Meets Humanities I-A requirement
N. Alderman
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

***348s Inside-Out at Hampden County: Crisis and Transcendence**
(Community-Based Learning course; speaking-intensive course; Same as American Studies 301s-01, Gender Studies 333s-03)
This course brings together Mount Holyoke students with women in the final stages of their sentences in Hampden County, to work together as peers for a semester-long exploration that combines literary analysis and creative writing. Building a collaborative classroom community proves transformative for all participants. The semester will culminate in a reading and graduation ceremony at the Western Massachusetts Correctional Alcohol Center in Springfield. Authors will include Dorothy Allison and Jimmy Santiago Baca. Students admitted via interview only, November 1-10. swdavis@mtholyoke.edu
Meets multicultural requirement; meets Humanities I-A requirement
S. Davis
Prereq. November interview with instructor; jr & sr only, except by permission; 3 sessions will be held at Mount Holyoke campus; 4 credits

***349s Globalization and Culture**
This class will probe the global conflicts exploding around us to find the material forces hidden there. We will briefly study market cultures from time out of mind to recover how Greek and Renaissance literature reconciled "civilization" with the ancient powers that precede it and remain occulted within it. Topics will include neoliberalism and 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
S. Ahmed
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

350s Studies in African American Literature: Slavery and the Literary Imagination
(Speaking- and writing-intensive course; Same as American Studies 301) In this course we will study American works that focus on enslavement in America and the ways in which historical fact and literary conventions inform representations of enslaved and self-emancipated people, as well as enslavers, abo-

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litionists, and free people of color. In what ways do race, class, region, and history influence portrayals of slavery? How do conventions of the slave narrative and sentimental novel affect the representation of slavery and freedom? Authors may include Octavia Butler, Charles Chesnutt, Frederick Douglass, William Lloyd Garrison, Lawrence Hill, and Harriet Beecher Stowe.
Meets multicultural requirement; meets Humanities I-A requirement
L. Brown
Prereq. jr, sr, 8 credits in department beyond 101, including at least one of the following: English 240, 241, 250, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

***353 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 non-fiction. 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
C. Benfey
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department seminar requirement; 4 credits

***360s Readings in Contemporary Fiction**
A study of post-World War II traditional and experimental fictions. The reading list will be regularly revised but will be selected from the work of novelists such as John Fowles, Graham Swift, Joan Didion, John Berger, Nadine Gordimer, Peter Carey, Salman Rushdie, Arundhati Roy, David Mitchell, and Margaret Atwood.
Meets Humanities I-A requirement
W. Quillian
Prereq. jr, sr, 8 credits in department beyond English 101, including English 200 or English 280, or permission of instructor; previous courses in the novel highly recommended; 4 credits

***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
S. Davis
Prereq. jr, sr, 8 credits in department beyond English 101; meets English department seminar requirement; 4 credits

368f Literature of the Jazz Age
(Same as American Studies 301) This course will examine how a number of American writers responded to the many cultural impulses associated with the term Jazz Age. We will discuss various forms of American modernism in fiction and poetry, and some of the critical responses to them. We will also discover the relationship of the writing to jazz music and to the literature of the "lost generation." Authors may include William Faulkner, Ernest Hemingway, F. Scott Fitzgerald, Edmund Wilson, Anita Loos, Claude McKay and John Dos Passos.
Meets Humanities I-A requirement
G. Pemberton
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

369s American Fiction: Lost and Found
This course will examine a number of great literary works that are read infrequently, or not at all these days, by authors whose other work is known and by those whose names are not familiar to us. We will study these texts with an eye to their quality and significance,

the literary, political and social contexts of their publications, and their relationships to other literature. Authors will include Herman Melville, Harold Frederic, Mark Twain, Henry Roth, Flannery O'Connor, Nelson Algren.
Meets Humanities I-A requirement
G. Pemberton
Prereq. jr, sr, English 241, or other course in nineteenth- or twentieth- century American Literature; 4 credits

372s Gender and War
(Same as Gender Studies 333) This seminar will focus on depictions of war in the context of gender. When asked how we might prevent war, Virginia Woolf suggested that we must invent new language and methods rather than follow the path of the traditional "procession of educated men." What language emerges in works about the effects of war? Texts will include essays and films as well as selected works by writers such as Alcott, Whitman, Crane, Twain, Hemingway, Woolf, Silko, Morrison, and O'Brien.
Meets Humanities I-A requirement
L. Glasser
Prereq. jr or sr; 8 credits beyond the 100 level in English or Gender Studies or permission of instructor; meets English department seminar requirement; 4 credits

***374s Hitchcock and After**
(Same as Gender Studies 333s-02, Film Studies 380s-01) 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); plus weekly screening; meets English Department seminar requirement; 4 credits

375s Black Texts, Black Experiments: Contemporary African American Poetics
In this seminar, we will look to contemporary African American works that deploy the "experimental" under the signs of poetry, fiction, art, and journal. We will explore the cross-genre (e.g., poem/picture, theory/play, memoir/film) as we address issues of race, gender, and sexuality in a number of current works. Authors and artists include Claudia Rankine, Tisa Bryant, Dawn Lundy Martin, Renee Gladman, John Keene, Christopher Stackhouse, Samuel Delaney, Kara Walker, Laylah Ali, and Wanda Coleman. Students will be asked to dissect several experimental texts through close reading, analysis, and discussion, building upon their findings in a number of critical and creative writing projects.
Meets multicultural requirement; meets Humanities I-A requirement
R. Wilson
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

***381s Asian American Literature in a Transnational Age**
This seminar examines the distinct critical genealogies within Asian Canadian and Asian American literary and cultural studies over the last three decades, probing their evolving objectives and their intellectual futures. Throughout the course, we will examine the major shifts and intersections in these fields, focusing in particular on: androcentric cultural nationalism; feminist and queer interventions; historical materialist, psychoanalytic, postcolonial, and deconstructive theoretical approaches; and domestic and transnational critical formations.
Meets multicultural requirement; meets Humanities I-A requirement
I. Day
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department seminar requirement; 4 credits

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382f Topics in Postcolonial Studies: Literature and Statelessness
For Hegel, literature and the state go hand-in-hand: the state's need to record is what first calls writing forth. Now in a global order of states only fitfully accountable to their residents, social protest takes place in the name of undocumented immigrants, in France called the *sans papiers*: those "without papers," whose supposedly universal human rights *no state anywhere* on the globe acknowledges and who may increasingly serve as figures for us all. This course studies fiction and philosophy that are *sans papiers*, opposed in their very form to official inscription—a refugee writing that dwells in the condition of statelessness and hence aims to be truly postcolonial.
Meets Humanities I-A requirement
S. Ahmed
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

385s Feminist Theory and Film
You must apply for admission to this course by completing the application.
(Speaking- and writing-intensive course; Same as Film Studies 390, Gender Studies 333) This seminar investigates contemporary feminist theory—including but not limited to feminist film theory—in relation to film. We will examine the influential formulations of the cinematic "male gaze" and woman's film, recent theorizations of race and sexuality in cinema, gender complexities in classic and contemporary Hollywood film, and new trends in film-making by women. Requirements include extensive readings, weekly essays, and film screenings.
Meets Humanities I-A requirement
E. Young
Prereq. jr, sr, 8 credits in English and/or Gender Studies beyond the 100 level, and permission of instructor; Film Studies 201 and/or other background in film strongly recommended; 1 meeting (3 hours) plus evening screening; meets English department seminar requirement; meets Gender Studies department feminist theory requirement; 4 credits

***386s George Eliot, Virginia Woolf, and Doris Lessing**
This seminar will focus on major works of fiction by each of these three writers and will be particularly concerned with their response to the social and cultural worlds around them. Considering each as a major voice for the concerns of women of her time, the course will examine their critical and theoretical prose as well as their fiction.
Meets Humanities I-A requirement
W. Quillian
Prereq. jr, sr, 8 credits in department including English 200, or permission of instructor; English 220, 280 highly recommended; meets English department seminar requirement; 4 credits

***387f Re-imagining Los Angeles: Multiethnic Fictions of Tomorrowland**
(Same as American Studies 301f-01) In Ridley Scott's 1982 science fiction film, *Blade Runner*, Los Angeles is a beleaguered metropolis overrun by immigrant "hordes" and menacing replicants, presenting a dystopic forecast of multiculturalism. By surveying major genres in relation to the racialized and gendered contexts of migration, labor, and urban redevelopment, this course focuses on alternative constructions of Los Angeles in African American, Asian American, and Chicana/o short stories, novels, and film. Works will include *Southland, Tropic of Orange, Twilight: Los Angeles 1992, Their Dogs Came with Them, Devil in a Blue Dress, We Should Never Meet,* and *Kindred.*
Meets multicultural requirement; meets Humanities I-A requirement
I. Day
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

***388f The City in American Fiction**
The rise of city life in the United States in the nineteenth century gave rise to a literature of the city. This was sometimes a utopian vision, as in John Winthrop's charge to new arrived Puritans to "build a city upon a hill." Writers created visions of the city as welcoming, benign or sometimes malignant—with the city often functioning as a character itself within a narrative. We will examine the rich history of the city in American literature from the nineteenth century to the present.

Meets Humanities I-A requirement
G. Pemberton
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

***389s American Memoir**
This course examines the ways that authors have written autobiographically from the seventeenth century to the present. For the Puritans, writing a journal was a means of gauging their faith, noting their failures, examining in detail their everyday lives. For enslaved African Americans, the memoir became a site of protest against slavery and injustice as well as an example of hope for the disheartened. The memoir has flourished throughout American literary history, especially in the last 20 years. We will examine the memoir, asking questions about form, content, and why the genre has flourished.
Meets Humanities I-A requirement
G. Pemberton
Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

391s The Idea of World Literature
The idea of a world literature speaks to our deepest cosmopolitan desires, to inhabit a space no longer fragmented by political divisions. Its roots reach back to eighteenth-century Britain, when non-European works began to enter European studies. The idea of a world literature originated, then, at the same time that European states consolidated their world rule. Studying eighteenth-century figures (e.g., Dryden Pope, Voltaire, Goethe), translations from Indian and Arabic sources (e.g., *The Thousand and One Nights*), and subsequent theory (Auerbach, Said, Moretti, Damrosch, Casanova), we will consider how comparative literary study reads the different worlds hidden within our apparently-one world.
Meets Humanities I-A requirement
S. Ahmed
Prereq. jr, sr, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 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 as well as their academic advisor. In most cases, a student should seek out faculty with whom she has already taken one or more courses, but if this is not possible, her advisor will try to help her arrange to work with an appropriate member of the department. (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.

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

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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), Bubier (environmental studies, on leave 2009-2010), Christiansen (economics), Dunn (geology, on leave spring 2010), Kebbede (geography), Rachootin (biological sciences), Savoy (environmental studies), Schwartz (history), Werner (geology); Associate Professor Millette (geography); Assistant Professors Dickens (chemistry), Hoopes (biological sciences); Visiting Assistant Professors Hooker (environmental studies), McCandless (environmental studies).

Contact Persons

Lauret Savoy, *chair*
Donna McKeever, *senior administrative assistant*

The study of environmental problems is inherently interdisciplinary. One cannot understand their origin, impact, or potential solutions without analyzing the behavior of natural systems, as well as their interaction with economic, political, and cultural factors. The environmental studies major provides students with an appreciation of the interdisciplinary nature of environmental issues and includes courses from the humanities, natural sciences, and social sciences. The program is concerned with the interactions between people and their environment, the effects the environment has on people, and the impact of human activities on the environment.

We encourage students considering graduate work or professional employment in environmental sciences to take as many courses as possible in the cognate sciences (chemistry, biology, geology, and physics) and mathematics (through calculus).

Requirements for the Major

Credits

- A minimum of 48 credits, including an area of concentration

Courses

- Environmental Studies 100 (4 credits), Introduction to Environmental Studies
- Five courses (20 credits) at the 200 level in different disciplines, selected from the approved list of courses. Two courses (8 credits) must be from the natural sciences and three courses (12 credits) must be from the humanities and social sciences.
- Environmental Studies 390 (4 credits), Senior Seminar in Environmental Studies
- Three 200 and four 300 level courses in an area of concentration (see details below). Independent study may be substituted for one of the required advanced level courses, with approval of advisor, but may not substitute for Environmental Studies 390. A maximum of two 200 level courses in the concentration may be used to fulfill core 200 level requirements, where appropriate and subject to advisor approval.
- In addition to the courses required for the major, students must take one 100-level science course with laboratory and one course in statistics: Economics 220, or Statistics 140 or 240. (See additional statistics requirements for individual concentrations.) These credits are not counted in the major, although required for the major.
- Students may take up to one 200-level and two 300-level courses off campus.

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 145, Chemistry 101, and Geology 100, 102, or 103), World Regional Geography (Geography 105), and Environmental Geology (Geology 101).

All students must take a 100-level lab science course (required for the 200-level lab science courses) and a course in statistics—either Statistics 140 or 240, *or* Economics 220. These credits are not counted in the major, although required for the major.

Intermediate Courses

Twenty credits (five courses) at the 200 level are required, of which 8 credits (two courses) must be from the natural sciences (one course must be Environmental Studies 200 or Biology 223, Ecology, or Geology 203, Surface Processes). Twelve credits (three courses) must be in different disciplines from the humanities and social sciences (one social science course must be either Economics 203, Environmental Economics or Politics 266, Environmental Politics in America. At least one of these three courses must be an approved humanities course. These courses should be chosen from the list of courses approved by the Environmental Studies Advisory Committee (see list below). This list of courses is also available at the department office or web site, or from any member of the advisory committee. Other courses may be counted toward this requirement with the approval of environmental studies advisor.

Additional 200-level courses are required for the concentration (see details below).

Advanced Courses

Environmental studies majors must take five 300-level courses; one *must* be Environmental Studies 390, Senior Seminar, and four 300-level courses within the concentration (see below). Independent study (Environmental Studies 395) may be substituted for one of the required advanced courses, with approval of advisor.

Areas of Concentration

Environmental studies majors must choose an area of concentration around which to organize their advanced course work. The recommended concentrations (and advisors) are: Conservation (Hoopes), Ecosystem Science (Bubier, Hooker), Environmental Politics (Amy, Christiansen), Geoscience (Dunn, Millette, Werner), Nature/History/Culture (Schwartz, Savoy), Organismal Biology (Rachootin), and Sustainable Development (Hooker, Kebbede, Savoy). Students must choose their concentration by advising period of the second semester of their sophomore year. Self-designed concentrations require approval by the Environmental Studies 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 web site, or from any member of the Environmental Studies Advisory Committee. Other courses may be counted toward the minor with the approval of environmental studies advisor.

Course Offerings

100s Introduction to Environmental Studies
This course uses lectures, films, discussions, and field trips to introduce students to the complexity of selected environmental problems. In addition to fostering understanding of their origins, the course focuses on potential solutions using basic ecological, economic, political, and cultural concepts.
Does not meet a distribution requirement
L. Savoy, S. McCandless
4 credits

200f Environmental Science
(Community-Based Learning course) Most of our society's environmental problems are complex and interdisciplinary in nature. Environmental science is a course designed to teach integrative thinking, the "scientific method," and problem solving. Lectures will be drawn from a variety of scientific fields including ecology, hydrology, chemistry, geology, and biology with an emphasis on ecosystems and biogeochemical cycles. The course will use case studies of regional environmental problems, practical hands-on problem solving, and landscape analysis. Training in field and laboratory techniques is an integral part of the course. Priority given to environmental studies majors.
Meets Science and Math II-B requirement
B. Hooker
Prereq. One 100-level lab science; one course in statistics is recommended; 4 credits

***204s Human Dimensions of Environmental Change**
(Same as Geography 204) Using case studies from Africa, Asia, North and South America, and Europe, this course examines the interactions between human institutions (such as political and economic structures, science and technology, class and gender systems, and cultures) and the environmental/earth systems that provide their contexts and have been impacted by them. The course will provide a forum to analyze the environmental consequences of a variety of land-use systems, resource use, and development projects and explore possible 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
4 credits

210f Political Ecology
This course examines factors that help shape human-environment interactions across scales from the personal to the global. It probes the influence of institutions on changing environments by examining how people organize to gain access and control over resources. Case studies from the global south and north critically examine the role of gender, race, class, and power in these struggles, and highlight the on-the-ground consequences of competing ideas of conservation, development, and the commons, by profiling the contentious work that determines who can persist in place in a globalizing world.
Meets Social Sciences III-A requirement
S. McCandless
4 credits

267f Reading and Writing in the World
(Writing-intensive course; Same as English 267, American Studies 290-04) An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, and Annie Dillard; field trips; and writing assignments—weekly field notes and journals, analytical papers, and personal essays.
Meets Humanities I-A requirement
J. Lemly, L. Savoy
Prereq. permission of instructor; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, and permission of instructor; 1-4 credits

***317s Perspectives on American Environmental History**
(Speaking- and writing-intensive course) Explores the history of human-environment in-

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teractions in North America from precolonial times to the present from different cultural perspectives. How have such human activities as migration, colonization, and resource use depended on or modified the natural world? How have different cultural perceptions of and attitudes toward environment shifted through time and helped to reshape American landscapes? Case studies include ecological histories of Native America and Euro-America, slavery and land use, wilderness and conservation, and environmental racism and social justice. Our approach entails historical review of scientific studies, literature, visual records, and oral tradition.
Meets Social Sciences III-A requirement
L. Savoy
Prereq. permission of instructor; 1 meeting (3 hours) and optional fourth hour; 4 credits

321fs Conference Courses in Environmental Studies

Fall 2009

321f(01) Landscape, Livelihood, and Migration
This seminar examines the interplay between human livelihood and regional landscapes, with a focus on how migration and remittances reshape place, worldwide. We will consider how struggles over identity, the meaning of landscapes, and the role of property relations and other institutions affect ecosystems and communities in place.
S. McCandless
Prereq. permission of instructor; 4 credits

Spring 2010

321s(01) Sustainable Agriculture and Agroecosytems
This interdisciplinary science course examines agricultural ecosystems through the study of nutrient cycling, soil processes, hydrology, and plant ecology. The course focuses on reading the primary scientific literature regarding issues of nutrient management, environmental impacts of agricultural practices on adjacent ecosystems, and contributions of agricultural systems to global climate change. Conventional, low-input, and organic agricultural practices are analyzed from the standpoint of environmental impacts. Field trips explore the application of agronomic practices in organic and low-input production systems, with an emphasis on local approaches to sustainable agriculture.
B. Hooker
Prereq. at least 8 credits of biology, chemistry, or environmental science, or permission of instructor; 4 credits

321s(02) Environmental Racism, Environmental Justice
This seminar addresses the tools, strategies, and lenses on environment developed by environmental justice scholarship and activism. These include an analysis of how race, class, gender, and human bodies intersect the distribution of environmental "goods" and "bads." We will also consider the relationship of environmental justice to other environmental movements.
Meets Social Sciences III-A requirement
S. McCandless
Prereq. permission of instructor; 4 credits

***325s Photography and Landscape: Earth As Visual Text**
Our understanding of the world around us is deeply influenced by the visual images created in response to human experience of nature. This course explores photography as a way of seeing and interpreting landscape and environment through time. Projects allow students to examine visual elements of landscape, develop photographic techniques, and create photo-narratives of their own. Using readings, observations, and photographs we consider how cultural and environmental issues and insights are communicated through photographic media. Basic understanding of photography and access to a camera are required.
Does not meet a distribution requirement
L. Savoy
Prereq. Art (Studio) 200 or permission of instructor; 4 credits

333s Landscape and Narrative
(Speaking- and writing-intensive course)
Different stories or narratives—whether myth, literature, maps, or scientific theory—have been created about every region or environment on Earth as human attempts to describe and understand our connections with that place. How do braided strands of

human history and natural history contribute to stories we tell of the land, and to stories we tell of ourselves in the land and of relational identity? In this reading and writing seminar we will reflect on how lifeways, homeplace, and identity of an individual or a community are linked with environment or the land. We will also create written and visual narratives of our own and explore creative environmental writing in reflection and action.
Meets Humanities I-A requirement
L. Savoy
Prereq. jr., sr., permission of instructor; 4 credits

344s Biogeochemistry of Northern Ecosystems
(Speaking- and writing-intensive course) Global climate models and recent evidence show that ecosystems in the northern latitudes are extremely sensitive to climate change. This interdisciplinary science course examines boreal, subarctic, and arctic ecosystems through the study of nutrient cycling, plant ecology, hydrology, soil processes, and biosphere-atmosphere interactions. Topics include fundamentals of biogeochemical cycling of major elements such as carbon and nitrogen at scales from the microscopic to global, sensitivity and feedbacks to climate change, and disturbance processes such as fire and permafrost degradation.
Does not meet a distribution requirement
B. Hooker
Prereq. at least 8 credits of 200-level lab science and permission of the instructor. Global Biogeochemistry (Chem 232) recommended; 4 credits

390f Senior Seminar in Environmental Studies
(Community-Based Learning course) This is the capstone course of the environmental studies major. The course explores linkages among the diversity of disciplines that contribute to the environmental studies major, illustrates how these disciplines that contribute to the environmental studies major are used in environmental decision making, enables students to inform one another's roles as environmentalists, and provides students with opportunities to develop individual and cooperative projects.
Does not meet a distribution requirement
L. Savoy
Prereq. major; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of instructor; 1-8 credits

Courses Offered in Other Departments

With the exception of Environmental Studies 100, 200, 204, 210, 267, 295, 317, 321, 325, 333, 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 office or Web site, or from any member of the Environmental Studies Advisory Committee. Appropriate courses taken at Amherst, Hampshire, or Smith colleges or the University of Massachusetts may be counted toward the major or minor with the approval of environmental studies advisor.

Courses taken at other colleges or universities, or through accredited field studies around the world, may also be counted toward the major or minor with the approval of environmental studies advisor.

Recommended off-campus programs include the Semester in Environmental Science at the Marine Biological Laboratory, Woods Hole, MA; MHC Semester Program in Costa Rica (Global-Local Challenges to Sustainability: The Costa Rica Experience); School for Field Studies; Living Routes.

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

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Group B courses must be a humanities course.

Group A

At least one of these three courses is required:

- Environmental Studies 200, Environmental Science *or*
- Biology 223, Ecology *or*
- Geology 203, Surface Processes

The second course may be one of the above or one of the following:

- Biology 200, Introductory Biology II: How Organisms Develop
- Biology 210, Genetics and Molecular Biology
- Biology 226, Evolution
- Chemistry 201, General Chemistry II
- Chemistry 202, Organic Chemistry I
- Chemistry 232, Global Biogeochemistry
- Geography 205, Mapping and Spatial Analysis
- Geography 224, Atmosphere and Weather
- Geology 201, Rocks and Minerals
- Geology 215, Earth System Science
- Geology 227, Groundwater
- Geology 240, Geological Resources and the Environment

Other courses may be counted toward this requirement with the approval of environmental studies advisor.

Group B

One of the following is required:

- Economics 203, Environmental Economics *or*
- 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:

Social Sciences:

- Anthropology 216, Special Topics in Anthropology: Anthropology of Nature
- Critical Social Thought 255, Human Agency and Historical Transformation
- Environmental Studies 204, Human Dimensions of Environmental Change
- International Relations 241, Global Resource Politics (Five College Course)
- Politics 242, Oil and Water Don't Mix

Humanities:

- Art History 216, Empire: Art and Archaeology of the Roman Provinces
- Art History 243, Building the Modern Environment: Architecture 1890-1990
- English 202, Introduction to Journalism
- English 232, Global Diversity/European Modernity
- English/Environmental Studies 267, Reading and Writing in the World
- History 214, History of Global Inequality
- History 256, Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 to the Present
- History 283, Mapping the Memorable: A Cultural and Environmental History of the Mount Holyoke College Campus
- History 284, History, Ecology, and Landscape
- Philosophy 240, Environmental Ethics: Nature/Culture/ Values

Other courses may be taken with approval of environmental studies advisor.

Advanced Courses (300 Level)

Environmental studies majors must take five 300-level courses. One of these 300-level courses must be Environmental Studies 390f, Senior Seminar in Environmental Studies. All environmental studies majors must declare a concentration by advising period, second semester of sophomore year. Environmental Studies 395, Independent Study, may be substituted for one of the required 300-level courses in the concentration. Note that many advanced courses will have additional prerequisites that may not count toward core course credit for an environmental studies major.

Concentrations

Lists of the course requirements for each of our suggested concentrations are available from the environmental studies department

office or web site, or from any member of the advisory committee. Other courses may be taken with approval of environmental studies advisor.

Three 200 level and four 300 level courses are required for each concentration. A maximum of two 200 level courses in the concentration may also count toward Group A and Group B requirements, where appropriate and subject to advisor's approval.

The concentrations (and recommended advisors) are:

Conservation (Hoopes)

The Conservation concentration allows students to focus on the science and policy behind conserving biodiversity and ecosystem function. (Statistics 240 is required for this concentration.)

Ecosystem Science (Bubier, Hooker)

Ecosystem Science is a field and lab-based interdisciplinary science concentration that examines the structure and function of terrestrial and aquatic ecosystems. (Statistics 240 is required for this concentration.)

Environmental Politics and Policy (Amy, Christiansen)

This concentration focuses on the economics and politics of environmental issues and examines whether and how environmental policy will solve environmental problems.

Geoscience (Dunn, Millette, Werner)

Nearly all environmental issues occur near or at the earth surface and involve earth materials. A Geoscience concentration introduces students to the geology associated with environmental studies issues.

Nature/History/Culture (Savoy, Schwartz)

The Nature/History/Culture concentration allows students to explore the changing relationships between human beings and the natural world through time. Major aspects of study include the effect of shifting cultural conceptions of nature on environmental change, how changing processes, such as climate change, affect human communities, and how current environments are shaped through cultural and historical change. By integrating different perspectives, students also consider the meanings and representations of "environment" in language and culture.

Organismal Biology (Rachootin)

Organismal Biology puts natural history, biodiversity and the evolutionary half of biology in the context of theory and field experience. Cognate areas of geology and physical anthropology are also appropriate for this concentration. (Statistics 140 or 240 is required for this concentration.)

Sustainable Development (Hooker, Kebbede, Savoy)

The Sustainable Development concentration deepens student understanding of methods and approaches that allow present generations to meet their needs without compromising the ability of future generations to meet their own needs.

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), Lass (anthropology), Remmler (German studies), Schwartz (history), Vaget (French), Varriano (art); Associate Professors King (history), LeGouis (French), Romero-Diaz (Spanish); Crumbaugh (Spanish, *chair*), Frau (Italian).

Contact Persons

Carmen Sullivan, *senior administrative assistant*
Justin Crumbaugh, *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. 8).*

Requirements for the Minor

Credits

- A minimum of 20 credits
- At least 8 credits at the 300 level

Courses

The following courses are required.

- History 151, Modern and Contemporary European Civilization
- European Studies 316 (German Studies 315)
- 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

316s European Studies Seminar: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
(Speaking- and writing-intensive course; taught in English; Same as German Studies 315) The course focuses on key issues facing contemporary Europe as it attempts to integrate large im/migrant populations: such legal issues as the development of asylum, immigration, citizenship, and antidiscrimination/hate laws and such cultural issues as the meanings of integration vs. assimilation; multicultural vs. pluralistic societies; the roles of Christianity, Judaism, and Islam in the construction of European societies and cultural identities; perceptions of (Post-)Colonialism and the interceptions of gender, race, class, and nationality; and the (dis)integrative role of language. Focus on the emergence of European Union rules vs. representative national policies in Germany, France, and Great Britain.
Meets multicultural requirement; meets Humanities I-A requirement
G. Davis
Prereq. jr, sr; at least one course at the 200 or 300 level relevant to European studies or permission of instructor; NOTE: majors/minors in the department should simultaneously enroll in both European Studies 316 and German Studies 232 (01) to receive major/minor credit. Language requirement met only if seminar is taken in conjunction with 2-cr. Tutorial, GRMST-232 (01); 4 credits

395fs Independent Study
Does not meet a distribution requirement
1-8 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 being offered during the academic year 2009–2010. Courses in a foreign language are listed in the language and area studies departments.

Fall 2009

	French
230	Introduction to the Civilization of France
	German Studies
100	First-year Seminar: Face/s of Germany
223	Topics in German Studies: German Culture from 1800-2000 The Search for Identity: Nation, Heritage, and Psyche
231	Introduction to Nineteenth-Century Critical Thought (Critical Social Thought 250)

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315 Love and Death or Sex and Crime: The Representation of East Germany in Film after the Fall of the Berlin Wall

History

151 Modern and Contemporary European Civilization

Spring 2010

German Studies

223 The Gender of War in Twentieth-Century German Culture

315 Global Europe?: Immigration and Representation of Im/migrants in Film and Text

325 Senior Seminar: Cultures of Memory in Global Context

Russian and Eurasian Studies

210 The Literature of Nineteenth-Century Russia

240 Russian Politics: From Communism to Capitalism

312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent

Spanish

340 Advanced Studies in Visual Cultures: "Memory (of) War"

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 Sinha (art), Staiti (art), Wartenberg (philosophy), Young (English); Associate Professor Blaetz (film studies, *chair*); 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 nonnarrative 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 The New Face/s of Germany: Contemporary German Society in Film and Text (First-year seminar; writing-intensive course; taught in English; Same as German Studies 100-01) Germany today, 20 years past the fall of the Berlin Wall: cities where much of the population was not born in Germany;

160,000 Turks and fourth-generation Germans of African descent living in Berlin; public schools offering Islamic religious instruction; more Russian Jews emigrating to Germany than to Israel; immigrants of German citizenship who do not know German; East Germans longing for the return of the Wall. Recent German film has represented these diverse faces of Germany, often through comedy. Focus on close analysis of several films, their sociohistorical, economic, and cultural contexts. Films include: Lives of Others, Journey of Hope, Ali-Fear Eats the Soul, All for Sugar.
Meets multicultural requirement; meets Humanities I-A requirement
G. Davis
See GRMST-100-01; 4 credits

201f 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

202s Talking Pictures: An Introduction to Film
(Same as Art History 202) Some of the best feature-length films of the past century have commanded our attention because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: *Broken Blossoms*, *Battleship Potemkin*, *Citizen Kane*, *Contempt*, *The Bicycle Thief*, *Ugetsu*, *Rear Window*, *Woman in the Dunes*, *The Marriage of Maria Braun*, *Days of Heaven*, and *Moulin Rouge*.
Meets Humanities I-A requirement
P. Staiti
2 meetings, (1 75 minute and 1 2-hour screening); 4 credits

203f Introduction to Spanish and Latin American Film
(Speaking- and writing-intensive course; Same as Spanish 240-01(Core)) 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 Humanities I-A requirement
J. Crumbaugh
Prereq. Spanish 212 or permission of instructor; 4 credits

210f Production Seminar in the Moving Image

Fall 2009

210f(01) View from Elsewhere: Beginning Video Production
This media production course will investigate experiences and representations around immigration and exile. In an effort to look at this subject from inside and out, we will look at historical and contemporary examples of work both about and by exiles and immigrants. A departure also involves complex ideas of home. How is home represented by those who have left it? Is the idea of home idealized or demonized, or both? How is the new landscape translated or assimilated? How does technology change our sense of place and connection? In this course we seek to unpack complex experiences of displacement through production work in digital video, screenings, and readings.
Meets Humanities I-A requirement
B. Mellis
Prereq. Course registration by instructor permission only. Application available through

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

**210(02) Space, Silence, Splicing, Sound: Beginning Video Production*
Meets Humanities I-A requirement
J. Perlin
Prereq. Permission of Instructor required; 1 meeting (3 hours), 1 screening (3 hours); a lab fee may be charged; 4 credits

220fs Special Topics in Film Studies

Fall 2009

220f(01) Music and Film
(Same as Music 220) For all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture, this course will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of existing music in films of Bergman and Kubrick.
Meets Humanities I-A requirement
D. Sanford
Prereq. See Music 220; Prereq. 100 or 103 or 105 or permission of instructor; 4 credits

**220f(03) American Gothic*
Meets Humanities I-A requirement
E. Young
Prereq. See English 243, Prereq. soph, jr, sr, English 240 or 241 recommended; 4 credits

Spring 2010

220s(01) Costume Design in Film
(Same as Theatre Arts 220) This course looks at the work of Hollywood and international film costume designers. We will talk about costume design as a series of deliberate choices — choices about style, about character, about context — by which the costume designer interprets the director's vision of the world of the film using the vocabulary of clothing. We will follow a costume history timeline, using select films as examples, and look at period research and how it has been interpreted and realized for the screen.
Meets Humanities I-A requirement
J. Fulton
4 credits

**220s(02) Reel America: History and Film*
(See History 283s(01))
Meets Humanities I-A requirement
D. Czitrom
Prereq. (component); 4 credits

**220s(03) Religion and Film*
(See Religion 213)
Meets Humanities I-A requirement
H. Atchley
Prereq. See Religion 213; 2 meetings (75 minutes), 1 screening 1 hour and 50 minutes; 4 credits

**220(04) Economics in Popular Film*
(See Economics 100 (02), Economics in Popular Film (Component))
Meets Humanities I-A requirement
S. Gabriel
Prereq. See Economics 100 (02), Economics in Popular Film (Component); 2 meetings (75 minutes), and film showing (3 hours); 4 credits

**220(05) American Media History*
(See History 283(06), Topics in the Recent History of the United States: American Media History (component))
Meets Humanities I-A requirement
D. Czitrom
Prereq. See History 283(06), Topics in the Recent History of the United States: American Media History; 4 credits

**220(06) American Popular Culture, 1945 to the Present*
(See History 283(01), Topics in the Recent History of the United States: American Popular Culture, 1945 to Present (component))
Meets Humanities I-A requirement
J. Gerhard
Prereq. See History 283(01), Topics in the Recent History of the United States: American Popular Culture, 1945 to Present (component); 4 credits

***230f Documentary Film**
This course examines the principles, methods, and styles of nonfiction film. Beginning with the "actualités" of film history's first practitioners and ending with contemporary

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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) plus 1 screening (2 1/2 hours); 4 credits

***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

250s History of World Cinema
This course offers an historical survey of the cinema as a developing art form and a means of communication. We will 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 will 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
N. Inouye
Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits

***260fs Film Genre**
This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

Spring 2010

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

***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.
Meets Humanities I-A requirement
Prereq. Film Studies 201, 202, or permission of instructor; 2 meetings (75 minutes) and 1 screening (2 1/2 hours); 4 credits

***280f Film Authorship: Films of Margarethe von Trotta**
Meets Humanities I-A requirement
G. Davis
Prereq. Open to students who have completed an intermediate-level German course, or per permission of department chair; 2 meetings (75 minutes), 1 screening (2 hours); 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, and permission of program; 1-4 credits

310s Production Seminar: Mapping Time: Advanced Production Seminar
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.
This advanced seminar explores the multiple histories, strategies, and ideas around film and video installation. We will look at works using image, sound, and space as tools for communicating ideas and at histories of projection performance, multichannel video, and sculptural works from the days of magic lantern slides to contemporary new media practices. Students will be expected to produce artworks and read a wide range of texts, write papers, and give in-class presentations. Students must have taken at least one course in video production and one or more of: visual art, creative writing, theater, dance, music, performance, film studies, art history, anthropology, cultural studies.
Meets Humanities I-A requirement
B. Mellis
Prereq. This is a production course. Course registration by instructor permission only. Application available through FS Web site; 1 meeting (3 hours), 1 screening (2 hours); a lab fee may be charged.; 4 credits

320fs Seminar in Film Studies
This topics course provides advanced instruction in an aspect of film history, theory, or criticism. Students are expected to bring substantial background in the study of film to this course; enrollment may be limited.

Fall 2009

320f(01) Visualizing Cultures
(Same as Anthro 310f (Component))
Meets multicultural requirement
D. Battaglia
Prereq. Prereq. 8 credits in department or permission of instructor; 4 credits; 4 credits

Spring 2010

**320s(01) Sex, Love, and Gender in Contemporary African American Film*
Meets multicultural requirement; meets Humanities I-A requirement
Z. Elliott
Prereq. AFRAM 101 plus 8 credits in African American and African Studies; 1 meeting (2 hours) plus screening prior to class (TBA); 4 credits

**320(03) Modernism and the Cinema*
Meets Humanities I-A requirement
R. Blaetz
Prereq. 8 credits in Film Studies including 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

**320(05) Representations of Animals in American Film*
(Same as Theatre Arts 350s(01)/American Studies 301s(03))
Meets Humanities I-A requirement
E. Rundle
Prereq. American Studies 201, Intro to Study of American Culture; 8 credits in film studies; 4 credits

340f Topics in Experimental Film: Home Movies
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. (Writing-intensive course) This course examines that strain of the American Avant-Garde that finds its raw material in the domestic and quotidian world of everyday life, which it shapes through various, often highly complex editing practices. The theoretical work for the course is centered on the notion of duration; some of the filmmakers to be considered include: Stan Brakhage, Marie Menken, Marjorie Keller,and Peggy Ahwesh.
Meets Humanities I-A requirement
R. Blaetz
Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

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.

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Fall 2009

370f(01) Seminar in American Film: Art of the Hollywood Film
(Same as Art History 350-02) This is a course on American feature-length film from the silent era to the present. After reading theories of classical narration, Hollywood style, and cultural significance, we will develop interpretive strategies for ten films, among them The Grapes of Wrath, Touch of Evil, Sunset Boulevard, Vertigo, Blade Runner, and Unforgiven.
Meets Humanities I-A requirement
P. Staiti
Prereq. jr., sr., 8 credits in film studies, or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

370f(02) Love and Death or Sex and Crime: The Representation of East Germany in Film after the Fall of the Berlin Wall
(Speaking- and writing-intensive course; Same as German Studies 315) Taught in German. On the occasion of the twentieth anniversary of the fall of the Berlin Wall in 1989, we will discuss the most important films about East Germany produced after 1990. Films such as *Goodbye Lenin, Stilles Land, Das Leben der Anderen, Halbe Treppe*, and others form the basis of discussion and analysis of political, economic, and cultural discourses in unified Germany, 1990-2008. We compare these films with classics of East German film, such as *Spur der Steine, Der Dritte, Die Legende von Paul & Paula,* and *Solo Sunny*. In addition to writing assignments based on film analysis and criticism, we also practice the basics of scriptwriting and film directing.
Meets Humanities I-A requirement
H. Teschke
Prereq. advanced German knowledge or permission of instructor; 1 meeting (3 hours) plus weekly screenings; 4 credits

370f(03) The French New Wave: Its Origins and Its Influence
(Same as French 331f (02)) Taught in French. The New Wave was a series of films made in the 1960s by a group of pioneers, who had seen almost every film ever made and particularly admired American and Russian cinema. This creative explosion, a reaction to "cinéma de Papa," won an aesthetic and political victory against an increasingly affluent, self-satisfied society, and brought about a revolution in the film industry.
Meets Humanities I-A requirement
C. Le Gouis
Prereq. Two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits

Spring 2010

370s(01) Bollywood : A Cinema of Interruptions
(Same as Art History 360) How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a "constellation of interruptions." Students will examine feature films in class, write critical papers on scholarly essays, and pursue independent research projects on various aspects of Indian film.
Meets Humanities I-A requirement
A. Sinha
Prereq. jr, sr, 8 credits in art history or film studies, or permission of instructor; 1 meeting (3 hours), 1 screening (3 hours); 4 credits

370s(02) Queer Kinship in Asian North American Literature, and Film
(Same as American Studies 301. 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 multicultural requirement; meets Humanities I-A requirement
I. Day

Prereq. jr, sr, 8 credits in English or film studies, or permission of instructor; 1 meeting (3 hours); 1 meeting (3 hours), 1 screening (3 hours); 4 credits

370s(03) Advanced Studies in Visual Culture: Memory (of) War
(Speaking- and writing-intensive course; Same as Spanish 340) The Spanish Civil War (1936-1939) and the repressive, right-wing military regime of Francisco Franco (1939-1975) have shaped contemporary thought and cultural production in Spain. Cinema in particular shows a persistent concern with war and memory. The films studied in this course raise a number of philosophical and political questions to this effect. How does the devastation of war register through the medium of film? How do censorship and propaganda condition memory, and how does the past return in a postdictatorship? What and why do people choose to remember or to forget? Films to be studied include both mainstream commercial features and experimental works, and range in genre.
Meets Humanities I-A requirement
J. Crumbaugh
Prereq. Spanish 221 or Spanish 240, or permission of instructor; taught in Spanish; 4 credits

**370s(04) Breaking New Ground in French Cinema*
Meets Humanities I-A requirement
F. Guevremont
Prereq. Two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits

**370(08) From Kaiser to Hitler: Berlin 1871-1933 in Text and Film*
Meets Humanities I-A requirement
G. Davis
Prereq. sr, 12 credits beyond German Studies 220, including one 300-level course, non-seniors by permission of the department chair; Taught in German; 4 credits

**370(09) From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American Cinemas*
Meets multicultural requirement; meets Humanities I-A requirement
C. Gundermann
Prereq. Permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

380fs Topics in Film Authorship

Fall 2009

380f(01) Henry James on Film
(Writing-intensive course; Same as English 345-01) This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James's texts translate—or do not translate—into film.
Meets Humanities I-A requirement
D. Weber
Prereq. Prereq. jr, sr, 8 credits in English beyond 101, or permission of instructor; 1 meeting(3 hours); 1 meeting (3 hours), 1 screening (2 hours); 4 credits

Spring 2010

380s(01) Jane Austen: Fiction and Film
(Writing-intensive course; Same as English 320 Component) Offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on designers, technicians, performers, producers, or some combination of these personnel.
Meets Humanities I-A requirement
J. Lemly
Prereq. See English 320; See English 320 for meeting times; 4 credits

**380s(02) Natural's Not in It: Pedro Almodóvar*
Meets Humanities I-A requirement
J. Crumbaugh
Prereq. FLMST 201, FLMST 202, or Spanish 221 or permission of instructor; 1 meeting (3 hours); Weekly evening screenings; 4 credits

390s Topics in Film Theory

Spring 2010

390s(01) Feminist Theory and Film
(Writing-intensive course; Same as English 385; Gender Studies 333)
Meets Humanities I-A requirement
E. Young

Prereq. jr, sr, 8 credits in English and/or gender studies beyond 101, and permission of instructor; Film Studies 201 and/or other background in film strongly recommended. You must apply for admission to this course by completing the !!!!!!; 1 meeting (3 hours) plus evening screening; 4 credits; satisfies English department seminar requirement; satisfies Gender Studies department feminist theory requirement; 4 credits

390s(02) Philosophy of Film
(Writing-intensive course; Same as Philosophy 375f (01))
Meets Humanities I-A requirement
T. Wartenberg
Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (2 hours), 1 screening (2 hours); 4 credits

**390s(06) Queer Theory and Recent Queer Film in Latin America*
Meets Humanities I-A requirement
C. Gundermann
Prereq. Prereq. Spanish 221 and one of the following, 235,237,244 or 246 or permission of instructor; 4 credits; 4 credits

**390(05) Philosophy and Film Theory*
(Writing-intensive course; Same as Philosophy 375f (01))
Meets Humanities I-A requirement
T. Wartenberg
Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

395fs Independent Study
Does not meet a distribution requirement
Prereq. soph, jr, sr, and permission of program; a lab fee may be charged; 1-8 credits

French

The major and minor in French are administered by the Department of French: Professors Gadjigo, Gelfand, Le Gouis (*chair*), Rivers, Vaget; Senior Lecturer Holden-Avard; Visiting Professor Margolis; Visiting Lecturers Bloom and Shread.

Contact Persons

Mary Fanelli, *senior administrative assistant*
Catherine Le Gouis, *chair*

The French curriculum is intended to develop skills in the language and provide a broad and varied acquaintance with French and Francophone cultures and literatures. Taking as its premise that language gives access to new and different cultures, the program makes available to students the textual, oral, and visual products of the French-speaking world. It also offers familiarity with the interdisciplinary exchanges—art, literature, history, politics, music, philosophy—that inform French studies today.

The department offers courses in language, culture, and literature at all levels. All courses are conducted in French with the exception of the first-year seminar (120) and the Romance Language and Literatures Seminar (321) in which the course is taught in English but all reading and writing are done in French.

In language courses students work with native French and Francophone assistants in small supplementary conversation groups. Many culture and literature courses are either speaking-intensive or writing-intensive, and in some, writing mentors are provided. Students are encouraged to attend weekly language tables held in a private dining room of one of the dorms and have access to weekly drop-in tutoring sessions in addition to one-on-one tutoring for more in-depth remediation. Technological resources—Web-based and computer-assisted applications, videoconferencing, iMovie, and various multimedia tools—are used in courses at all levels to foster individual learning and to promote communication with the international community. A comprehensive library of DVDs and classic French texts is maintained in the department office.

Designing the Major

A student may design her French major around a particular topic, century, theme, or area such as French or Francophone studies; gender/women's studies; medieval studies; eighteenth-, nineteenth-, and twentieth-century studies; theatre studies; film studies; classicism; symbolism; travel literature, etc. She should work closely with a faculty advisor to select appropriate courses in other departments, which may include independent study that would complement her course work in French. Whenever graduate study in French is contemplated, the major should include courses covering several centuries of French culture and literature.

The major program should provide continuity in the study of French. To this end, at least one 4-credit course taught in French must be elected each semester of the junior and senior years. Independent study (295 and 395) will not be counted among these courses.

Study Abroad

Mount Holyoke College has its own study abroad programs in Montpellier, France, and Dakar, Senegal (spring only), and is also affiliated with the Sweet Briar College Junior Year in France Program. A student spending her junior year in France or a Francophone country with a program approved by the department will normally meet some of the requirements of her major through study abroad. The programs are open to both majors and nonmajors.

Students must have successfully completed at least one 4-credit course each semester they are enrolled at Mount Holyoke prior to departure for study abroad (excluding independent study). They also should have completed at least one course in culture and literature at the 200 level (215, 219, 225, or 230). By taking appropriate courses, a student

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.

Please consult the French department and the McCulloch Center for Global Initiatives for details about these and other programs. Eligible students who are selected to participate in the Montpellier and Dakar programs may use their Mount Holyoke financial aid to do so. Mount Holyoke financial aid for Sweet Briar, as well as for other approved study abroad programs, is awarded on a competitive basis. Scholarships, specifically for study in France or Italy, are available to qualified undergraduates from the Mary Vance Young Scholarship Fund. Information about financing study abroad may be obtained from the McCulloch Center for Global Initiatives. See *www.mtholyoke.edu/go/global.*

Department Web Site

http://www.mtholyoke.edu/acad/french/

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

- Two intermediate courses in culture and literature (215, 219, 225, or 230)
- One 4-credit elective in culture and literature at the 200 or 300 level
- Three courses in culture and literature at the 300 level. At least one must deal (in whole or substantial part) with culture and/or literature prior to 1800, and at least one other must deal (in whole or substantial part) with culture and/or literature after 1800. Independent study (295 and 395) and courses taught in English translation will not be counted among these courses.
- One advanced-level seminar (370)
- Advanced language study in phonetics as well as in grammar, composition, or stylistics, equivalent to 4 Mount Holyoke credits and subject to approval by the French department. Typically, majors spending a year or semester in France or another Francophone country will fulfill this requirement through appropriate course work abroad. Majors who do not study abroad may fulfill the requirement in advanced language study by doing appropriate course work within the Five College Consortium or independent study arranged through the Mount Holyoke Department of French.
- Students should also consider complementing the French major with courses in other disciplines dealing with France, Francophone countries, or Western Europe, such as international relations, art history, English, European studies, geography, history, language, music, philosophy, politics, or religion.

Graduates of Mount Holyoke who have majored in French have used the analytical skills and means of expression acquired during their studies to pursue a wide range of career options: education, government service, law, international banking, publishing, and marketing, among others. Each spring, the department sponsors a Major Tea and Career Panel inviting to campus three or four alumnae with diverse occupations to speak about the benefits and opportunities that their French major has brought to their careers.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- Two intermediate courses in culture and literature (215, 219, 225, 230)
- Two advanced courses in culture and literature (300 level)

Other

- Independent study (295 or 395) does not count toward the minor.

- Students spending their junior year in France or a Francophone country with a program approved by the department may bring back one course at the 300 level.

Honors Work

The French department is pleased to support senior independent study projects during the fall semester undertaken by students with exceptional course work in French. However, continuation of these projects toward completion of a thesis to be considered for possible honors is not guaranteed and is contingent upon approval of the department.

Teacher Licensure

Students interested in pursuing licensure in the field of French can combine their course work in French with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of French, please consult your advisor or the chair of the French department. For information about teacher licensure consult Sarah Frenette, Teacher Licensure Coordinator in the Psychology and Education Department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the French department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Selection

Students who have never studied French should enroll in French 101f–102s, a two-semester course for beginners. Those who have previously studied French at Mount Holyoke and who wish to continue must have the prerequisites stipulated for specific courses.

Students who have never taken French at Mount Holyoke, but have studied French at another institution, must take a placement test before registering for a French class. The test is available online at *http://www.mtholyoke.edu/acad/french/placement_exam.html.*

If you enroll in French 101 as a first-year student, and are interested in studying in a French-speaking country during your third year, you will need to accelerate your French language studies. Your advisor will assist you in working out a plan of study, which may include altering your course sequence, for example going directly to French 201 after French 101 if you have made sufficient strides in acquiring elementary French or French 203 instead of French 201 after completing French 102. Consult our Web site for more details*:* *http://www.mtholyoke.edu/acad/french/prepare.html.*

Course Offerings

101f Elementary French I
An introduction to understanding, speaking, reading, and writing French. The videotape-based method "French in Action" provides a lively story line and cultural context for the acquisition of basic grammatical structures with a conversational focus. The course includes frequent composition writing. French 101/102 is recommended for students with no previous training in French or a maximum of one year of French at the high school level.
Does not meet a distribution requirement
C. Bloom, N. Holden-Avard
Prereq. no previous study of French or a placement score of 0 - 150; Students must complete both French 101 and French 102 to fulfill the language requirement.; 4 credits

102s Elementary French II
Continuation of French 101, an introduction to understanding, speaking, reading, and writing French. The videotape-based method "French in Action" provides a lively story line and cultural context for the acquisition of basic grammatical structures with a conversational focus. The course includes frequent composition writing and a varied laboratory program.
Meets language requirement; does not meet a

distribution requirement
C. Bloom, The department, C. Shread
Prereq. French 101 or permission of department chair; 5 meetings (50 minutes) including conversation lab. NOTE: Students must complete both French 101 and French 102 to fulfill the language requirement; 4 credits

120f African Cinema
(First-year seminar; speaking-intensive course; taught in English) This seminar will explore the genesis, evolution, and different themes of African cinema. We will also discuss the current issues and challenges facing the production, distribution, and critique of films made by Africans in Africa and about Africa. Lectures will be coupled with screening of films.
Meets Humanities I-A requirement
S. Gadjigo
Prereq. First-year students only; 4 credits

201fs Intermediate French
A comprehensive grammar review aimed at developing language skills in context and providing a foundation for continued study of writing, speaking, reading, and listening in French. Using French in Action and various methods and multimedia tools, all sections will concentrate on: study of grammatical structures as means of communication; frequent compositions to develop effective writing strategies; reading short literary and non-literary texts; and, guided oral expression through structured discussions and exercises. Meetings in small groups with French or Francophone assistants will provide additional practice using the language in cultural contexts.
Meets language requirement; does not meet a distribution requirement
The department, C. Le Gouis, C. Bloom
Prereq. French 102, or placement score of 150 - 350, or department placement; 2 meetings (75 minutes) and 1 meeting (50 minutes). NOTE: Students registering for this course must also register for a required weekly conversation lab; 4 credits

203fs Advanced Intermediate French
This course will improve students' writing and speaking skills in French and develop their ability to read and analyze texts. Course materials include authors and films representing cultures of the French-speaking world. Written and oral expression are strengthened through 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. Shread, E. Gelfand, C. Le Gouis
Prereq. French 201, or placement score of 350 - 450, or department placement; 2 meetings (75 minutes) and 1 meeting (50 minutes). NOTE: Students registering for this course must also register for a required weekly conversation lab; 4 credits

215fs Intermediate Level Courses in Culture and Literature

Fall 2009

215f(01) Introduction to the Literature and Culture of France and the French-Speaking World
(Writing-intensive course) This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.
Meets either language requirement or Humanities I-A requirement
N. Margolis
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

215f(02) Introduction to the Literature and Culture of France and the French-Speaking World
(Writing-intensive course) This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social

contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.
Meets either language requirement or Humanities I-A requirement
E. Gelfand
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

Spring 2010

215s(01) Introduction to the Literature and Culture of France and the French-Speaking World
(Writing-intensive course) This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.
Meets either language requirement or Humanities I-A requirement
E. Gelfand
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

215s(02) Introduction to the Literature and Culture of France and the French-Speaking World
(Writing-intensive course) This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.
Meets either language requirement or Humanities I-A requirement
C. Rivers
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

219fs Intermediate Level Courses in Culture and Literature

Fall 2009

219f(01) Introduction to the French-Speaking World
This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.
Meets multicultural requirement; meets either language requirement or Humanities I-A requirement
S. Gadjigo
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

Spring 2010

219s(01) Introduction to the French-Speaking World
This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.
Meets multicultural requirement; meets either language requirement or Humanities I-A requirement
S. Gadjigo
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

225fs Intermediate Level Courses in Culture and Literature
The primary purpose of this course is to familiarize students with contemporary issues in French culture as they are represented in French-speaking media of today.

Fall 2009

225f(01) Introduction to Contemporary Culture and Media of France and the French-Speaking World
(Speaking-intensive course) This course will introduce students to contemporary popular culture in France and the French-speaking world, largely through the study of recent (post-1990) best-selling novels, popular music, and feature films. Students will be asked to give formal oral presentations based on up-to-date materials gathered from the Internet and/or French television and to participate actively in class discussion.
Meets either language requirement or Humanities I-A requirement
C. Rivers
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

Spring 2010

225s(01) Introduction to Contemporary Culture and Media of France and the French-Speaking World
(Speaking-intensive course) This course will introduce students to contemporary popular culture in France and the French-speaking world, largely through the study of recent (post-1990) best-selling novels, popular music, and feature films. Students will be asked to give formal oral presentations based on up-to-date materials gathered from the Internet and/or French television and to participate actively in class discussion.
Meets either language requirement or Humanities I-A requirement
C. Rivers
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

230fs Intermediate Courses in Culture and Literature
In order to explain the complexity of present-day France, this course will explore its most conflictual historical moments—feudalism, absolute monarchy, political and social revolutions. Students will learn the social and historical context of French art and architecture.

Fall 2009

230f(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 either language requirement or Humanities I-A requirement
N. Vaget
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

Spring 2010

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 either language requirement or Humanities I-A requirement
N. Vaget
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

295fs Independent Study
Does not meet a distribution requirement
Prereq. soph with permission of department; 1-4 credits

Advanced Courses

The department's 300-level courses represent a variety of approaches to advanced work in French studies and thus reflect the diversity within the field of French today. Specific offerings under the general rubrics change from year to year. Prerequisites for all 300-level courses (except 370) are two of the following: 215, 219, 225, or 230. Students who do not have the stipulated prerequisites must consult the department chair and the course instructor. Specific courses that satisfy the pre-1800 requirement for the major are indicated in parentheses after the course title. All courses that do not bear this indication satisfy the post-1800 requirement.

311fs Period Courses
The usual periodization of French literature and culture is by century. Some period courses focus on the characteristics of specific centuries. Others focus on artistic or intellectual movements: gothic, Renaissance, romantic. All period courses, whatever their conceptual framework, integrate texts and historical contexts.

Fall 2009

311f(01) Topic: L'Héroïsme au Féminin: 1150-1750 (pre-1800)
A seminar exploring representations of female heroism, and anti-heroism, in various contexts from the French Middles Ages into the Enlightenment. Types of heroines to be examined, both in themselves and in relation to male heroes, include saintly martyrs, rulers and warriors, faithful and unfaithful wives, true lovers and temptresses, intellectuals and adept survivors. Readings to be selected from such significant male and female authors in diverse genres as Chrétien de Troyes, Marie de France, Christine de Pizan, Villon, Louise Labé, Ronsard, Molière, Racine, and Prévost.
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; 4 credits

Spring 2010

311s(01) Topic: Molière in Context (pre-1800)
Molière's reading of human nature and society touches on universal themes and problems still relevant today: religious zealotry, parental interference in children's lives, social strata and upper class arrogance, as well as the place of women in a traditional society and the value of sincerity and genuine love. We will study *Don Juan, Tartuffe, L'Ecole des femmes, le Malade imaginaire, le Bourgeois gentilhomme, L'Avare*, in the context of Versailles and the baroque style of the period. Students will give presentations on art and architecture and report on the best historical films made on the time of Louis XIV. As a term paper, students will produce a multimedia project in iMovie.
Meets either language requirement or Humanities I-A requirement
N. Vaget
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits

321s Seminar in Romance Languages and Literature
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.

Spring 2010

321s(01) Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
(Taught in English; Same as Romance Languages 375, Spanish 330, Italian 361, Gender Studies 333) Much of twentieth-century gay writing in Latin America is characterized by an estheticist celebration of anti-humanism, which has often clashed with left-wing progressive politics in these countries. But how does a "gay style" come about? What is its genealogy? How does it identify itself, and what does such an identity mean politically and historically? In this seminar, we will study a number of writers from Argentina, Chile, Cuba, Pérú, and Uruguay, and examine their roots in French and Italian anti-humanist authors from Baudelaire, Lautréamont, and

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Rimbaud to Genet and Pasolini. We will also read a few key texts in queer theory.
Meets Humanities I-A requirement
C. Gundermann
Prereq. two of the following courses: French 215, 219, 225, or 230, and permission of course instructor; To receive 300-level credit in French, students must write all papers and do appropriate course readings in French.; 4 credits

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 2009

331f(01) Topic: Romantics, Realists, Revolutions in the Nineteenth Century
Victims of a *mal du siècle* resulting from a sense of loss, lassitude, and melancholy, French Romantic poets like Victor Hugo, Lamartine, Musset, Vigny, and painters like Delacroix and Gericault, embarked on a campaign of ideological and esthetic revolt. After the Revolution of 1948, Realists and Naturalists rejected the subjectivism and imagination of their predecessors in favor of an objective description of the ordinary world of the lower class. We will read works by Flaubert, Stendhal, Zola, and Maupassant and study artists from the school of Barbizon and the Impressionists. As a term paper, students are required to create a multimedia project in iMovie.
Meets either language requirement or Humanities I-A requirement
N. Vaget
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits

331f(02) Topic: The French New Wave: Its Origins and Its Influence
The New Wave was a series of films made in the 1960s by a group of pioneers, who had seen almost every film ever made and particularly admired American and Russian cinema. This creative explosion, a reaction to "cinéma de Papa," won an aesthetic and political victory against an increasingly affluent, self-satisfied society, and brought about a revolution in the film industry.
Meets either language requirement or Humanities I-A requirement
C. Le Gouis
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits

Spring 2010

331s(01) Topic: Family Romances: Childhood in French and Francophone Fiction and Film
Study of twentieth-century narratives of childhood from French and Francophone cultures. Central questions: How has the conception of childhood varied across time and French-speaking cultures? What forms and techniques have writers and artists used to render early life experiences? With what social, psychological, and aesthetic issues have their stories engaged? What ideologies underlie and limit the Western "family romance" model of development? Authors may include: Colette; Pagnol; Beauvoir; Pérec; Sarraute; Ernaux; Chamoiseau; Pineau; Roy; Blais; Laye; Diallo; Mokeddem; Sebbar; Yaou; Nothomb; films: *Diabolo Menthe; La Rue Cases-Nègres; L'enfant noir; Chocolat*; and paintings.
Meets either language requirement or Humanities I-A requirement
E. Gelfand
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits

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.

Spring 2010

341s(01) Topic: Contes et légendes d'Afrique Francophone
Since the advent of fiction writing in French-speaking Africa in the 1920s, the study of

African literatures has been mainly limited to poems, novels, short stories, and plays written by a French-educated elite. In this course we will explore samples of African oral literatures including tales, epic songs, and legends from different African regions. Through translations by writers such as Léopold Sédar Senghor, Birago Diop (Sénégal), Djibril Tamsmir Niane (Guinée), and Bernard Dadié (Côte d'Ivoire) we will try to view African societies from "within" and gain an understanding of the genealogy of modern African literature in European languages.
Meets multicultural requirement; meets either language requirement or Humanities I-A requirement
S. Gadjigo
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits

370fs Advanced Level Seminar
The seminar is intended to challenge students at the highest level. A regular rotation of topics ensures a variety of perspectives across genre and period, encompassing linguistic, literary, theoretical, and cultural issues of French and Francophone studies. Development of critical skills is stressed through classroom discussion and critique of writing projects, drawing on individual student interests and experiences as they relate to the topic of the course.

Fall 2009

370f(01) Topic: Tales of Blood and Passion: Spain in the French Literary Imagination
This course will examine the enduring fascination with Spain on the part of French authors from various historical periods. At once familiar and exotic, Spain frequently provided fruitful soil for vivid imaginings of a violent, eroticized, and colorful "other." Honor, nobility, violence, and wild passion are but a few of the themes associated with this imaginary Spain. Perceived as straddling the border between European and Arab cultures (Dumas famously said that "Africa [began] at the Pyrenees"), between the known and the unknown, Spain plays a unique role in the history of French literary representations of other cultures. We will also study French paintings that depict Spanish themes.
Meets either language requirement or Humanities I-A requirement
C. Rivers
Prereq. 12 credits including two courses at the advanced level, or permission of department chair and instructor; 4 credits

Spring 2010

370s(01) Topic: Les Misérables
Hugo's epic masterpiece, written in exile, has everything: ceaseless adventures, crimes and punishments, love, hate, obsession, heroes, villains, the battle of Waterloo, and civil war. The sympathetic everyman, Jean Valjean, condemned to hard labor for stealing bread and relentlessly pursued by the pitiless policeman Javert, encounters unforgettable characters. We will examine how Hugo situates Valjean's escapes within a framework of social injustice and good triumphing over evil, balancing his political and romantic ideas. Reading, discussion, film screenings.
Meets either language requirement or Humanities I-A requirement
C. Le Gouis
Prereq. 12 credits including two courses at the advanced level, or permission of department chair and course instructor; 4 credits

395fs Independent Study
Does not meet a distribution requirement
Prereq. jr, sr with permission of department; 1-8 credits

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Gender Studies

The major and minor in gender studies are administered by the Department of Gender Studies: Professors Remmler, Young (*chair,* on leave fall 2009); Associate Professors Gundermann, Renda (*chair,* on leave spring 2010), Townsley; Visiting Assistant Professors Croegaert, Heller; Senior Lecturer Ackmann (on leave fall 2009).

Contact Persons

Cynthia Meehan, *senior administrative assistant*
Mary Renda, *chair, fall 2009*
Elizabeth Young, *chair, spring 2010*

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, 2-credit per semester, senior capstone course bring majors together to think through connections among the diverse intellectual and creative approaches they have encountered as well as between scholarship and social action.

Requirements for the Major

Credits

- A minimum of 40 credits; 20 credits at the 300 level

Courses

- 101, Introduction to Gender Studies
- 201, Methods and Practices in Feminist Scholarship
- 221, Feminist Theory
- 250, Gender and Power in Global Contexts
- 333, Advanced Seminar (two courses under this rubric)
- 390, Field Placement
- 391–392, Senior Seminar
- The remaining 8 credits (of which 4 credits must be at the 300 level) may be chosen from gender studies courses or courses approved by the department.

Other

Topics and approaches emphasized in Gender Studies 221 (Feminist Theory) and Gender Studies 250 (Gender and Power in Global Contexts) vary from semester to semester. Also, other courses may be substituted for these two requirements, where indicated, but note that this will neither reduce the number

of credits required for the major at each course level nor lead to a waiver of prerequisites for Gender Studies 333. Finally, some Five College courses may be substituted for 221 or 250, with permission of the department chair.

Each gender studies major shall also submit to her major advisor a statement that identifies the central question or questions that she anticipates will define her focus within the major. This statement is due during preregistration of the second semester of the student's junior year.

Majors are required to complete a minor in another discipline or interdisciplinary area.

Requirements for the Minor

Credits

- A minimum of 20 credits; 16 credits above the 100 level

Courses

- 101, Introduction to Gender Studies
- Either 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 2009

101f(01) Introduction to Gender Studies in the Spanish-Speaking World: Identities and Intersections
(Speaking- and writing-intensive course; Same as for section f01 only, same as Spanish 230.) This course, taught in Spanish, is an introduction to the interdisciplinary field of gender studies. It also focuses on the specific implications of this new, predominantly U.S.-based discipline for and in the Spanish speaking world. 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 and queer activism, and strategies for change. We will examine the development of feminist and queer theory and its practices in various local and transnational contexts, but especially in the Spanish-speaking world.
Meets multicultural requirement; meets Humanities I-A requirement
C. Gundermann
Prereq. for section f01 only: Spanish 212 or permission by instructor; Section f01, taught in Spanish, meets Humanities 1-B requirement.

101f(02)
This course examines the social and historical construction of gender from cross-cultural and interdisciplinary perspectives. The intersections among gender, race, class, and sexuality in various contexts, past and present, will be central to our inquiry. Topics will include the politics of appearance, women's economic status, sexual violence, racism, legacies of colonialism, the challenges of transnational feminist activism, and strategies for change. We will examine the development of feminist theory and its practices in various local and transnational contexts.
Meets Social Sciences III-A requirement
C. Heller
Prereq. none for sections f02 or f03. Sections f02 and f03 meet the Social Sciences III-A requirement; 4 credits

101f(03)
This course examines the social and historical construction of gender from cross-cultural and interdisciplinary perspectives. The intersections among gender, race, class, and sexuality in various contexts, past and present, will be central to our inquiry. Topics will include the politics of appearance, women's economic status, sexual violence, racism, legacies of colonialism, the challenges of transnational feminist activism, and strategies for change. We will examine the development of feminist theory and its practices in various local and transnational contexts.
Meets Social Sciences III-A requirement
C. Croegaert

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Prereq. none for sections f02 and f03. Sections f02 and f03 meet the Social Sciences III-A requirement; 4 credits

Spring 2010

101s(01)
(Same as for section f01 only, Spanish 230.) 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.
The department
Meets the Social Sciences III-A requirement; 4 credits

117f Gender and Power in the History of Mount Holyoke College
(First-year seminar; writing-intensive course; Same as History 101f) Mary Lyon, founder in 1837 of Mount Holyoke Female Seminary, held out to her students the possibility that they might transform the world—a tall order for young women who were excluded from proper citizenship and political power. To Lyon, duty, discipline, and community would make it possible. What transformations ensued? And what can we learn from them about the complexities of gender and power? This course will introduce students to the craft of historical research through the richness of the College Archives. Special attention will be paid to the College's missionary past, its role in labor research and activism, and the place of racism and antiracism in its history.
Meets Humanities I-B requirement
M. Renda
4 credits

201s Methods and Practices in Feminist Scholarship
How do scholars produce knowledge? What can we learn from differences and similarities in the research process of a novelist, a biologist, an historian, a sociologist, and a film critic? Who decides what counts as knowledge? We will examine a range of methods from the humanities, social sciences, and natural sciences, including visual analysis, archival exploration, interviewing, and ethnography, as we consider the specific advantages (and potential limitations) of diverse disciplinary approaches for feminist inquiry. We will take up numerous practical questions as well as larger methodological and ethical debates. This course provides a foundation for advanced work in the major.
Meets Social Sciences III-A requirement
C. Croegaert
Prereq. Gender Studies 101; one laboratory course in a natural or physical science (completed or taken concurrently); or permission of instructor; 4 credits

204fs Women and Gender in the Study of Culture

Fall 2009

204f(01) Nineteenth-Century American Women Writers
(Same as English 270, American Studies 290) In this cross-cultural examination of nineteenth-century American women writers, we will compare a number of works of fiction, prose, poetry, and autobiography. We will discuss how writers created sophisticated and insightful critiques of American culture and imagined or re-presented new American identities and histories. We will also consider tensions between "sentimental" idealism and political pragmatism, restrictive domesticity and dangerous autonomy, and passionless femininity and expressed sexuality. Authors may include Alcott, Child, Far, Fuller, Harper, Hopkins, Ruiz de Burton Wilson, and Winnemucca.
Meets multicultural requirement; meets Humanities I-A requirement
L. Brown
Prereq. soph, second-year fy with permission of the instructor; meets English department 1700-1900 requirement; 4 credits

Spring 2010

204s(01) The Gender of War in Twentieth-Century German Culture
(Speaking- and writing-intensive course; Same as German 223) As an extreme, but common experience, war creates, shapes, and contests normative constructions of masculinity, femininity, and gender relations in general. This seminar explores the concept of war, its causes, and its representation in memoirs, fiction, art, and photography within German-speaking realms with an emphasis on World War II and its aftermath. What impact does war have on gender relations within a matrix of other categories of identity, such as race, class, and sexuality? Materials include texts by Bachmann, Brecht, Celan, and other German writers and films such as *Triumph of the Will* and *Das Boot.*
Meets either language requirement or Humanities I-A requirement
K. Remmler
Prereq. Previous study of German; Students enrolled in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224); 4 credits

206f Women and Gender in the Study of History: 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
4 credits

210s Women and Gender in Philosophy and Religion

Spring 2010

210s(01) 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
4 credits

210s(02) Women and Philosophy
(Same as Philosophy 249) Some say that philosophers pursue objective knowledge. Feminist philosophy is a body of scholarship that questions the extent to which traditional philosophy has pursued or can pursue knowledge in an objective way. This course is an introduction to issues in feminist philosophy, including its critique of traditional Western philosophy and its contributions to major areas of philosophy such as metaphysics, ethics, epistemology, social and political philosophy, and the philosophy of language.
Meets Humanities I-B requirement
S. Hawthorne
4 credits

210s(03) Women and Gender in Islam
(Same as Religion 207) 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

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4 credits

216s Women and Gender in Sport: Women in Sport
(Same as Physical Education 261) This course is designed to introduce students to the history of women in sport, the status of women in sport since the passage of Title IX in 1972, and current issues impacting women in sport such as race, gender, and sexual orientation. Students will explore the influence of sport on the lives of women and how selected women sport leaders have influenced the growth and development of sport.
Does not meet a distribution requirement
L. Priest
No P.E. credit. Academic credit only.; 4 credits

221fs Feminist Theory

Fall 2009

221f(01) Voicing Traditions, Changing Conditions
(Same as Anthropology 216) Do women as a group, in Gilligan's words, speak "in a different voice"? This course examines the history of feminist theory through an investigation of "voice." Does a focus on voice privilege Western European feminist traditions? How have debates over who may speak for marginalized women facilitated feminist interdisciplinary dialogue on topics such as violence against women, class oppression, and racism? We will explore these questions in literature, film, and scholarship in anthropology, psychology, and sociolinguistics.
Meets Social Sciences III-A requirement
C. Croegaert
Prereq. Gender Studies 101; 4 credits

Spring 2010

221s(01) 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. Markovits
Prereq. soph, jr, sr; 4 credits

***241s Women and Gender in Science: Gender in Science**
(Same as Physics 211) This course examines explanations for the under-representation of women in science, technology, engineering, and math (STEM) with an eye to identifying how to increase the participation of women in science. The course will address questions about gender differences in cognition and ability, the role of stereotyping, as well as the "leaky pipeline" issue, that is, the rate and timing of the departure of women from scientific fields. Course readings will explore the psychology of gender, as it relates to STEM. In addition, we will read research from physical scientists, reports from professional organizations such as the American Physical Society, and reports from congressional committees.
Does not meet a distribution requirement
K. Aidala
4 credits

250s Gender and Power in Global Contexts: Land, Transnational Markets, and Democracy in Women's Lives and Activism
(Same as Anthropology 216) This course will address the predicaments of women who must negotiate local contexts shaped by transnational markets, changing patterns of agriculture and agro-forestry, and struggles over indigenous land rights. How have arguments about democracy shaped the struggles women take up locally, nationally, and transnationally in opposition to corporate power, national policies, and supranational agencies such as the World Trade Organization?
Meets Social Sciences III-A requirement
C. Heller
4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph; 1-4 credits

333fs Advanced Seminar
Advanced seminars address topics in gender studies within and across various disciplines, hence prerequisites vary. Written application is required for admission to all advanced seminars in the department. Please see below for specific requirements, the location of the application, and the deadline for submission. If not otherwise noted, applications for preregistration are due by the end of the academic advising period. In some but not all cases, late applications may also be reviewed at the start of the new semester.

Fall 2009

333f(01) Race, Gender, and Empire: Cultural Histories of the United States and the World
(Same as History 301, American Studies 301) Recent cultural histories of imperialism 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 or gender studies; online application required; see http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

333f(02) Sorelle di penna/Sisters in Writing: the Development of Italian Women's Writing
(Same as Italian 311) In the nineteenth century, Italian women were finally able to conquer a place in the realm of letters and society. Their Renaissance sisters having been nearly forgotten, women writers in the new Italian kingdom had no models to follow. This course will explore the birth and development of women's writing in nineteenth and twentieth century Italy with emphasis on autobiography, autofiction, issues of gender, sexuality and identity. We will read and discuss works by Sibilla Aleramo, Jolanda, Matilde Serao, Benedetta, Amelia Rosselli, Natalia Ginzburg, Elsa Morante. Special attention will be paid to the early twentieth century, to futurist women, and to the condition of women in Fascist Italy.
Meets Humanities I-A requirement
O. Frau
Prereq. Italian 221 or permission of instructor; application at http://www.mtholyoke.edu/acad/womst/application.html; Taught in Italian; 4 credits

333f(03) Gender, Power, and Social Movements
(Same as Anthropology 316-02) This course explores the gendered dynamics of social movements in the global North and South. After analyzing the first and second waves of U.S. women's movements, we will examine groups outside the U.S.—including those that are all-women and mixed. We will look critically at the imposition of Western models of women's liberation onto movements in the global South. We will also examine women's "triple burden" that occurs as women engage in domestic-subsistence, wage-earning, and activist work. Drawing from feminist theory, social movement theory, anthropology, and political ecology, we will examine the challenges and possibilities women face as they engage in social movements today.
Meets Social Sciences III-A requirement
C. Heller
Prereq. jr or sr; 8 credits in gender studies or permission of instructor; application at http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

333f(04) 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, all the while keeping our eye on form and the sometimes mysterious narrator-as-consciousness that guides us

through these concerns. Novelists will include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.
Meets Humanities I-A requirement
J. Pyke
Prereq. jr, sr, 8 credits in department including English 220, 230, 236, or permission of instructor; 8 credits in history; application at http://www.mtholyoke.edu/acad/womst/application.html; meets English department 1700-1900 requirement; 4 credits

333f(05) Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone
(Speaking- and writing-intensive course; 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; application at http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

333f(06) Sex and the Early Church
(Same as Religion 306) This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and "heretical" scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.
Meets Humanities I-B requirement
M. Penn
Prereq. Previous course in religion or gender studies; application at http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

Spring 2010

333s(01) Feminist Theory and Film
(Speaking- and writing-intensive course; Same as English 385, Film Studies 390) This seminar investigates contemporary feminist theory—including but not limited to feminist film theory—in relation to film. We will examine the influential formulations of the cinematic "male gaze" and woman's film, recent theorizations of race and sexuality in cinema, gender complexities in classic and contemporary Hollywood film, and new trends in filmmaking by women. Requirements include extensive readings, weekly essays, and film screenings.
Meets Humanities I-A requirement
E. Young
Prereq. jr, sr, 8 credits in English and/or gender studies beyond the 100 level, and permission of instructor; Film Studies 201 and/or other background in film strongly recommended; apply for admission to this course by completing the online application; 1 meeting (2 hours, 50 minutes) plus evening screening; meets English department seminar requirement; meets Gender Studies department feminist theory requirement; 4 credits

333s(02) Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
(Speaking- and writing-intensive course; taught in English; Same as Spanish 330, Italian 361, French 321) Much of twentieth-century gay writing in Latin America is characterized by an estheticist celebration of anti-humanism, which has often clashed with left-wing progressive politics in these countries. But how does a "gay style" come about? What is its genealogy? How does it identify itself, and what does such an identity mean politically and historically? In this seminar, we will study a number of writers from Argentina, Chile, Cuba, Perú, and Uruguay, and examine their roots in French and Italian anti-humanist authors from Baudelaire, Lautréamont, and Rimbaud to Genet and Pa-

solini. We will also read a few key texts in queer theory.
Meets multicultural requirement; meets Humanities I-A requirement
C. Gundermann
Prereq. Two courses in Spanish at the 200-level above 212; application at http://www.mtholyoke.edu/acad/womst/application.html; Papers will be written in English or the Romance language of the student's choice.; 4 credits

333s(03) 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. Required application at http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

333s(04) Queer Kinship in Asian North American Literature and Film
(Same as American Studies 301, Gender Studies 333) This course examines alternative kinship formations in Asian North American cultural production. It will focus on the gender and sexual management of racial bodies since the nineteenth century, from the U.S. Page Law of 1875 that restricted Chinese women on the basis of their presumed sexual immorality to various forms of "racial castration" that mediate Asian masculinities. We will consider how alternative kinship arrangements and queer cultural projects expose and/or upset the narrative assumptions embedded in heteronormative scripts of nationalism.
Meets multicultural requirement; meets Humanities I-A requirement
I. Day
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; application at http://www.mtholyoke.edu/acad/womst/application.html; meets English department seminar requirement; 4 credits

333s(05) Medical Management of the Female Body
This course examines how Western medical knowledge, practices, and institutions define female health and normality and manage diseased and gender-variant female bodies. We will explore how medicine conceives of the female body as a medical problem or mystery and consider how race, class, and sexuality inflect medical conceptions of the female body. Topics include "female maladies," including PMS, pain disorders, and autoimmunity, medicalization of childbirth and the pregnant body, medical management of transgender and intersex bodies, medical conceptions of ideal body weight and fitness, gender norms and cosmetic surgery, women and disability, and pharmaceutical marketing toward women.
Meets Humanities I-B requirement
S. Richardson
Prereq. 8 credits in gender studies or permission of instructor; application at http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

333s(06) Gender and Migration: Markets, Politics, Place
This course examines post-1990 global population movements through a focus on gender in the transnational social worlds of immigrants, refugees, displaced persons, and asylum seekers. Topics include markets for maids in Indonesia, the Philippines, Portugal, and Cape Verde; the gendered politics of diaspora in Africa and the United States; and the role of masculinities and femininities in experiences of migration and place, as migrants shape gendered concepts of transit, return, homeland, and worksite. We will be especially attentive to gendered social interactions involving symbols of race and ethnicity, citizenship, nation, language, and labor.
Meets Social Sciences III-A requirement
C. Croegaert
Prereq. 8 credits of gender studies and/or anthropology or permission of instructor; application at http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

333s(07) Gender and War
(Same as English 372) This seminar will focus on depictions of war in the context of gender. When asked how we might prevent war, Virginia Woolf suggested that we must invent new language and methods rather than follow the path of the traditional "procession of educated men." What language emerges in works about the effects of war? Texts will include essays and films as well as selected works by writers such as Alcott, Whitman, Crane, Twain, Hemingway, Woolf, Silko, Morrison, and O'Brien.
Meets Humanities I-A requirement
L. Glasser
Prereq. jr or sr; 8 credits beyond the 100 level in English or Gender Studies or permission of instructor; application at http://www.mtholyoke.edu/acad/womst/application.html; meets the English department seminar requirement; 4 credits

333s(08) History of American Feminism
(Same as History 301) This seminar will look closely at four moments of feminist activism in U.S. History—the 1848 Seneca Falls convention, the passage of the 19th Amendment/suffrage in 1920, the 1973 Roe v. Wade abortion rights case, and the 1990s Third Wave movement. Definitions of activism, feminism, and limits to movement histories will be examined as well as lots of primary sources, including music, manifestos, and films.
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/history/300-level_application.html); 4 credits

333s(09) Women, Deviance, and Crime in Early Modern Europe
(Same as History 361) We will examine the relationship between gender and deviance in early modern Europe, with a particular focus on the ways European societies and criminal courts dealt with women and family. We will examine social life and norms in order to understand the nature of "normality" and "deviance" as these terms applied to women, and investigate the system of criminal law and justice in Europe generally, including problems of evidence, torture, and state-sanctioned violence. We will discuss the particular crimes associated with women, especially witchcraft, sexual misdeeds, and "reproductive" crimes such as abortion and infanticide.
Meets Humanities I-B requirement
D. Myers
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

390s Field Placement
(Community-Based Learning course; speaking-intensive course) This course presents an opportunity for students to apply gender theory to practice and synthesize their work in gender studies. Connections between the academy and the community, scholarship and social action will be emphasized. Students will arrange for a placement at a nonprofit organization, business or institution that incorporates a gender focus. A weekly seminar with other students provides a structured reflection forum to analyze experience and methods.
Does not meet a distribution requirement
M. Ackmann
Prereq. Gender Studies 101, 250, either 201 or 221, and permission of the instructor; 4 credits

391f Senior Seminar
This year-long capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies. Majors with diverse interests, perspectives, and expertise (and other seniors with substantial background in the field) will have the opportunity to reflect on the significance of their gender studies education in relation to their current work (including work in 333s, 390, 395), their academic studies as a whole, and their plans for the future. Course readings and discussion will be shaped by students in collaboration with the instructor. This course continues in the spring semester as Gender Studies 392.
Does not meet a distribution requirement
C. Heller
Prereq. Seniors only, Gender Studies 101, 221, 250, and 333, 20 credits in gender studies

and/or related courses, written application for permission required; 2 credits

392s Senior Seminar
Continuation of Gender Studies 391.
Does not meet a distribution requirement
C. Heller
Prereq. Gender Studies 391; 2 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of program; 1-8 credits

Related Courses

Asian Studies

320s Women's Issues in Arab Women Writers' Novels

Economics

213-01 Economic Development: A Survey

English

274f-01 Introduction to Asian American Literature
255s-01 Hughes, Hurston, Wideman, Morrison
321-02 Studies in Nineteenth-Century British Literature: Victorian Sympathy

Film Studies

340f-01 Topics in Experimental Film: Home Movies

Jewish Studies

245s-01 Judaism and the Body

Politics

207s-01 Women and the Law

Psychology

329f-01 Seminar in Personality and Abnormal Psychology First-Person Narratives of Madness
330 Lab in Developmental Psychology Adolescent Development in Community Settings

Religion

352f-01 Written on the Body: Body Images and Practices in Religious Traditions

Theatre Arts

234f-01 Topics in Theatre Studies: American Drama, 1787 to 1994
251f-01 Histories of Performance I
252s-01 Histories of Performance II

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Geography

Professors Dunn (on leave spring 2010), Kebbede, McMenamin, Werner; Associate Professors Markley, Millette (*chair*); Assistant Professor Ahmed.

Contact Persons

Thomas Millette, *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 32 credits

Courses

- Geography 105, World Regional Geography or Geography 106, Global Societies
- Geography 107, Introduction to the Physical Environment
- Geography 205, Mapping and Spatial Analysis
- One of the following thematic courses:
  - Geography 202, Cities of the Twenty-first Century
  - Geography 204, Human Dimensions of Environmental Change
  - Geography 206, Political Geography
  - Geography 212, Global Economic Geography
  - Geography 224, Atmosphere and Weather
- One of the following regional geography courses:
  - Geography 214, Geography of South Asia
  - Geography 215, Geography of the Middle East and North Africa
  - Geography 217, The African Environments
- Three 300-level courses, selected from the following:
  - Geography 304, Regional and Town Planning
  - Geography 307, Remote Sensing
  - Geography 311, Seminars: Selected Topics
  - Geography 312, Seminar: Resource and Conflict
  - Geography 313, Third World Development
  - Geography 319, Africa: Problems and Prospects
  - Geography 321, Geographic Information Systems
  - Geography 395, Independent Study

Most geography courses are offered in alternate years, and majors should consult the department when planning their programs.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Geography 105, World Regional Geography or Geography 106, Global Societies
- Geography 205, Mapping and Spatial Analysis
- Any one of the following courses:
  - Geography 202, Cities of the Twenty-First Century
  - Geography 204, Human Dimensions of Environmental Change
  - Geography 206, Political Geography
  - Geography 212, Global Economic Geography

    - Geography 224, Atmosphere and Weather
- Any one of the following regional geography courses:
    - Geography 214, Geography of South Asia
    - Geography 215, Geography of the Middle East and North Africa
    - Geography 217, The African Environments
- Any one of the following 300-level geography courses:
    - Geography 304, Regional and Town Planning
    - Geography 307, Remote Sensing
    - Geography 311, Seminars: Selected Topics
    - Geography 312, Seminar: Resource and Conflict
    - Geography 313, Third World Development
    - Geography 319, Africa: Problems and Prospects
    - Geography 321, Geographic Information Systems
    - Geography 395, Independent Study

Course Offerings

105f World Regional Geography
Surveys physical and human geographic patterns, providing a comprehensive background discussion of individual regions. Analyzes each region in terms of its environmental base and resource distribution, agricultural systems and rural development, population growth and characteristics, and patterns of urbanization and industrial growth.
Meets multicultural requirement; meets Social Sciences III-A requirement
G. Kebbede
4 credits

106s Global Societies
Human geography studies social spaces the world over - including in Africa, Asia and Latin America. We examine processes like urbanization, economy, globalization, colonialism, neo-colonialism, politics, cultures, and wars to name a few. We will also explore some of the theories (environmental determinism, possibilism, positivism, Marxism, dependency, feminism, post-colonialism, post-structuralism, post-modernism) used by human geographers to investigate these important processes.
Meets multicultural requirement; meets Social Sciences III-A requirement
W. Ahmed
4 credits

107f Introduction to the Physical Environment
A systematic introduction to the processes operating on the surface of the earth, their spatial variation, and their contribution to the spatial patterning of life on earth. The course stresses interactions among climate, landforms, soils, and vegetation and examines human impacts on environmental systems.
Meets Science and Math II-C requirement
T. Millette
4 credits

***202s Cities of the Twenty-first Century**
This is an introductory geography course on World Cities and Urban Systems. We focus on processes that produce spatial differences and inter-relations within and between cities across the world. Cities of the Twenty-first Century, incorporating theoretical, critical and empirical approaches, covers a range of topics, including historical development of cities; colonial and post-colonial structures in Third World cities; urban governance; social patterns within cities; urban economies; urban planning; urban environment, and the linkages among all these.
Meets multicultural requirement; meets Social Sciences III-A requirement
W. Ahmed
Prereq. Any 100-level geography and or social science class; 4 credits

***204s Human Dimensions of Environmental Change**
(Same as Environmental Studies 204) Using case studies from Africa, Asia, North and South America, and Europe, this course examines the interactions between human institutions (such as political and economic structures, science and technology, class and gender systems, and cultures) and the environmental/earth systems that provide their

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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
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
T. Millette
4 credits

206s Political Geography
Systematically studies political phenomena and their geographic expression, at a variety of spatial scales - national, regional, and international. Major themes include nation-state formation, boundary, territory, and ethnic issues, regional blocs and spheres of influence, and conflicts over access to and use of resources.
Meets Social Sciences III-A requirement
G. Kebbede
4 credits

212f Global Economic Geography
Economic activities such as consumption, trade, production, investments, and economic institutions such as markets, corporations, banks alter everyday life. With globalization these processes acquire greater intensity, producing cultural, environmental, and political effects. This course examines these changes by understanding how economic processes work, change spaces, and differentially impact developed and developing economies.
Meets multicultural requirement; meets Social Sciences III-A requirement
W. Ahmed
Prereq. one course in the social sciences; 4 credits

***214f Geography of South Asia**
The region is studied in terms of its physical, cultural, and political geography. Emphasis is given to the numerous ways in which the peoples of South Asia have adapted to and utilized their local environments, the reasons for varying patterns of population growth throughout the region, and the environmental impact of economic development programs.
Meets multicultural requirement; meets Social Sciences III-A requirement
W. Ahmed
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
4 credits

***224f Atmosphere and Weather**
In this course we will learn weather forecasting skills. This will involve examining weather observations, satellite and radar images, surface and upper-air weather charts, and predictions made by computer models. We will have an opportunity to learn atmos-

pheric dynamics and gain an understanding of the Earth's radiation budget. Topics will include severe storms, hurricanes, and winter weather.
Meets Science and Math II-C requirement
The department
Prereq. high school earth science or any 100-level natural science course; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph and permission of instructor; 1-4 credits

304s Regional and Town Planning
Regional Planning. (Formally Planning & the Environment)This course examines the shift from planning as an urban issue to the recognition that planning decisions often have broader regional impacts. The first part of the semester will survey urban planning efforts from the early 1900s through the 1960s. The second half of the semester will focus on the "new" comprehensive planning efforts, using growth management of urbanization to protect rural areas, agricultural lands and sensitive environments. Emphasis will be placed on current "Smart Growth" approaches to development.
Does not meet a distribution requirement
T. Millette
Prereq. Any 200-level geography course; 4 credits

307s Remote Sensing
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, forest modeling, and urban hydrology.
Meets Science and Math II-B requirement
T. Millette
Prereq. Geography 205; 4 credits

***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.
(Speaking- and writing-intensive course) .
Meets multicultural requirement; meets Social Sciences III-A requirement
The department
Prereq. jr., sr., 4 credits in department and 4 credits in related social sciences at 200 level or permission of instructor; 4 credits

312s Seminars: Resource and Conflict
(Speaking- and writing-intensive course)
This seminar is geared to unravel the political economy of resources, particularly energy resources, water, and biotic resources, and in turn, understand the material basis of conflicts. Since most resources are place specific, we examine how globalization of consumption of resources has produced contestations, including wars. Material basis to explain causality of conflict, will in turn, challenge simplistic notions like "us" versus "them," "Jihad versus McWorld," and "clash of civilizations," to explain contemporary conflicts. We will also examine how we are implicated in the production of resource wars on account of our lifestyle and consumption.
Meets multicultural requirement; meets Social Sciences III-A requirement
W. Ahmed
Prereq. jr, sr and 4 credits from the department and 4 200-level related social science credits; 4 credits

313f Third World Development
(Speaking- and writing-intensive course) Offers an interdisciplinary perspective on social, economic, and political features of contemporary development in Africa, Asia, and Latin America, regions referred to as the Third World or the South, and provides an introduction to theoretical origins and definitions of economic growth, development, and underdevelopment. It then addresses more specific aspects of development such as trends in population growth, migration, and urbanization; agrarian change; livelihood strategies and aspects of social welfare such as health, education, and shelter; poverty and the environment; and external economic relationships. The latter part of the course draws extensively on selected case studies.
Meets multicultural requirement; meets Social

Sciences III-A requirement
W. Ahmed
Prereq. Prereq. jr., sr., 4 credits in department and 4 credits in related social sciences at 200 level or permission of instructor; 4 credits

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.
Meets multicultural requirement; does not meet a distribution requirement
G. Kebbede
Prereq. jr, sr, soph with permission of instructor; 4 credits in department and 4 credits at the 200 level in geography or related social science; 4 credits

***321s Geographic Information Systems**
In this course, students will apply the skills they have learned in Geography 205 to a real-world problem. Data from various sources are combined to create a spatial database from which a spatial model is derived. Synthesis and manipulation of spatial data are used to undertake analysis of land cover change for the last 20 years in Massachusetts, with emphasis in the Pioneer Valley. The end result is a study of the factors that influence changes from undeveloped to developed land.
Meets Science and Math II-B requirement
E. Marcano
Prereq. Geography 205 or permission of instructor; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of instructor; 1-8 credits

Geology

Professors Dunn (on leave spring 2010), Kebbede, McMenamin, Werner; Associate Professors Markley, Millette (*chair*); Assistant Professor Ahmed.

Contact Persons

Thomas Millette, *chair*
Cecile Vasquez, *senior administrative assistant*

The geology major provides students with an understanding of earth processes, properties, and history, as well as the evolution of life and the interactions between humans and Earth's environments. For students considering graduate work or professional employment in the earth sciences, we recommend as many courses as possible in the cognate sciences (biology, chemistry, and physics), as well as calculus and/or statistics. We also strongly recommend a summer field course in geology. Early consultation with the department is encouraged.

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

Required for the major are:

- An introductory survey course: Geology 100, 101, 102, or 103
- Geology 201, Rocks and Minerals
- Geology 203, Surface Processes
- Geology 224, Paleontology-Stratigraphy
- Geology 322, Petrology and Petrography
- Geology 333, Structural Geology and Orogenesis
- Geology 334, History of the Earth
- 8 additional credits in geology at the 200 level or above

No more than 4 credits of independent study (Geology 295 or 395) may be counted toward the major. A summer field course may count for 4-6 credits in geology. Other geology courses in the Five Colleges may also apply toward the major.

Requirements for the Minor

Credits

The geology minor consists of any geology course at the 100 level (100, 101, 102, or 103) and at least 16 credits at the 200 level or above. At least four of these credits must be at the 300 level.

Teacher Licensure

Students interested in pursuing licensure in the field of earth science can create a special earth science major and combine this course work with a minor in education. For specific course requirements for licensure in earth science within the field of geology (and related disciplines), please consult your advisor or the chair of the geology and geography department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate programs chapter and Sarah Frenette (*sfrenett@mtholyoke.edu* or x3300) of the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Offerings

100s Physical Geology
From earthquakes to landscapes, deserts to glaciers, landslides to limestone, this course introduces the surficial and internal processes of the earth. Learn to interpret the geology of your surroundings when traveling to new places and understand how geologic setting influences how people live. Lectures focus on

exploring and explaining geological features and processes using concept sketches. Labs focus on mineral and rock identification, map reading, and local field trips.
Meets Science and Math II-B requirement
M. Markley
Prereq. Preference given to first- and second-year students; 4 credits

101f Environmental Geology
Our existence on the planet is greatly affected by changing environmental conditions. Some of these changes are "natural" (e.g., 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 and the impact humans are having on the environment. 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
A. Werner
2 meetings (75 minutes), 1 lab (3 hours), field trips; 25 spaces allocated to first-year students; 4 credits

102f History of Life
Life forms have inhabited the surface of our planet for most of its history. Earth, as a result, has a unique geology that is unlike that of any other planet. In this course we will examine the interrelations between life processes and Earth's crust and atmosphere and how they work together to create the geology of the planet. Using both the rock and fossil record, we will study the origin and evolution of life, the history of continents and oceans, and the diversification of complex life forms. Laboratory and field trips will emphasize identification and analysis of sediments, rocks, and fossils.
Meets Science and Math II-B requirement
M. McMenamin
4 credits

103s Oceanography
Because more than seventy percent of our planet is covered by 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. We will explore how the Earth's oceans formed, how they provided the foundations for life, and how they continue to affect weather and climate, stabilize global chemical cycles, interact with the terrestrial environment, and give us access to resources.
Does not meet a distribution requirement
A. Werner
4 credits

115s Emergence of Animals
(First-year seminar; writing-intensive course)
The origin of animals was perhaps the most important event in the history of our planet. In this course we will review the history of earth, learn basic geology, and then examine the problem of the origin of animals by studying Mount Holyoke's unequalled collection of Precambrian and Cambrian fossils. The origin of animals has been called the Cambrian Explosion. We will examine what this means for our understanding of evolutionary theory.
Does not meet a distribution requirement
M. McMenamin
4 credits

201f Rocks and Minerals
In this course you will learn to recognize the common rock-forming minerals and principal rock types, and to understand their origins, properties, associations, and geological significance. Observational skills and hand sample identification will be emphasized in lab and on field trips.
Meets Science and Math II-B requirement
S. Dunn
Prereq. Prereq. high-school earth science and high-school chemistry, or any 100 level geology course; 4 credits

203f Surface Processes
The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature, every deposit is the result of processes acting at the Earth's surface. In this course we study these processes (e.g., glaciers, rivers, slopes, coastlines, windblown sand, frozen ground, cave

formation, soil development) to better understand how they work and to understand the resulting landforms and deposits. With this understanding we can then observe 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; 4 credits

***210f Plate Tectonics**
(Speaking- and writing-intensive course)
Plate tectonic theory explains the origins of volcanoes and earthquakes and the locations of mountain belts and oceans. This course focuses on the geometry of plate tectonics. Topics include continental drift, relative plate motion, earthquake analysis, the creation and destruction of ocean crust, marine magnetic anomalies, triple point junctions, and stereographic projection. Work includes individual research projects on active plate boundaries.
Meets Science and Math II-C requirement
M. Markley
Prereq. Comfort with geometry and trigonometry; 4 credits

224s Paleontology-Stratigraphy
This course provides an intensive study of fossils, fossil preservation, depositional environments, sediments, sedimentary rocks, and the processes of sedimentation. We will employ the principles of stratigraphic analysis and correlation to interpret ancient environments and paleoclimate, reconstruct paleogeography, and probe the characteristics of sedimentary basins. Laboratory exercises and field trips will introduce a variety of analytical techniques used to study sedimentary rocks.
Meets Science and Math II-B requirement
M. McMenamin
Prereq. 1 course in geology at the 100 or 200 level or permission of instructor; 4 credits

***227s Groundwater**
The demand for and the contamination of groundwater resources are major societal concerns. To better understand the dynamics of the groundwater system, we cover topics including the hydrologic cycle, surface and subsurface hydrology, groundwater resource evaluation, and groundwater geotechnical problems. Students prepare weekly problem sets, a term paper, and an oral presentation. Many of the homework problems involve computer applications.
Meets Science and Math II-B requirement
A. Werner
Prereq. Any 100-level geology course; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph and permission of instructor; 1-4 credits

316f Scanning Electron Microscopy
(Same as Biological Sciences 316f)
Does not meet a distribution requirement
M. Rice
2 credits

***322s Igneous and Metamorphic Petrology**
Studies mineralogical and chemical compositions, classification, genesis, and mode of occurrence of igneous and metamorphic rocks. Special attention paid to the relationships between rock-forming processes and global plate tectonics. Laboratory study of representative rock suites in hand specimen and thin section, introduction to analytical techniques, including mineral optics, and one or more field trips.
Does not meet a distribution requirement
S. Dunn
Prereq. Geology 201 or Permission of instructor; 4 credits

326s Seminar: Global Change
The Earth's climate system is dynamic. Relatively small changes have been associated with profound environmental change; therefore, understanding historic and geologic climate change is paramount to predicting future change. This course reviews the evidence of past climatic change and the prospects of a warmer world.
Does not meet a distribution requirement
A. Werner
Prereq. 1 200-level geology course or permission of instructor; 4 credits

333f Structural Geology and Orogenesis
This course covers the basic techniques of field geology and structural analysis. Lectures

concentrate on field techniques, stress, strain, faulting, folding, rock strength, deformation mechanisms, and multidisciplinary approaches to mountain building (orogenesis). Most labs are field trips that involve data collection. Weekly writing assignments focus on presenting original research and distinguishing between observations and interpretations. During the final weeks of the semester, oral presentations emphasize fluency in the published literature of structural geology.
Meets Science and Math II-B requirement
M. Markley
Prereq. Geology 201 (can be taken concurrently); 4 credits

334s History of the Earth
This course explores the interaction of the earth systems during the past 4 billion years of earth history. Some topics covered are: ice ages and greenhouse atmospheres, continental drift, extinctions and radiations of flora and fauna, the early evolution of earth, absolute and relative dating of rocks, and the geologic time scale. Labs teach geologic map interpretation and critical analysis of recently published research on earth history. Writing assignments focus on proposal writing and the design and testing of earth science hypotheses.
Meets Science and Math II-B requirement
M. Markley
Prereq. Geology 201, Geology 203, or Geology 224 (can be taken concurrently); 4 credits

***341f Seminars: Bedrock Geology Maps**
Seminars offer directed study and dicussion of one or more selected topics in geology. Topics vary from year to year.
A bedrock geologic map shows the distribution of different kinds of rocks at the surface of the earth. "A geologic map is a subtle combination of observed facts and interpretations," says Lucien Platt. "Map making is a fine art. To appreciate fully and to understand a geologic map takes thoughtful and careful analysis." Through such analysis, this course focuses on: (1) using maps to infer regional geological histories, (2) drawing cross sections, and (3) visualization in three dimensions. This course meets for the first six weeks of the semester, and it is recommended for students who plan to pursue graduate degrees in the geosciences.
Does not meet a distribution requirement
M. Markley
Prereq. At least two 200- or 300-level geology courses; 2 credits

***342s Death Valley Field Course**
Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year. Consult the department for information about future seminars.
This seminar will cover selected topics on the geology of Death Valley region, California. We will meet for two hours per week up until spring break, then embark on a ten-day fieldtrip to Death Valley National Park, March 12-21. A participation fee is required. Students will be responsible for researching particular topics and presenting a final report.
Does not meet a distribution requirement
S. Dunn
Prereq. two geology courses and permission of instructor; 1 meeting (2 hours) and ten-day fieldtrip (Thursday, March 12 to Saturday, March 21); enrollment limited.; 2 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of instructor; 1-8 credits

German Studies

The major in German studies is administered by the Department of German Studies: Professors Davis, Remmler (*chair*); Senior Lecturer Van Handle, Lecturer Lauer

Contact Persons

Karen Remmler, *chair*
Carmen Sullivan, *senior administrative assistant*

German Studies Web Site

http://www.mtholyoke.edu/acad/german

The Department of German Studies offers a program that promotes an understanding of the connections between language and its larger cultural contexts, including economics, science, history, politics, film, art, music, and philosophy in addition to literature. Language learning in our program emphasizes at all levels the interrelationship between language and culture. We 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 and participate in a wide range of interdisciplinary programs. Our courses, therefore, contribute to such programs as critical social thought, European studies, film studies, gender studies, and Jewish studies. Furthermore, there are many experts in German area studies in related Mount Holyoke (and Five College) departments whose courses form part of our German studies programs. We strongly recommend that students take courses in German history, philosophy, politics, art, music, film, and other fields related to German and European culture.

Our entire curriculum, then, supports the study of the German language within its cultural and historical contexts and is adapted to the individual student's background, style, and pace of learning. To facilitate such learning, the department creatively employs the use of technology throughout its curriculum, from elementary courses to advanced seminars. Courses focus on interpersonal communication among students and with the instructor, and among students and peer assistants from Germany. From the beginning, students learn strategies for understanding German speakers in a variety of contexts, on many levels, and in diverse situations. In weekly conversation sessions, peer assistants from Germany provide opportunities for informal conversations. All courses are conducted in German, except first-year seminars and 231. However, students in these courses may receive credit toward the German studies major or minor by enrolling in a complementary two-credit speaking and writing course (German Studies 232).

German studies majors graduating from Mount Holyoke College have used the analytical, cultural, and linguistic competence they acquired to pursue a wide range of careers in international affairs, banking, business, publishing, journalism, radio and television broadcasting, law, government, education, and medicine and other sciences. A loyal network of alumnae helps current students acquire internships and enter career paths in these fields, both in German-speaking countries and the U.S. Many of these alumnae continued their studies in German and other fields at the most renowned graduate and professional schools in the United States and abroad.

The major in German studies, therefore, integrates the development of language skills with the study of the social, economic, and cultural developments in the German-speaking countries, both in the past and present.

Requirements for the German Studies Major

Credits

- A minimum of 32 credits beyond 201, of which at least 16 must be at the 300 level in the German Studies Department.

Courses

- 220 and at least one topics course, normally 223. Normally, no more than a total of four credits of independent study (295) may be counted toward the major.
- Four courses at the 300 level, including the senior seminar, German Studies 325, to be completed during the spring semester of senior year. Normally, no more than a total of four credits of independent study (395) may be counted toward the major in addition to eight credits of 395 senior thesis work. (Students may count up to two 300-level courses taken abroad with approval of the chair.)
- Eight additional credits beyond 201
- Courses in translation (231) are not normally part of the minimum major of 32 credits. Students may earn credit in German if they read German texts in the original, write their papers in German, and enroll in 232, the 2-credit course which complements German courses taught in English (100 or 231).

As culture is constructed and expressed through language, students are expected to conduct their work in the department and as much work as possible outside the department in the German language.

In conjunction with their advisors, students plan an individualized program of study suited to their interests and backgrounds. To ensure breadth of background and context, we strongly encourage students to include at least one course each relating to the eighteenth, nineteenth, and twentieth centuries. To ensure depth, students may focus on a specific topic, period, or century. Courses about Germany or Europe taught in other departments or programs may be selected from such fields as anthropology, art, critical social thought, economics, European studies, film studies, gender studies, history, international relations, Jewish studies, music, politics, philosophy, psychology, religious studies, sociology, and theatre arts. Students should focus their work in these courses on issues relating to German-speaking countries and consult with the department to choose appropriate courses.

Requirements for the Minor

The minor in German studies is intended to provide a focused introduction to the language and culture of German-speaking countries.

Credits

- A minimum of 16 credits beyond German Studies 201 and at least one 4-credit course at the 300 level in the German Studies Department

Courses

- 220 and at least one topics course, normally 223. Normally, no more than a total of four credits of independent study (295) may be counted toward the minor.
- One course at the 300 level in the Department of German Studies
- Four additional credits beyond 201
- Courses in translation (231) are not normally part of the minimum minor of 16 credits within the department. Students may earn credit in German if they read texts in the original, write their papers in German, and enroll in 232, the 2-credit course which complements German courses taught in English (100 or 231).

Teacher Licensure

Students interested in pursuing licensure in the field of German studies can combine their course work with a minor in education. In some instances, coursework in the major coincides with coursework required for licensure; in other cases, it does not. For more information, please consult your advisor, the chair of the German studies department, and the "Teacher Licensure" page on the German studies Web site: *http:// www.mtholyoke.edu/ acad/german/programs.html*. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are avail-

able in the Department of Psychology and Education.

Study and Internships Abroad in German-Speaking Countries

The junior year in Germany is open to both majors and nonmajors. To be appropriately prepared for study in Germany, students who wish to participate should have studied German continuously, at least one course each semester, during their first and second years. Majors spending the junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives normally satisfy some of the minimum requirements of their major while abroad. By completing appropriate course work, including written work, students majoring in German may transfer the equivalent of one course per semester at the 300 level and additional credits at the 200 level. Minors spending the junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives may bring back the equivalent of one course at the 300 level and one course at the 200 level. Upon their return, students are required to participate in at least one course per semester in the department so that faculty can evaluate them based on work done in the senior year when writing recommendations for graduate school or employment opportunities.

The department has exchange programs with the Universities of Bonn, Leipzig, and Potsdam and will assist each student with selecting an individually appropriate study abroad program or with locating internship opportunities abroad. See the department's study abroad Web page for more details: *http://www.mtholyoke.edu/acad/german/introduction.html.*

Our students frequently spend time abroad, either in their junior year or in the summer. They also take advantage of diverse internship opportunities at: German investment banks or brokerage firms, science laboratories, hospitals, newspapers, intercultural agencies, schools, radio stations, museums, libraries, archives, and other places of professional interest to them.

Our graduating seniors have consistently been awarded such highly regarded national and international graduate fellowships as DAAD (German Academic Exchange Service), Fulbright, PAD (*Pädagogischer Austauschdienst*), Congress/Bundestag Fellowship for Young Professionals, Bundestag Internship Program (*Internationale Parlaments-Praktika Internship Programm*), CDS Emigré Parliamentary Internships, and internships with the European Union.

For New Students

Placement

The Department of German Studies will review the course selection of all entering students, taking into consideration school and AP records together with the answers to the questionnaire at *http://www.mtholyoke.edu/acad/german/placement.*

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, 2009, if possible. It is available at *http://www.mtholyoke.edu/acad/german/placement.*

Students contemplating spending all or part of their junior year in Germany should elect German in the first semester of their first year, since two continuous years of German in college are normally required for junior-year programs in Germany.

Courses that satisfy the College language requirement only are designated as such. Other courses can satisfy either the language requirement or fulfill a Humanities I-A distribution requirement.

German Studies 100, the first-year seminar offered in the spring this year, and German Studies 231, Topics in German Studies, are writing-intensive courses taught in English.

Both courses are open to first-year students. This year's 231 topic is Introduction to Nineteenth-Century Critical Social Thought.

Course Selection

Students in Groups II–IV are required to take the online placement exam. Students may choose their courses according to the following guidelines, but all students are encouraged to consult with the chair of the department during the summer or upon arrival on campus. Email: *germand@mtholyoke.edu*

Group I: Students with no previous training in German, or with the equivalent of one year of study at the secondary school level, should elect German Studies 101 or 103 in the fall, or German Studies 103 in the spring. German Studies 101f–102s is a yearlong Elementary German course; German Studies 103 is an intensive course that covers two semesters (one year) in one semester.

Group II: Students who have studied German for more than one year but for fewer than four years, or who feel they need a comprehensive review of grammar, should elect German Studies 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 German Studies 220 German Culture Today (Stories and Histories) or German Studies 223 (Topics in German Studies: German Culture from 1800 to 2000 Search for Identity: Nation, Heritage, and Psyche) based on the results of the placement exam.

Group IV: Other students with previous training in German should consult with the department chair during the summer or in September for individual placement or enroll in German Studies 223.

Course Offerings

101f Elementary German
This course introduces speaking, reading, and writing German. Cultural and literary readings together with frequent use of Internet resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Online grammar and listening comprehension exercises, as well as weekly conversation sessions with a peer assistant from Germany supplement class work.
Meets language requirement; does not meet a distribution requirement
D. Van Handle
Students registering for this course must also register for a required weekly conversation session. 3 meetings (75 minutes) plus required conversation session (50 minutes); 4 credits

102s Elementary German
Continuation of the elementary German course; practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of Internet resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Online grammar and listening comprehension exercises, as well as weekly conversation sessions with a peer assistant from Germany supplement class work.
Meets language requirement; does not meet a distribution requirement
The department, M. Lauer
Prereq. See department for placement if you have not taken German 101 at Mount Holyoke College; Students registering for this course must also register for a required weekly conversation session. 4 meetings (50 minutes), plus required conversation session (50 minutes). Students must complete both 101 and 102 to meet College language requirement.; 4 credits

103fs Intensive Elementary German
Two semesters in one. Practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of Internet resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Online grammar and listening comprehension exercises, as well as required weekly conversation sessions with peer assistant from Germany supplement class work.
Meets language requirement; does not meet a distribution requirement

M. Lauer, D. Van Handle
Students registering for this course must also register for a required weekly conversation session. 4 meetings (75 minutes) plus required conversation session (50 minutes); 8 credits

***104f Accelerated Elementary German**
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 with a language assistant from Germany supplements class work.
Does not meet a distribution requirement
The department
The combination of German Studies 104 and 204 constitutes three semesters of study in two semesters. Completion of the two-semester sequence equivalent to completion of 101, 102, and 201. To fulfill the language requirement students must complete 204s. 4 meet; 6 credits

201fs Intermediate German: Experiencing the German-Speaking World
The course emphasizes the development of German reading, writing, and speaking skills by focusing on contextualized grammatical features. Combining content- and language knowledge, we look at a variety of texts and genres. The completion of various task-sheets and specific instructions on speaking and writing assignments will complement the work with the texts.
Meets language requirement; does not meet a distribution requirement
M. Lauer
Prereq. Previous study of German; Students registering for this course must also register for a required weekly conversation session. 3 meetings (75 minutes),conversation session (50 minutes); 4 credits

***210s German Conversation and Composition II**
(Speaking- and writing-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 220 and 223 or for those who desire additional preparation before entering upper-level courses in the department.
Does not meet a distribution requirement
M. Lauer
Prereq. Previous study of German; 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, and Doris Dörrie, as well as theoretical writings on the theater; 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
M. Lauer
Prereq. Open to students who have completed an intermediate-level German course, or per permission of department chair; 4 credits

***212 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
M. Lauer
Prereq. Open to students who have previously studied German and per permission of department; 4 credits

214s Crosscultural 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. 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
K. Remmler
Prereq. Sophomores and juniors preparing for a year or semester of study abroad; Only for, and required of, students who will study in a German-speaking country at any time during the 2010-2011 academic year; Course will begin after Spring Break; 1 credit

220fs German Culture Today: Stories and Histories
(Speaking- and writing-intensive course) This course examines historical, cultural, and political developments that continue to frame debates surrounding the twentieth century, WWII, the former GDR, and German unification. Thematic focus helps students develop accuracy, fluency, and complexity of expression. Reading, writing, and speaking are consistently integrated. Special emphasis placed on text organization toward expanding students' language abilities, with a gradual movement from personal forms of expression to written and public discourses.
Does not meet a distribution requirement
M. Lauer
Prereq. Previous study of German; Students in 220 are expected to enroll in the complementary two-credit tutorial (German Studies 221).; 4 credits

221fs Tutorial for German Studies 220
(Speaking-intensive course) Students in 220 are expected to enroll in the complementary two-credit tutorial (German Studies 221). Tutorial enhances students' speaking abilities through analysis and discussion of DVD-based interactive cultural historical materials. Students will practice the performance of specifically designed speaking tasks. By doing so, students will increase their ability to express ideas in a number of discourses related to topics covered in 220 and in preparation for study abroad.
Does not meet a distribution requirement
M. Lauer, K. Remmler
Prereq. German Studies 220; 2 credits

***222f German Culture Today**
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. Previous study of German; 4 credits

223fs Topics in German Studies: German Culture from 1800 to 2000
This course examines the cultural, political, and social, developments from 1800 to the present by investigating a significant topic. The selection of materials is exemplary rather than comprehensive and is based on thematic, historical, generic, and other units.

Fall 2009

223f(01) Search for Identity: Nation, Heritage, and Psyche
(Speaking- and writing-intensive course) In fall 2009, we focus on major historical events and movements that have shaped German national and political, ethnic and gender, cul-

tural and linguistic identities from the eighteenth century to the end of the Weimar Republic. We analyze, orally and in writing, diverse forms of film and literature, music, and art, as well as diverse texts from/about science, philosophy, economics, and popular culture. Students' individual fields of interest guide interdisciplinary assignments. Readings are supplemented by audio, video, and Internet resources. National identity discussions are based on the contemporary German TV series, *Die Deutschen* and *60 x Deutschland.*
Meets either language requirement or Humanities I-A requirement
G. Davis
Prereq. Previous study of German; Students in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224). Students who demonstrate the appropriate background in German studies may receive 300-level credit, provided they complete required additional work.; 4 credits

Spring 2010

223s(01) The Gender of War in Twentieth-Century German Culture
(Speaking- and writing-intensive course) As an extreme, but common experience, war creates, shapes, and contests normative constructions of masculinity, femininity, and gender relations in general. This seminar explores the concept of war, its causes, and its representation in memoirs, fiction, art, and photography within German-speaking realms with an emphasis on World War II and its aftermath. What impact does war have on gender relations within a matrix of other categories of identity, such as race, class, and sexuality? Materials include texts by Bachmann, Brecht, Celan, and other German writers and films such as *Triumph of the Will* and *Das Boot.*
Meets either language requirement or Humanities I-A requirement
K. Remmler
Prereq. Previous study of German; Students enrolled in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224). 2 meetings (75 minutes); 4 credits

224fs Tutorial for German Studies 223
(Speaking- and writing-intensive course) Students in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224). Focus on the spoken and written analysis of contemporary DVD-based interactive cultural historical materials, and on specific topics of interest to students. Emphasis on revising and editing papers and on developing oral presentations for both German and U.S. academic audiences.
Does not meet a distribution requirement
G. Davis, K. Remmler
2 credits

232fs German Tutorial
Focus on developing discussion and reading skills in German, and revising and editing papers written in German for German studies courses taught in English.

Fall 2009

232f(01) The New Face/s of Germany: Contemporary German Society in Film and Text
(Speaking-intensive course) Readings and discussion in German pertaining to GRMST-100: Film representations of the diverse face/s of Germany: Today, 20 years past the fall of the Berlin Wall: every 4th German—30 percent school-age children—of immigrant background, 3.3 million Muslim residents; a mosque next to the Cologne Cathedral; public schools teaching Turkish and German; more Russian Jews emigrating to Germany than to Israel; immigrants of German heritage who do not know German; East Germans longing for the return of the Wall. Focus on close analysis of several films, their sociohistorical, economic, and cultural contexts, e.g., Oscar-winning *Lives of Others, Journey of Hope, Ali-fear Eats the Soul.*
G. Davis
Prereq. Previous study of German; To receive credit for GRMST-100 (taught in English) toward a minimum major or minor in German Studies, students also have to complete GRMST-232 (01) (taught in German); 2 credits

232f(02) Introduction to Nineteenth-Century Critical Social Thought
Reading and discussion in German pertaining to GRMST-231: Introduction to Nineteenth-Century Critical Social Thought. An

introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Franz Kafka, focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life.
K. Remmler
Prereq. Open to students with previous study of German; majors/minors in the department should simultaneously enroll in both German Studies 231 and German Studies 232(02) to receive major/minor credit; 2 credits

Spring 2010

232s(01) Global Europe?: Immigration and Representations of Im/migrants in Film and Text
(Speaking-intensive course) Readings and discussion in German pertaining to GRMST-315 or EURST 316. The course focuses on key issues facing contemporary Europe as it attempts to integrate large im/migrant populations: such legal issues as the development of asylum, immigration, citizenship, and anti-discrimination/hate laws and such cultural issues as the meanings of integration vs. assimilation; multicultural vs. pluralistic societies; the roles of Christianity, Judaism, and Islam in the construction of European societies and cultural identities; perceptions of (Post-)Colonialism and the interceptions of gender, race, class, and nationality; and the (dis)integrative role of language. Focus on the emergence of European Union rules vs. representative national policies in Germany, France, and Great Britain.
G. Davis
Prereq. Previous study of German; To receive credit for GRMST-315 or EURST316 (taught in English) toward a minimum major or minor in German Studies, students also have to complete GRMST-232 (taught in German) taken for 300-level credit and read, write about, and discuss selected materials from EURST-316 or GRMST-315 in German.; 2 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, or permission of department; 1-4 credits

***301s Advanced Studies in German Language and Culture**
(Speaking- and writing-intensive course) Offers intensive work in oral and written expression. Studies from a range of 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
The Department
Prereq. Open to students who have completed at least 8 credits in the department in upper mid-level courses or beyond, or per permission of department chair; 4 credits

315f Topics in German Studies: Love and Death or Sex and Crime: The Representation of East Germany in Film after the Fall of the Berlin Wall
(Speaking- and writing-intensive course) On the occasion of the twentieth anniversary of the fall of the Berlin Wall in 1989, we will discuss the most important films about East Germany produced after 1990. Films such as *Good-bye Lenin, Stilles Land, Das Leben der Anderen, Halbe Treppe*, and others form the basis of discussion and analysis of political, economic and cultural discourses in unified Germany between 1990-2008. We compare these films with classics of East German film, such as *Spur der Steine, Der Dritte, Die Legende von Paul und Paula,* and *Solo Sunny*. In addition to writing assignments based on film analysis and criticism, we also practice the basics of scriptwriting and film directing.
Meets either language requirement or Humanities I-A requirement
H. Teschke
Prereq. advanced German knowledge or by permission of instructor; This course is taught in German and includes weekly screenings tba; 4 credits

325fs Senior Seminar
This seminar is designed to explore theoretically and practically the nature of our field of inquiry. We explore such questions as: What does German studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? What meanings have been attributed to the terms of "culture" and "civilization?" Texts from a variety of disciplines. Students write term papers on topics related to their major field(s) of interest.

Fall 2009

**325f(01) German Cultures of Memory in Global Contexts*
(Speaking- and writing-intensive course) 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 either language requirement or Humanities I-A requirement
M. Lauer
Prereq. Open to students who have completed at least 8 credits in the department in upper mid-level courses or beyond, or per permission of department chair; This course fulfills the nineteenth- or twentieth-century major requirement in German studies, depending on the topic of a student's semester project; 4 credits

Spring 2010

325s(01) Cultures of Memory in Global Context
(Speaking- and writing-intensive course) 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 literature, films, and memorial sites and architectural domains: and in theoretical texts pertaining to memory in transnational settings and discourses. Readings include works by Sigmund Freud, Aleida Assmann, James Young, and other cultural theorists; literary works by W. G. Sebald, as well as case studies of actual sites of memory in post-Wall Berlin.
Meets either language requirement or Humanities I-A requirement
K. Remmler
Prereq. Open to seniors or permission of instructor; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, or permission of department; 1-8 credits

Courses Offered in Translation

German Studies 100 and 231 satisfy the Humanities 1-A distribution requirement. It may also be possible to count these courses toward the German major or minor if students simultaneously enroll in German Studies 232, a 2-credit course which complements German Studies 100 and German Studies 231.

100fs First Year Seminar

Fall 2009

100f(01) The New Face/s of Germany: Contemporary German Society in Film and Text
(First-year seminar; writing-intensive course; taught in English) Germany today, 20 years past the fall of the Berlin Wall: cities where much of the population was not born in Germany; 160,000 Turks and fourth-generation Germans of African descent living in Berlin; public schools offering Islamic religious instruction; more Russian Jews emigrating to Germany than to Israel; immigrants of German citizenship who do not know German; East Germans longing for the return of the

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Wall. Recent German film has represented these diverse faces of Germany, often through comedy. Focus on close analysis of several films, their sociohistorical, economic, and cultural contexts. Films include: *Lives of Others, Journey of Hope, Ali-Fear Eats the Soul, All for Sugar.*
Meets multicultural requirement; meets Humanities I-A requirement
G. Davis
Majors/minors in the department should simultaneously enroll in both German Studies 100 and German Studies 232 (01) to receive major/minor credit.; 4 credits

Spring 2010

**100s(01) The Politics of Memory in Postwar German and Japanese Cultures*
(First-year seminar; speaking- and writing-intensive course; taught in English) 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, the Rape of Nanjing, and Hiroshima/Nagasaki in postwar narratives of both national cultures? We focus on the process of remembering war and atrocity in memoirs, fiction, and films in order to explore the politics of memory within transnational perspectives of gender, race, and class.
Meets Humanities I-A requirement
K. Remmler
Prereq. fy or permission of instructor; Students with previous study of German are encouraged to take German 232 with this course.; 4 credits

231f Introduction to Nineteenth-Century Critical Social Thought
An introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Franz Kafka, focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life. (Speaking- and writing-intensive course; taught in English; Same as Critical Social Thought 250) This course is taught in English and satisfies a Humanities I-A distribution requirement but not the language requirement. For credit toward the major/minor in German studies students must enroll in German 232(02)(2 credits) and read, write about, and discuss selected materials from 231 in German.
Meets Humanities I-A requirement
K. Remmler
Majors/minors in the department should simultaneously enroll in both German Studies 231 and German Studies 232 (02) to receive major/minor credit.; 4 credits

315s Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
(Speaking- and writing-intensive course; taught in English; Same as European Studies 316) The course focuses on key issues facing contemporary Europe as it attempts to integrate large im/migrant populations: such legal issues as the development of asylum, immigration, citizenship, and anti-discrimination/hate laws and such cultural issues as the meanings of integration vs. assimilation; multicultural vs. pluralistic societies; the roles of Christianity, Judaism, and Islam in the construction of European societies and cultural identities; perceptions of (Post-)Colonialism and the interceptions of gender, race, class, and nationality; and the (dis)integrative role of language. Focus on the emergence of European Union rules vs. representative national policies in Germany, France, and Great Britain.
Meets multicultural requirement; meets Humanities I-A requirement
G. Davis
Prereq. Previous study of German; majors/minors in the department should simultaneously enroll in both German Studies 232 (taken for 300-level credit) and GRMST-315 or EURST-316 to receive major/minor credit, and read, write about, and discuss selected materials from EURST-316 or GRMST-315 in German.; 4 credits

History

The major and minor in history are administered by the Department of History: Professors Czitrom, Ellis, Garrett-Goodyear, Gudmundson, Lipman, McGinness, Schwartz, Straw; Associate Professors Hanson, King (*chair*), Morgan, Renda; Assistant Professors Datla, Sbaiti; Visiting Professors Nenner, Salisbury; Visiting Associate Professor Myers; Visiting Assistant Professors Gerhard, Sarzynski.

Contact Persons

Holly Sharac, *senior administrative assistant*
Jeremy King, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits, no more than half of which may be at the 100 level

Courses

- One course each from three different regions, chosen from the following: Africa, Asia (including the Middle East), Europe, Latin America, North America
- A minimum of three 300-level courses, to include: (1) one research seminar, taken in the department (any course numbered between 302–394); and (2) two additional 300-level courses, of which only one may be History 395.
- One course with substantial content in a period prior to 1750, indicated by a (p) at the end of the course description.

Other

- The major also includes a topical, chronological, or geographical concentration of four courses. (One concentration course may be from a field other than history, if the student otherwise meets the requirement of 36 credits for history.) The advisor must approve a statement of this concentration during the second semester of the student's junior year.

The department encourages students to pursue independent work at the 300 level during the senior year. Students who intend to 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.

101fs Foundation

Fall 2009

101f(01) Gender and Power in the History of Mount Holyoke College
(First-year seminar; writing-intensive course; Same as Gender Studies 117-01) Mary Lyon, founder in 1837 of Mount Holyoke Female Seminary, held out to her students the possibility that they might transform the world—a tall order for young women who were excluded from proper citizenship and political power. To Lyon, duty, discipline, and community would make it possible. What transformations ensued? And what can we learn from them about the complexities of gender and power? This course will introduce students to the craft of historical research through the richness of the College Archives. Special attention will be paid to the College's missionary past, its role in labor research and activism, and the place of racism and antiracism in its history.
Meets Humanities I-B requirement
M. Renda
4 credits

**101f(02) Talking about a Revolution: Intellectuals in Modern China*
(First-year seminar; writing-intensive course) A study of the visions, plans, and frustrations of intellectuals taking part in the revolutionary changes of twentieth-century China. Beginning with the radical youth of the May Fourth Movement, the course will also include Confucian reactions to modernism, moderate constitutionalist solutions, and the anarchist and Communist movements. Topics for discussion will include the ideology and cultural biases of the historian/observer, the role of intellectuals in society, and the impact of European ideas—Marxism, Ibsenism, Darwinism, among others—on traditional Chinese culture.
Meets multicultural requirement; meets Humanities I-B requirement
J. Lipman
4 credits

**101f(03) Gender and Power in the History of Mount Holyoke College*
(First-year seminar) See Gender Studies 115f.
Meets Humanities I-B requirement
M. Renda
4 credits

**101f(06) The Letters and Literature of the American Revolution*
(First-year seminar; writing-intensive course) This seminar will focus on the public documents and private correspondence generated by the political crisis that became the American Revolution. In addition to the pamphlets of the 1760s and 1770s, the Declaration of Independence and the Federalist Papers, we will read in the personal correspondence of John and Abigail Adams, Thomas Jefferson, and Benjamin Franklin, all superb prose stylists as well as prominent revolutionaries. Four short essays, one book review, and a final paper will be required.
Meets Humanities I-B requirement
The department
Prereq. fy or permission of instructor; 4 credits

Spring 2010

101s(01) Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
(First-year seminar; speaking- and writing-intensive course; Same as Medieval Studies 101) This seminar focuses on medieval boundaries: those separating Christians, Jews, and Muslims in Europe, as well as those between men and women from the thirteenth through sixteenth centuries. The course also examines new boundaries separating—and constructing—Europeans, Americans, and Africans in the transition from "medieval" to

"modern." Engaging closely and critically with sources from Atlantic societies of these centuries, students will investigate and debate the making and remaking of "Western culture" in an era of state formation, imperial expansion, agrarian capitalism, and chattel slavery. Readings range from Christian-Jewish disputations to indigenous writings from the Americas.
Meets Humanities I-B requirement
H. Garrett-Goodyear
4 credits

**101(05) Women in the Reformation*
(First-year seminar; writing-intensive course) The Protestant Reformation (1517-1559) has long been recognized as a crucial point in the development of Western culture. The story of Martin Luther is well-known, but the deeper issues of religious doctrine that led so many to reject Catholicism are often overlooked. Even more overlooked is the role women played in supporting the various Protestant sects and in defending the traditional Church against the charges of corruption raised by Protestants. This course will focus on the roles played by women, using both secondary sources and the writings of some of these women to gain a clearer understanding of how the Reformation changed the lives and beliefs of Western Europe.
Meets Humanities I-B requirement
The department
Prereq. fy or permission of instructor; 4 credits

100-Level Regional Surveys

The department's 100-level survey courses are designed both for students seeking an introduction to a particular geographic area new to them and, equally, for students wishing to pursue intermediate or advanced work in a particular field. Students interested in pursuing American or European history, for example, are advised to take the pertinent survey as preparation for more advanced work, just as those interested in Africa, Asia, or Latin America should take the survey in their chosen area of interest.

***108f Middle East History from the Rise of Islam to the Ottomans**
Survey of principal economic, social, cultural, and political features of the Middle East and North Africa from the late sixth through seventeenth centuries. Topics include: the rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law, and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.
Meets multicultural requirement; meets Humanities I-B requirement
N. Sbaiti
4 credits

111f The Making of the Modern Middle East
Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. Examines multiplicity of societies, customs, and traditions; British, French, and U.S. imperialism; the creation of modern states; development of nationalist, socialist, and Islamist wars and the geopolitics of oil. Throughout, special attention will be devoted to the changes affecting the lives of individuals and social groups like women, workers, and peasants.
Meets Humanities I-B requirement
D. Brown
4 credits

***116f Muslim Politics in Modern South Asia**
Taken together, Muslims in South Asia constitute the largest population of Muslims worldwide. This course will serve as an introduction to the political history of this diverse group of people. We will begin by considering religious conversion and the rule of Muslim kings in the premodern period. The bulk of the course will, however, concentrate on the modern history of the subcontinent, and especially on events and themes that continue to influence the countries and peoples of South Asia in the present, like Muslim social reform, the rise of communalism, the partition of the subcontinent, and the influence of religion on contemporary politics.
Meets multicultural requirement; meets Humanities I-B requirement
K. S. Datla
4 credits

124f History of Modern South Asia, 1700 to the Present
This course will explore the history of South Asia between the eighteenth century and the present. Using a combined chronological and thematic approach and against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics, the aim of this course is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and people of the subcontinent. Using primary and secondary sources, we will address both the most significant historical moments of modern South Asian history and the historiographical debates that surround them.
Meets Humanities I-B requirement
S. Waheed
4 credits

***127f Ancient Greece**
A survey of the political, social, and cultural history of Greece from the Bronze Age to Alexander the Great and the Hellenistic world. We shall strive to recreate the entire experience of the peoples of the Greek and Hellenistic worlds: their art, philosophy, and religion; their democratic and imperialist politics; the social dynamics of their clans and families; technology and trade. Special emphasis will be given to the growth of the city state and its meaning in Western history. Sources include Homer, Herodotus, Thucydides, Plato, Xenophon, Demosthenes, Plutarch, and others.
Meets Humanities I-B requirement
F. McGinness
4 credits

128f Ancient Rome
(Same as Classics 128) A survey of the political, social, and cultural history of Rome from the Republic to the Empire, down to the early fourth century with the rise of Constantine. We shall strive to recreate the entire experience of the peoples of the Rome and those that came in contact with it as it rose to become the dominant power in the Mediterranean: their history, war, trade and technology, religion, republican government and imperial administration, slavery, economics and the Roman family. Special emphasis will be given to the growth of Rome and its empire. Sources include Polybius, Sallust, Livy, Suetonius, Tacitus, Seneca, Plutarch, and others.
Meets Humanities I-B requirement
G. Sumi
Meets history department pre-1750 requirement; 4 credits

***129s The Middle Ages: 300 to 1300**
This course offers a survey of the politics, society, and daily life of medieval people, defining the medieval vision and analyzing its components: the legacies of Rome, the barbarians, and the Church as they affected political, social, economic, and cultural spheres. Topics include the growth of kingship, technology and feudalism, monasticism, popular culture, courtly love, and the image of women.
Meets Humanities I-B requirement
F. McGinness
meets history department pre-1750 requirement; 4 credits

***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.
Meets multicultural requirement; meets Humanities I-B requirement
J. Lipman
4 credits

131s East Asian Civilization: Modern China
(Same as Asian Studies 102f) Studies the transformation of traditional China into a revolutionary society in the nineteenth and twentieth centuries. Topics include rural control and peasant rebellion, the synthesis of Chinese political systems with ideas and institutions from the West, development of capitalism and its fate, and the changing role of foreign powers in Asia.
Meets multicultural requirement; meets Humanities I-B requirement
J. Lipman

4 credits

***133s Japan since 1600**
(Same as Asian Studies 133-01s) 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
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
4 credits

150s Europe Expanding, 1500-1750
"In the beginning, all the world was America." We will investigate the expansion of the European world, 1500-1750. Usually this means the exploration and conquest of peoples and places previously unknown or unfamiliar to the Europeans. We will follow the exchange of peoples, currencies and goods around the world: to South Asia and China in the East, to the Americas in the West. In these centuries Europe expanded in many and diverse ways, changing from a society that had too little of anything to one that had too much of everything. By 1750, through industry, warfare, and the exploitation of human populations, European societies were poised to dominate the world for the next two centuries.
Meets Humanities I-B requirement
D. Myers
4 credits

151fs Modern and Contemporary European Civilization
Surveys the major movements and developments in Europe during the era of European expansion and dominance—from the devastations of the Thirty Years War to the Second World War—and up to the current era of European Union. Topics include: the French Revolution and the birth of nationalism; the scientific and industrial revolutions; the modern history of international relations; imperialism, fascism, the Holocaust, the two World Wars, and the present and potential roles of Europe at the dawn of the twenty-first century.
Meets Humanities I-B requirement
R. Schwartz, J. King
4 credits

***161f British Empire and Commonwealth**
This course is an introduction to the expansion, consolidation, and eventual disintegration of the modern British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes of empire, and its effects. Themes include formal and informal imperialism, the emergence of anti-colonial nationalism, the roles of gender and culture, and the legacies of British colonialism. We will discuss British attitudes and policies toward empire, and toward particular colonies, what role empire played in the growth of the British economy, in short, how colonial ideologies and practices were shaped and in turn affected vast regions of the globe.
Meets multicultural requirement; meets Humanities I-B requirement
K. S. Datla
4 credits

170f American History, Precolonial through the Civil War
This course examines the diverse cultures and peoples—Indian, African, and European—that from the sixteenth to the nineteenth century, through combat and cooperation, forged North American societies. Topics include the indigenous societies of the Americas; the age of colonialism; slavery; the American Revolution; the creation of the American political system; expansion and industrialization; and the coming of the Civil War.
Meets Humanities I-B requirement
L. Morgan
meets history department pre-1750 requirement; 4 credits

171s The American Peoples since the Civil War
This class introduces the history of the United States from Reconstruction to the present. Our themes include: America's evolving relationship to the world; the evolution of racial, gendered, and class identities through work, politics, and culture; the growth of the federal government; and the changing meaning of politics and citizenship through social protest: the Old Left and the New Left, the Civil Rights movement, Women's and Gay Liberation movements, the New Right and the rise of the evangelical movement.
Meets Humanities I-B requirement
J. Gerhard
4 credits

175f Asian/Pacific/American History, 1850 to the Present
(Same as American Studies 102f) This course situates Asian/Pacific/American experiences within the context of American history, as well as that of their countries of origin. First we will look at the pre-World War II era, exploring relationships between the U.S. quest for empire in the Pacific, political-economic dislocations in Asian countries, and anti-Asian prejudice against migrants in the U.S. Next we will examine the period after World War II, especially Japanese American internment; post-1965 immigration; war in Southeast Asia; the rise of postcolonial and new nations in Asia; and contemporary issues facing the A/P/A community in the U.S. Major themes include migration, racism, gender, and colonialism.
Meets multicultural requirement; meets Humanities I-B requirement
R. Chu
4 credits

180f Introduction to Latin American Cultures
(See Latin American Studies 180f)
Meets multicultural requirement; meets Humanities I-B requirement
L. Gudmundson
4 credits

200-Level Courses: Themes and Periods

These 200-level courses offer focused and intensive studies of particular times and places. They include a variety of courses, ranging from large survey courses to small, limited-enrollment reading courses or seminars. Open to sophomores, juniors, seniors, and also to first-year students with permission of the instructor.

205f The Romanovs: Triumph and Tragedy
(See Russian and Eurasian Studies 205s(01))
Meets Social Sciences III-A requirement
C. Pleshakov
4 credits

206s African Cities: Development Dreams and Nightmares in the Twentieth Century
African cities demonstrate the failure of models of development with the aim and ideal of industrialization. This course examines the empty promises of modernity through the lens of African urban history using fiction, film, and city archives. Beginning with Timbuctu and Cairo, the course explores the emergence and decline of trade 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
4 credits

***209s United States Economic History**
(See Economics 209s)
Meets Social Sciences III-A requirement
4 credits

***212s Russia**
(See Russian Studies 212s-01.)
Meets Humanities I-B requirement
C. Pleshakov
4 credits

***214f History of Global Inequality**
(Community-Based Learning course) Why are some nations so much richer and more powerful than others? This course demonstrates that global inequality is not natural; it has a history. Exploring patterns of exchange that developed among regions of the world over the past 600 years, we will ask about the role of power in the establishment of practices of production and exchange. We will explore how cross-regional productive systems benefited some participants at the expense of others. Having traced the consequences of unequal exchange over several centuries, we will ask how global trade and production would have to change for all participants to benefit equally. The course includes a community-based learning component.
Meets multicultural requirement; meets Humanities I-B requirement
H. Hanson
4 credits

***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.
Meets Humanities I-B requirement
P. Healy
4 credits

***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
4 credits

***226s Sport, Society, and Politics in the Roman World**
(See Classics 226s(01))
Meets Humanities I-B requirement
4 credits

230f History and Law
An introduction to the study of history through law, using a comparative approach to group rights. Case studies, rooted in landmark court decisions and legislation, concern racial segregation in America before the civil rights era ("separate but equal") and in Europe during the Nazi era (the Nuremberg Laws, German "national groups" in the East), as well as affirmative action in America and attempts at promoting equality among national groups in Austria before the First World War.
Meets Humanities I-B requirement
J. King
4 credits

232fs Special Topics in Medieval History

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232f(01) Tudor England: The World of Henry VIII and Elizabeth I

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At the beginning of the fifteenth century England was an island backwater on the edge of Europe. Two centuries later it was a major player on the European stage. This course, beginning with the context of medieval English life in 1399, progresses to the realization of the early modern English state at the death of Elizabeth in 1603. Principal topics for lectures and student discussion are dynasticism, religious upheaval, and the power of monarchs from Richard II to James I.
Meets Humanities I-B requirement
H. Nenner
Meets history department pre-1750 requirement; 4 credits

Spring 2010

**232s(01) Exploring Medieval Texts and Contexts*
(See Medieval Studies 200s; see English 214s)
C. Collette, H. Garrett-Goodyear
2 credits

**232(03) Introduction to Medieval Monasticism*
(See Medieval Studies 200s(01))
Meets Humanities I-B requirement
4 credits

**232(04) Medieval England*
(Same as Medieval Studies 200f(02)) 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
Meets history department pre-1750 requirement; 4 credits

**232(05) Myth of the Dark Ages*
(See Medieval Studies 200f(01))
Meets Humanities I-B requirement
4 credits

**232(06) 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.
Meets Humanities I-B requirement
S. Hayes-Healy
Meets history department pre-1750 requirement; 4 credits

***240f The Holocaust in History**
An attempt at understanding the Nazi-led assault on Europe's Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.
Meets Humanities I-B requirement
J. King
4 credits

***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
4 credits

242f Colonial Worlds: Africa and India
What was colonialism like for those who lived it? This course explores the day-to-day dimensions of colonialism, primarily but not exclusively in British Africa and India, to bring out the variations over time and place and the differing responses of individuals. We will draw not only on secondary sources but also on a host of memoirs, works of fiction, photographs, and films to reconstruct the experiences of both rulers and ruled.
Meets multicultural requirement; meets Humanities I-B requirement
E. Herbert
4 credits

***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.
Meets Humanities I-B requirement
C. Straw
Prereq. soph, jr, sr; some preparation in history or religion suggested; 4 credits

***255s The Long Nineteenth Century**
The long nineteenth century, from the French to the Bolshevik Revolution, was the period from which modern Europe emerged. New political philosophies, socio-cultural changes, rising imperialism, and increasing competition for territories, compelled Europe to develop. Rapid scientific change also contributing to widespread economic and demographic changes, which in turn drove the increased political participation of ordinary Europeans. The map of Europe was drastically altered by four major revolutionary upheavals, which we will examine as we explore how political change was interconnected to industrial, scientific, economic, and social change across Europe as the modern age was begun.
Meets Humanities I-B requirement
The department
4 credits

***256f Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 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).
Meets Humanities I-B requirement
R. Schwartz
4 credits

260s Topics in the Recent History of Europe

Spring 2010

260s(01) 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
4 credits

**260s(02) World War I and the Making of the Twentieth Century*
World War I (1914-1918) was arguable 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
4 credits

264f German History in the Modern World
This course pushes beyond cliches 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
4 credits

***275f American Women's History, From Settlement to Reconstruction**
(Same as Gender Studies 206f(01)) Introduction to major themes in U.S. history through the lens of women's history. Located both near the centers of power in American society and at its margins, the history of women as a social group is one of conflict and diversity. While women do not make up a coherent group, all share the unique experience of being "women" in class, racial, and religiously specific ways. Themes include Native American and Hispanic women during European contact and settlement; the impact of the American Revolution; benevolent women and the "fallen" women they hoped to help; enslaved women and the plantation mistress; women in the multicultural west; women's involvement in the Civil War and Reconstruction.
Meets Humanities I-B requirement
J. Gerhard
4 credits

***276s U.S. Women's History since 1880**
(Same as Gender Studies 205s(01)) This course introduces students to the major themes of U.S. women's history from the 1880s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's social and cultural activism.
Meets Humanities I-B requirement
J. Gerhard
4 credits

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.
Meets multicultural requirement; meets Humanities I-B requirement
L. Morgan
4 credits

282s African American History: 1865 to the Present
This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.
Meets multicultural requirement; meets Humanities I-B requirement
L. Morgan
4 credits

283fs Topics in the Recent History of the United States
These courses are designed for students with a background in American history who wish to focus attention on developments since the late nineteenth century.

Fall 2009

283f(01) The United States since 1945: We Didn't Start the Fire
America emerged from the Second World War as the most powerful nation on earth. This course explores the political, cultural, and social life of Americans in the most recent historical period. Topics include the birth of the national security state, cold war at home and abroad, popular culture and the consumer society of the fifties, political conflict and cultural rebellion of the sixties, the civil rights struggle, and the decline of American empire.
Meets Humanities I-B requirement
D. Czitrom
4 credits

283f(02) 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
4 credits

Spring 2010

283s(01) American Foreign Policy
(See International Relations 270)
Meets Social Sciences III-A requirement
J. Ellis, V. Ferraro
4 credits

**283s(09) Reel America: History and Film*
This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.
Meets Humanities I-B requirement
D. Czitrom
2 meetings (75 minutes) and a weekly screening lab; 4 credits

**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 architeture, 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
4 credits

**283(08) 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
4 credits

***284s History, Ecology, and Landscape**
This course explores the history of ecological thinking and changes in landscape through human intervention and natural processes, primarily from the eighteenth century to the

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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
4 credits

285f Native American History, 1492 to the present
An overview of indigenous peoples north of present-day Mexico, focusing on relations of selected American Indian peoples with one another and with non-Natives in various regions and periods. Emphasizing survival and resistance of Native peoples in the face of sustained assaults on their persons, homelands, and cultural identities; multiple dimensions of European and Euro-American colonization of North America and its indigenous peoples; experiences of Native women and issues of gender in American Indian history; ways that Native Americans have shaped "mainstream" American history; problems of historical research and interpretation, as these pertain to Indian people and Indian perspectives.
Meets multicultural requirement; meets Humanities I-B requirement
N. Salisbury
4 credits

287fs Topics in Latin American Studies

Fall 2009

287f(01) US-Latin American Relations
(Same as Latin American Studies 287f)
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
4 credits

**287f(02) Voices of the Excluded: Latin American History Through Testimonial Literature*
(Same as Latin American Studies 287fs) Latin America's inequalities have led to the exclusion of millions of voices from official historical documents. These voices emerge in testimonial literature, a literary genre where scholars create a written account of the "testimonies" of marginalized individuals. The factors that influence the production of testimonial literature will be explored through memory, authorship, and first world/third world relations, using *I, Rigoberta Menchu: An Indian Woman in Guatemala*, and the debates that arose after she won the Nobel Peace Prize. The class focuses on issues of subjectivity, identity, and discourse analysis as tools for using testimonial literature as a historical source.
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
4 credits

Spring 2010

287s(01) The Amazon: From Cannibals to Rainforest Crunch
(See Latin American Studies 287s-01)
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
4 credits

288f Modern Mexico
(See Latin American Studies 288f)
Meets multicultural requirement; meets Humanities I-B requirement
L. Gudmundson
4 credits

***289s Slavery in the Americas**
(See Latin American Studies 289s)
Meets multicultural requirement; meets Humanities I-B requirement
4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, with permission of instructor; 1-4 credits

***296f Women in History**

Fall 2009

**296f(01) Women in Chinese History*
An exploration of the roles and values of Chinese women in traditional and modern times. Topics will include the structure of the

family and women's productive work, rules for female behavior, women's literature, and the relationship between feminism and other political and social movements in revolutionary China. Readings from biographies, classical literature, feminist scholarship, and modern fiction.
Meets multicultural requirement; meets Humanities I-B requirement
J. Lipman
4 credits

**296(02) African Women's Work, 1880-1980*
(Same as Gender Studies) 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
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

Fall 2009

301f(01) 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/history/300-level_application.html) required; 4 credits

301f(02) History, Globalization, and Environmental Change
A study of environmental change in relation to the history of globalization from 1500 to the present. Topics include the effects on societies and civilizations of climate change, the expansion of agriculture, state and empire building, international competition and war. An introduction to Geographical Information Systems (GIS) will permit students to examine global competition, land-use change, and an agrarian crisis in the United States and Europe during the late 19th century. May be taken for research seminar credit in history.
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/history/300-level_application.html) required; 4 credits

301f(03) Pivotal Moments in the Development of Capitalism
(See Critical Social Thought 255f; see Economics 204f)
J. Christiansen
Prereq. jr, sr only, 8 credits in History and the permission of instructor; 4 credits

301f(04) Race, Gender, and Empire: Cultural Histories of the United States and the World
(Same as History 301, American Studies 301) 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 or gender studies; online application prior to the advising period is required; see http://www.mtholyoke.edu/acad/womst/application.html; 4 credits

**301f(05) Elite and Popular Culture in Early Modern Europe, 1450-1650*
This comparative colloquium will examine the social, economic, and religious world of Early Modern Europe "from the inside out" with a particular focus on social protest, modes of conformity, and the outward manifestations of social repression and class distinction. Topics covered include the development of law and legal thinking, marriage, the family, property, the Inquisition, social protest, the new martyrdom of the post-Reformation era, the making of saints, spiritualities of conformity and rebellion, popular rituals, wealth and religion, and the grim necessities of the poor.
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/history/300-level_application.html) is required; 4 credits

**301f(06) Madrasas, Missionaries, and Modernity: Education in Middle Eastern History*
Colloquium on history of education in Middle East with emphasis on eighteenth century to the present. Islamic, missionary, colonial educational institutions and rise of nationalist systems of pedagogy. Main topics include: shift from oral to written tradition; relationship between education and social roles; impact of religious, economic, political forces on production of knowledge; locating and defining "modern," "secular," and "religious" education; role of intellectual and teacher; significance of language. Also examines impact of current discourse of reform in the region.
Meets Humanities I-B requirement
N. Sbaiti
Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

Spring 2010

301s(01) Readings in Civil War and Emancipation
This colloquium will examine the causes, course, and consequences of the Civil War and emancipation, and the early roots of segregation and the civil rights movement. The heritage of slavery, the role of African Americans in the Civil War and Reconstruction, and the political and economic policies contested by freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, to name a few of the groups involved in this revolution, will receive 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/history/300-level_application.html) is required; 4 credits

301s(02) History of American Feminism
(Same as Gender Studies 333) This seminar will look closely at four moments of feminist activism in U.S. History—the 1848 Seneca Falls convention, the passage of the 19th Amendment/suffrage in 1920, the 1973 Roe v. Wade abortion rights case, and the 1990s Third Wave movement. Definitions of activism, feminism, and limits to movement histories will be examined as well as lots of primary sources, including music, manifestos, and films.
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/history/300-level_application.html); 4 credits

301s(03) Renaissance Cosmos
What did Renaissance Europeans see when they looked up at the stars? How did they understand the meaning of blood or how babies were made? Our goal is to see both the outer world—the cosmos and the earth—and the inner world of human bodies and ideas as sixteenth- and seventeenth-century Europeans themselves understood them. We will view topics such as astronomy, religion, witchcraft, medicine, anatomy, and birth largely through the eyes of early modern peoples, using a wide variety of sources from Vesalius and da Vinci's drawings of the human body to Galileo's telescopic view of the heavens to van Leeuwenhoek's microscopic "little seed animals."
Meets Humanities I-B requirement
D. Myers
Prereq. permission of instructor; 8 credits in history or equivalent preparation; written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html); 4 credits

**301s(06) States and Sovereignty in the British Empire*
(Speaking-intensive course) In its colonies, Britain had to negotiate the claims and interests of a diverse group of people, from settlers to ex-slaves and indigenous populations. The questions addressed had tremendous consequences for the forging of an international global order: Did indigenous peoples have rights comparable to those of white settlers? Did slave emancipation require a new political order? What rights were possessed by preexisting indigenous states? When were colonies "ready" for independence? In this colloquium we discuss some of the central intellectual concerns addressed by British colonial policy, namely those that concerned the rights and sovereignty of people and states in the modern era.
Meets multicultural requirement; meets Humanities I-B requirement
K. S. Datla
Prereq. permission of instructor, 4 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 4 credits

**301s(07) 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/history/300-level_application.html) is required; 4 credits

**301(04) 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 ap-

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plication prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html); 4 credits

**301(06) The Long Nineteenth Century*
(Speaking- and writing-intensive course) This course will examine the four major revolutions that occurred in Europe between 1789 and 1917, which reshaped the principalities and territories of early modern Europe into the nation-states of modern Europe. A major focus will be the role of nationalism, both in fostering revolutionary movements and in inspiring resistance to them. The course will also consider how the political/theoretical positions of historians who study the period have shaped their interpretations of the events, as students analyze how historical arguments are constructed and supported.
Meets Humanities I-B requirement
The department
Prereq. permission of instructor; 8 credits in history; written application prior to Academic Advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

**301(07) 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 Marie 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/history/300-level_application.html); 4 credits

**301(10) 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/history/300-level_application.html); 4 credits

**301(16) Nationalism and Nation Building in East Asia*
(Same as Asian Studies 331) 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/history/300-level_application.html) is required; 4 credits

**301(17) 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/history/300-level_application.html) required; 4 credits

**301(24) Women and Gender in South Asia*
(Speaking-intensive course) This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship — in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.
Meets multicultural requirement; meets Humanities I-B requirement
K. Datla
Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

**301(25) The Indian Ocean World*
(Speaking-intensive course) In recent years, the Indian Ocean has become an exciting field of historical scholarship, contributing to new understandings of Indian and world history. This colloquium explores trade and travel, conquest, religious conversion, and migration across a large area, from East Africa to the islands of Southeast Asia. Its purpose will be to understand a complex and integrated commercial system, pivoted on the Indian subcontinent, by considering movements of goods and people across the Indian Ocean.
Meets multicultural requirement; meets Humanities I-B requirement
K. Datla
Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; meets history department pre-1750 requirement; 4 credits

**301(26) 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
The department
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

**301(27) 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/history/300-level_application.html) is required; 4 credits

**301(28) Women and American Popular Culture since 1945*
(Same as Gender Studies 333s-06) 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/history/300-level_application.html) is required; 4 credits

**301(29) Feminist Theory and the Practice of History*
(See Gender Studies 333s-01)
Meets Humanities I-B requirement
M. Renda
Prereq. Gender Studies 201 or 221 and 8 credits of history; or permission of the instructor; 4 credits

**301(31) Gender and the State in Latin American History*
(See Gender Studies 333s-11)
Meets Humanities I-B requirement
The department
4 credits

Research Seminar

A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

323s Germans, Slavs, and Jews, 1900-1950
Research Seminar: A 300-level class requiring students to engage in primary and secondary research in the history of particular times and places, resulting in a substantial piece of historical writing.
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/history/300-level_application.html) required; 4 credits

***324s Late Antiquity: The Decline and Fall of the Roman Empire**
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.
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."
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/history/300-level_application.html) required; 4 credits

331fs Asian History
Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

Fall 2009

331f(01) Tokugawa Japan
(Same as Asian Studies 331f-01) A research seminar on Japan's transformation from a chaotic set of warring states (mid-sixteenth century) into a highly urbanized, literate, cultured but nonetheless feudal state capable of leaping into the modern world (late nineteenth century). Topics will include economic evolution; the development of tea ceremony, fiction, poetry, and theatre; political and social change, including class/status relations; evolution of gender roles; and the rise of the three great cities (Edo, Kyoto, Osaka). After a core of common readings and research exercises, students will design and undertake individual projects, using primary and secondary sources, and complete a substantial essay.
Meets multicultural requirement; meets Humanities I-B requirement
J. Lipman
Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

Spring 2010

331s(01) China's Tumultuous Twentieth Century
(Same as Asian Studies 331s-01) A research seminar on the socioeconomic transformation of China from the advent of nineteenth-century imperialism to the Cultural Revolution. Topics include reform programs of the late Qing, the chaos and experimentation of the Republican period, and the centralizing totalitarianism of the People's Republic. Requirements include reviews of primary and secondary literature, definition and presentation of a research topic, and a final essay based on intensive research.
Meets multicultural requirement; meets Humanities I-B requirement
J. Lipman
Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

**331s(02) 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/history/300-level_application.html) is required; 4 credits

***341f Topics in African History**
Research Seminar: A 300-level class requiring students to engage in primary and secondary research in the history of particular times and places, resulting in a substantial piece of historical writing.

Fall 2009

**341f(01) Power and Exchange in the African Past*
This seminar focuses on the extreme failure of accountability commonly called political corruption. How do economic conditions shape political realities, and how do political conditions shape economies? We consider precolonial forms of exchange, the social and political conflicts engendered by nineteenth-century integration into a global economy, and ask how the modernizing projects that were supposed to lead to efficient, representative governance and dynamic economic growth have instead yielded forms of rule that consume their populations. Evaluation will be based on participation, short written

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reflections on each 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/history/300-level_application.html) required; 4 credits

**341(02) The Meaning of Colonial Rule*
Our discussions will focus on the various forms of nationalism in colonial Africa. We will examine the evolution and implementation of colonialism in Africa as well as the development of the colonial state. We will look at local reactions and responses to this foreign domination in various parts of the continent. Our concern will be to examine interest groups and nationalist parties, and to explore their goals and strategies. We will look at the process of decolonization as well as the problems of independence and neocolonialism.
Meets multicultural requirement; meets Humanities I-B requirement
The department
Prereq. permission of instructor; 4 credits in history and 4 credits in a course on Africa in any department; written application prior to Academic Advising period is required; 4 credits

***351fs The Middle Ages**
Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

Fall 2009

**351f(01) Medieval Monasticism*
(Same as Medieval Studies 300(01)) 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
S. Hayes-Healy
Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period is required; History 120, 232, or courses in medieval studies; meets history department pre-1750 requirement; 4 credits

Spring 2010

**351s(01) Texts and Contexts: Reading the Medieval World 1350-1530*
(Speaking- and writing-intensive course; Same as Medieval Studies 300, English 316) This course explores cultural and social transformations (especially in England) on the eve of "modernity." Class discussions will ordinarily focus on selections from major English writers of the period (Chaucer, Gower, and Malory, for example), and on the relationship between their writings and other kinds of evidence about the world in which they wrote. In consultation with instructors and colleagues, students will also be expected individually to locate, analyze, and interpret a collection of primary sources such as court records, chronicles and correspondence from a culture of their choosing in order to write a final essay on one dimension of the late medieval world.
Meets Humanities I-B requirement
C. Collette, H. Garrett-Goodyear
Prereq. permission of instructor; 8 credits in history; written application prior to Academic advising period (http://www.mtholyoke.edu/acad/medst/form.html) is required; 4 credits

361s Modern Europe: The Nineteenth Century
Research Seminar: A 300-level class requiring students to engage in primary and secondary research in the history of particular times and places, resulting in a substantial piece of historical writing.

Spring 2010

361s(01) Women, Deviance, and Crime in Early Modern Europe
(Same as Gender Studies 333-09) We will examine the relationship between gender and deviance in early modern Europe, with a particular focus on the ways European societies and criminal courts dealt with women and family. We will examine social life and norms in order to understand the nature of "normality" and "deviance" as these terms applied to women, and investigate the system of criminal law and justice in Europe generally, including problems of evidence, torture, and state-sanctioned violence. We will discuss the particular crimes associated with women, especially witchcraft, sexual misdeeds, and "reproductive" crimes such as abortion and infanticide.
Meets Humanities I-B requirement
D. Myers
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 1 meeting (3 hours); 4 credits

361s(02) Darwin
(See Biological Sciences 308s)
Meets Humanities I-B requirement
S. Rachootin
4 credits

***365f Modern Europe: The Twentieth Century: Minority Rights in Modern Europe**
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 original historical writing.
This course will compare the rights regimes of various national, racial, and religious minorities in twentieth-century Centeral 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; 4 credits

371s Early American History
Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

Spring 2010

371s(01) 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/history/300_application.html) is required; 4 credits

**371s(04) First Family: Abigail and John Adams*
The Adams family can lay claim to being the greatest dynasty in American history, producing several generations of presidents, statesmen, and intellectuals. This seminar will focus on the two founders of that dynasty, their role in shaping the course of the American Revolution, and the imapct those dramatic events had on their lifelong partnership. A research paper based on *The Adams Family Correspondence* will be required.
Meets Humanities I-B requirement
J. Ellis
Prereq. permission of instructor; 8 credits in history; written application prior to academic

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

**371(02) 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; 4 credits

**371(03) 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
The department
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; 4 credits

***375s American History: The Middle Period: Age of Emancipation**
Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.
This seminar examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups - 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) is required; 4 credits

381fs Recent American History

Fall 2009

381f(01) Bootleggers, Glamour Girls, and Hobos: American Culture between the Wars
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 growth 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/history/300_application.html) is required; 4 credits

**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; 4 credits

**381f(03) 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, 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; 4 credits

Spring 2010

**381s(01) 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/history/300-level_application.html) is required; 4 credits

**381s(02) American Women's History*
(See Gender Studies 333s) In this research seminar we will be looking at American women's history through a range of women's writings, including memoirs, letters, and diaries as well as oral histories, first-person accounts, and literature from the 1890s to the present. Attention will be paid to the role of personal narrative in the writing of history and the place of history in personal writing. Students will do an oral history of a friend or family member, a biographical essay on a woman in the past, and produce a 25-page research paper on a topic of their choice. Trips to local archives will help students who are unfamiliar with historical research gain confidence.
Meets Humanities I-B requirement
J. Gerhard
Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

**381(01) 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 counter culture, 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; 4 credits

**381(06) Bootleggers, Glamour Girls, and Hobos: American Culture between the Wars*
(Same as American Studies 301f(05)) 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; 4 credits

***386f Central America: Reform, Reaction, Revolution**
(See Latin American Studies 386f)
Meets multicultural requirement; meets Humanities I-B requirement
L. Gudmundson
4 credits

387fs Special Topics in Latin American Studies
This course offers advanced students an opportunity for intensive study of a problem with careful attention to research methods and to presenting their work in oral and written form.

Fall 2009

387f(01) Era of Cuban Revolution
(Same as Latin American Studies 387f)
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
4 credits

**387f(02) Brazilian Cinema in Comparative Perspective*
(Same as Latin American Studies 387fs) Can you imagine a movie audience breaking into song and dance in the middle of a film screening? Has the Hollywood depiction of the Brazilian as either a "Bombshell" or a flirtatious male parrot changed over time? How does a Brazilian Western differ from a Spaghetti Western? What were the accomplishments and limitations of the "aesthetic of hunger"? The course examines Brazilian cinema and popular culture in light of theoretical issues of reception and production, Third Cinema, and the shaping of identities and politics. Two films per week. (English subtitles).
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
4 credits

Spring 2010

387s(01) Memory, Politics and Identity in Latin America
(Same as Latin American Studies 387s)
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
Prereq. jr, sr, 8 credits in Latin American or History, or permission of instructor; 4 credits

388s Postmodernism and Latin America
(See Latin American Studies 388s)
Meets multicultural requirement; meets Humanities I-B requirement
4 credits

***389s Agrarian America: Sugar, Cotton, Coffee, Wheat**
(Same as Latin American Studies 389s)
Meets Humanities I-B requirement
4 credits

***390 South Asian Nationalisms**
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.
(Speaking- and writing-intensive course)
This course is a seminar on the formation and workings of South Asian nationalisms. Home to one of the largest and most successful anti-colonial campaigns, the South Asian subcontinent was also the site of one of the most dramatic partitions of the modern age. Topics include the thought and practice of South Asia's nationalist elite, economic nationalism, Non-Cooperation and Civil Disobedience, the Khilafat movement, the partition of the subcontinent, the emergence of the independent States of India and Pak-

istan 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; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department; 1-8 credits

Interdisciplinary Minors

Conceptual Foundations of Science

The minor in conceptual foundations of science is administered by the Conceptual Foundations of Science Committee: Professors Dennis (astronomy), Lass (anthropology), Peterson (physics and mathematics), Rachootin (biological sciences, *chair*), Davidoff (mathematics); Associate Professors Cotter (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 (200 or 300 level).
- Independent study (I-295 or I-395) with any of the faculty of the committee may also be included.

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.
- 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 that draws on courses listed in several departments. For course descriptions, see the departmental listings.

Anthropology

320s Manufacturing Knowledge
334s Memory, History, and Forgetting

Biological Sciences

308s Darwin (same as History 361)

Chemistry

210s Biotechnology: Science, Culture, and Ethics
250s Introduction to the History of Chemistry

Philosophy

206f or 220s Introduction to the Philosophy of Science
261f Philosophy of Physics
263f Philosophy of Biology
312f Topics in Metaphysics (when appropriate)

International Relations

The major in international relations is administered by the International Relations Committee: Professors Ellis (history), Ferraro (politics), Jones (Russian and Eurasian studies), Kebbede (geography), Khory (politics), Lipman (history), Paus (economics), Stewart (politics); Associate Professors Hashmi (international relations, *chair*), King (history), and Western (international relations); Visiting Assistant Professor Ahmed (geography).

Contact Persons

Linda Chesky-Fernandes,
senior administrative assistant
Sohail Hashmi, *chair*

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
- One of the following: Economics 213, Economic Development; Economics 216, International Trade; or Economics 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

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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. 8).

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; 4 credits

***214s War and Propaganda**
This course analyzes propaganda techniques and war mobilization strategies. We present comparative, cross-cultural analyses of recent and historical examples of the influences of the state, state-society relations, the media, and information control and distortion in the mobilization for war. Case studies are selected to address the following questions: Why is propaganda necessary? What is the media's relationship to state propaganda efforts? How do citizen groups and protest movements contest state propaganda efforts? We conclude by examining key trends in the development of mass media forms and technologies and their implications for global politics.
Meets Social Sciences III-A requirement
J. Western, K. Khory
Prereq. Politics or International Relations 116; 2 meetings (75 minutes) (occasional evening meetings for screenings); 4 credits

***222s The United States, Israel, and the Arabs**
Surveys the constants and variables in U.S. foreign policy toward Israel and the Arabs since the end of World War II to the present. Analysis of domestic determinants of U.S. policy, including lobbies, ideology, and the international system. Consideration of U.S. policy in the Arab-Israeli conflict, intra-Arab disputes, and the Gulf War.
Meets multicultural requirement; meets Social Sciences III-A requirement

S. Hashmi
Prereq. Politics 116; 4 credits

***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; 4 credits

237f International Human Rights
This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice, and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.
Meets Social Sciences III-A requirement
J. Western
Prereq. Politics 116 or permission of instructor; 4 credits

270s American Foreign Policy
(Same as Politics 270) In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy. See http://www.mtholyoke.edu/acad/intrel/afps98.htm for a more detailed description.
Meets Social Sciences III-A requirement
J. Ellis, V. Ferraro
Prereq. Politics 116; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, and permission of instructor; 1-4 credits

***305s International Society**
An intensive reading course in theories of international society: the idea that states and peoples are or should be linked to each other through a web of shared values and institutions. It focuses on the work of Hedley Bull, Immanuel Kant, and John Rawls. How did these three men understand international society? What are or should be the values and institutions that give rise to it and support it? What implications do their visions of international society have for war and peace, state sovereignty, religion, democracy, capitalism, distributive justice, human rights, and international law? What responses and criticisms have their arguments engendered?
Meets Social Sciences III-A requirement
S. Hashmi
Prereq. Politics 116; 4 credits

319s The United States and the Promotion of Democracy and Human Rights
This course examines American foreign policy concerning the promotion of democracy and human rights abroad. The course begins by examining how and why these policies are developed within the U.S. political, economic, institutional, and geostrategic context. Through the use of case studies, we will then evaluate how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.
Does not meet a distribution requirement
J. Western
Prereq. Politics 116; 4 credits

***323s Comparative Politics of the Middle East**
This course presents the rise (and sometimes collapse) of modern states in the Middle East; the nature of legitimacy, modernization, state-civil society relations, and political culture and economy; and the role of religion with specific reference to Egypt, Iran, Iraq, Israel, Lebanon, Saudi Arabia, Syria, and Turkey.
Meets multicultural requirement; meets Social

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Sciences III-A requirement
S. Hashmi
Prereq. 8 credits in politics, including Politics 106 or International Relations 211 or permission of instructor; 4 credits

***324s Islamic Political Thought**
This course examines Islamic political thought from the origins of Islam to the present. It considers how Muslim thinkers over the past 14 centuries have understood such fundamental political concepts as the state, leadership, and law. The seminar also includes modern Muslim reflections on political concepts of Western origin, such as democracy, nationalism, and civil society.
Meets multicultural requirement; meets Social Sciences III-A requirement
The department
Prereq. Politics 116, 8 credits in international relations or politics; 4 credits

***333f Just War and Jihad: Comparative Ethics of War and Peace**
Why do we moralize about war? When is war justified, if ever? What restraints should soldiers accept? This course examines these issues within the context of Western and Islamic thought. Study of the origins and evolution of both traditions is combined with consideration of important topics of current concern, such as intervention, weapons of mass destruction, and women and war.
Meets multicultural requirement; meets Social Sciences III-A requirement
S. Hashmi
Prereq. 8 credits in politics including 116 or permission of instructor; 4 credits

***341f Political Islam**
This course covers Islamic responses to European imperialism in the nineteenth and twentieth centuries, particularly the emergence of Islamic modernism; the growth of Islamic movements in the Arab world and South Asia and their responses to secular nationalism and socialism; and a survey of the ends to which religion is applied in three types of regimes: patrimonial Saudi Arabia, revolutionary Iran, and military-authoritarian Pakistan.
Meets multicultural requirement; meets Social Sciences III-A requirement
S. Hashmi
Prereq. Politics 116; 4 credits

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; 4 credits

395fs Independent Study
Students must receive the approval of the International Relations Committee to pursue independent work in international relations. Each student must submit a prospectus of her project to the administrative director of the program during registration prior to the term in which the study will be conducted. The prospectus will be reviewed by the faculty committee and must include the name of a member of the faculty committee who has agreed to work with the student. For further information, please contact a member of the International Relations Committee or Linda Chesky-Fernandes, the administrative director of the program.
Does not meet a distribution requirement
The department
Prereq. jr, sr, and permission of committee; 1-8 credits

Italian

The major and minor in Italian are administered by the Department of Classics and Italian. Advisors in Italian: Associate Professor Frau, Visiting Assistant Professor Naitana; Visiting Lecturers Garbin, Svaldi.

Contact Person

Susan LaBarre, *senior administrative assistant*
Ombretta Frau, *chair*

The Italian major seeks to foster linguistic fluency and appreciation of the multifaceted culture of the Italian people. In addition to acquiring advanced oral and written proficiency in the Italian language, majors will have the opportunity to access Italy's rich literary and cultural heritage through cinema, literature, music, art, the Web. Besides selecting courses offered at Mount Holyoke and in the more extended Five College community, students are encouraged to investigate the many study abroad options available to them in such culturally diverse cities as Bologna, Siena, Florence and Padova. A major in Italian language and culture can lead to a variety of national and international careers, from foreign service to fashion marketing, from international banking and trade to film, from a career in non-profit to teaching.

Mount Holyoke's system of foreign fellows in residence offers students the opportunity to live and study with Italian women who work with the department to provide a living link to Italy and its culture. The weekly Italian table provides a comfortable environment for spontaneous expression and cultural exchange, and the ongoing extracurricular activities of the Italian club, lectures, and films round out the multifaceted learning experience at MHC.

Requirements for the Major

Credits

- A minimum of 32 credits
- At least 16 credits at the 300 level

Courses

- Italian 209, Conversation and Composition
- Italian 221, Introduction to Italian Literature
- Four 300-level courses in Italian literature and culture. At least two modern and two pre-nineteenth century courses.
- At least one 300-level course must be taken in the senior year.

Other

- Courses lower than 209, Conversation and Composition, cannot be counted toward the major.
- Independent Study (Italian 395) may not be used as part of the minimum major requirements.
- Courses in translation cannot be counted toward the major.

Students thinking about a major in Italian or studying abroad should contact Associate Professor 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

- Italian 209, Conversation and Composition
- Italian 221, Introduction to Italian Literature
- 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 Professor Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the 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 who are unsure about their level should contact Professor Frau for a proficiency test.

Students contemplating a junior year in Italy should elect an Italian course in the first semester of their first year, because all junior-year programs in Italy require two years of Italian.

Course Offerings

101f Elementary Italian I
This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants who are native speakers.
Meets language requirement; does not meet a distribution requirement
M. Svaldi, B. Garbin, F. Naitana, O. Frau
Successful completion of both Italian 101f and 102s are necessary to fulfill the College language requirement; 4 credits

102s Elementary Italian II
This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants who are native speakers.
Does not meet a distribution requirement
M. Svaldi, B. Garbin, F. Naitana, O. Frau
Successful completion of both Italian 101f and 102s are necessary to fulfill the College language requirement; 4 credits

103s Intensive Elementary Italian
This course completes the work of Italian 101-102 in one semester through intensive practice in speaking, reading, and writing Italian. It is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and creative group projects and informal conversation sessions with language assistants who are native speakers supplement class work.
Meets language requirement; does not meet a distribution requirement
B. Garbin

8 credits

201f InterMedia: Intermediate Italian through Film
A review of Italian through film. Cultural and linguistic aspects of five to six films and related readings will be the focus of this course and the starting point for class activities, conversation, written exercises, and grammar review. This interdisciplinary approach offers students an opportunity to explore Italian culture deeply, while at the same time improving their reading, writing, and speaking skills. The course also features regular conversation sessions with language assistants who are native speakers.
Meets language requirement; does not meet a distribution requirement
M. Svaldi, B. Garbin
Prereq. Italian 102 or 103 or permission of instructor; 4 credits

209s Conversation and Composition
Offers practice of colloquial and idiomatic speech patterns in Italian to emphasize correct pronunciation and intonation. Includes oral presentations as well as frequent compositions, from short reports to full-length essays. Uses newspapers, magazines, and literary texts to discuss issues and lifestyles concerning Italian society.
Meets language requirement; does not meet a distribution requirement
O. Frau
Prereq. Italian 201 or permission of instructor; 2 meetings (75 minutes) and 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
F. Naitana

4 credits

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

301s Eros, Beauty, and the Pursuit of Happiness
This course will focus on a characteristic element of the Western literary tradition: its inexhaustible fascination with Eros. Students will examine the most complex and enduring ideas about love and sexuality, as well as how they interweave with various conceptions of beauty and theories of happiness. Readings include works of poetry and fiction from Classical antiquity to the Italian Renaissance.
Meets Humanities I-A requirement
F. Naitana
Conducted in Italian; 4 credits

311f Sorelle di penna/Sisters in Writing: the Development of Italian Women's Writing
(Same as Gender Studies 333) In the nineteenth century, Italian women were finally able to conquer a place in the realm of letters and society. Their Renaissance sisters having been nearly forgotten, women writers in the new Italian kingdom had no models to follow. This course will explore the birth and development of women's writing in nineteenth and twentieth century Italy with emphasis on autobiography, autofiction, issues of gender, sexuality and identity. We will read and discuss works by Sibilla Aleramo, Jolanda, Matilde Serao, Benedetta, Amelia Rosselli, Natalia Ginzburg, Elsa Morante. Special attention will be paid to the early twentieth century, to futurist women, and to the condition of women in Fascist Italy.
Meets Humanities I-A requirement
O. Frau
Prereq. Italian 221 or permission of instructor; 4 credits

***312 Eia Eia Alalà: Italian Authors and Fascism**
This course explores some aspects of twentieth-century Italian culture in relation to Mussolini's dictatorship. From futurism to the end of World War II, we will follow the development of fascism with some of the authors who lived through it and who narrated

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their experience. From Pavese to Ginzburg, from Morante to Primo Levi, from Bassani to Carlo Levi, we will discuss literary trends, architecture, and visual arts of the "Ventennio."
Meets Humanities I-A requirement
O. Frau
4 credits

361s Seminar in Romance Languages and Literatures: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
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.
(Taught in English; Same as Romance Languages 375, Spanish 330, French 321, Gender Studies 333) Much of twentieth-century gay writing in Latin America is characterized by an estheticist celebration of anti-humanism, which has often clashed with left-wing progressive politics in these countries. But how does a "gay style" come about? What is its genealogy? How does it identify itself, and what does such an identity mean politically and historically? In this seminar, we will study a number of writers from Argentina, Chile, Cuba, Perú, and Uruguay, and examine their roots in French and Italian anti-humanist authors from Baudelaire, Lautréamont, and Rimbaud to Genet and Pasolini. We will also read a few key texts in queer theory.
Meets either language requirement or Humanities I-A requirement
C. Gundermann
Papers will be written in English or the Romance language of the student's choice. Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive advanced credit.; 4 credits

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

Jewish Studies

The minor in Jewish studies is administered by the Jewish Studies Committee: Professors Fine (Jewish studies, *chair*), Gill (politics), Lipman (history), Remmler (German), Weber (English); Associate Professors Hashmi (international relations), King (history) Penn (religion); Assistant Professor Ben Moshe (Jewish studies).

Contact Persons

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

Courses

- Jewish Studies 212, Introduction to Judaism
- At least 4 credits must be at the 300 level.

Students are encouraged to consider Jewish studies offerings at the other Five Colleges.

First-Year Students

First-year students are encouraged to take either 212 or 208 as a gateway to Jewish studies.

Course Offerings

150f Introduction to Modern Hebrew
This year-long course introduces students to modern, spoken Hebrew by a systematic study of grammar and vocabulary. Emphasis will be placed on conversational Hebrew as it is spoken in Israel today. Some attention will be given to the cultural setting of modern Hebrew as well. No previous knowledge necessary.
Does not meet a distribution requirement
I. ben Moshe
credit is contingent upon completion of both Jewish Studies 150 and 151; 4 credits

151s Introduction to Modern Hebrew
This year-long course introduces students to modern, spoken Hebrew by a systematic study of grammar and vocabulary. Emphasis will be placed on conversational Hebrew as it is spoken in Israel today. Some attention will be given to the cultural setting of modern Hebrew as well. No previous knowledge necessary.
Meets either language requirement or Humanities I-B requirement
I. ben Moshe
credit is contingent upon completion of both Jewish Studies 150 and 151; 4 credits

***203f Introduction to the Hebrew Bible**
(Same as Religion 203-01) This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as the Old Testament). It investigates the social and historical context of the ancient Israelites, examines a range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding these writings and will present different methods for approaching and interpreting ancient texts.
Meets Humanities I-B requirement
L. Lyke
4 credits

***204s Introduction to the New Testament**
(Same as Religion 204) This course investigates the social and historical context of first and early second-century Christianity, examines New Testament and select noncanonical documents, and introduces participants to the principal methods of New Testament studies. Students will read the 27 works that make up most modern collections of the New Testament, a number of early Christian documents that did not make the final cut, and several ancient non-Christian sources. Examples of recent New Testament scholarship will provide historical background for better understanding of Christian writings and will present different methods for approaching and interpreting ancient texts.
Meets Humanities I-B requirement
L. Lyke
4 credits

212f Introduction to Judaism
(Same as Religion 212) Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.
Meets Humanities I-B requirement
L. Fine
4 credits

***215s Jewish Spiritual Autobiographies**
(Same as Religion 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
4 credits

***222s Engendering Judaism: Women and Jewish Tradition**
(Speaking-intensive course; Same as Religion 222-01, Gender Studies 210-02) This course examines the representations and roles of women in Jewish culture, from the literature of the Hebrew Bible to the contemporary period. What were the distinctive ways in which women's religious life expressed itself by way of prayer and ritual practice? Were there women mystics and visionaries? How did women exert their influence as mothers and wives? There will be significant focus on the dramatic developments taking place among contemporary Jewish women: innovative rituals and experimental liturgies; opportunities to become rabbis; new approaches to God, theology, and social issues; the Jewish lesbian movement; women's writing and documentary filmmaking.
Meets Humanities I-B requirement
L. Fine
4 credits

232f Contemporary Jewish Ethics
(Same as Religion 232-01) This course will explore issues of contemporary ethics from the point of view of Jewish religious thought and tradition. Topics will include medical and genetic ethics, death and dying, family and sexual ethics, ethics of war, poverty, and the environment. The course will explore these issues in the context of theoretical approaches to questions of religion and ethics.
Meets Humanities I-B requirement
L. Fine
Prereq. 4 credits in religion or Jewish studies, or permission of instructor; 4 credits

235s Introduction to Jewish Mysticism
(Same as Religion 235) Mysticism refers to a type of religious life in which individuals seek intimate and personal, direct and intense experience of the Divine. There exists a rich and fascinating Jewish mystical tradition with hundreds of books of diverse kinds. This

course examines the *Kabbalah* of thirteenth-century Spain, focusing upon the seminal work of this period, the *Zohar*; the synthesis of mysticism and messianism that occurred in the city of Safed (in the Land of Israel) in the sixteenth century; and the popular pietistic movement of Eastern Europe from the eighteenth century forward, Hasidism; and various expressions of mystical spirituality in our own time.
Meets Humanities I-B requirement
L. Fine
4 credits

245s Judaism and the Body
(Same as Religion 245-01) This course explores Judaism's attitudes towards the body and the practices that follow from those attitudes, from ancient Israel through the contemporary period. These include, among others, notions of ritual purity, sexuality, ascetic tendencies, embodied rituals, song and dance, ecstatic prayer, food and eating, and proper care for the body.
Meets Humanities I-B requirement
L. Fine
4 credits

***250f Intermediate Hebrew**
This course emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. It presents new grammatical concepts and vocabulary through texts about Jewish and Israeli culture and tradition, as well as popular culture and day-to-day life in modern Israel. Course material includes newspapers, films, music, and readings from Hebrew short stories and poetry. Starts a transition from simple/simplified Hebrew to a more literate one, and sharpens the distinction between different registers of the language.
Meets Humanities I-B requirement
I. ben Moshe
Prereq. At least one year of college Hebrew or equivalent or permission of instructor; 4 credits

***265 Holy Feast, Holy Fast: Sacred Food and Eating in Judaism**
(Same as Religion 265) This course explores the role of food and eating in Jewish religious culture, but will also include a significant comparative religious dimension. Topics will include the ritual, religious, and social significance of the dietary laws in Judaism, the symbolic foods of Passover and other festivals, fasting and ascetic attitudes toward food, as well as food culture as a marker of Jewish identity.
Meets Humanities I-B requirement
L. Fine
4 credits

***275s The Ethics of Interpersonal Relations in Judaism**
(Same as Religion 275-01) As in other religious traditions, interpersonal relations are central to Judaism. Drawing upon both classical and modern textual sources, this course explores such themes as 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
4 credits

295fs Independent Study
Does not meet a distribution requirement
1-4 credits

***350s Special Topics in Judaism: Jewish Women's Literature: A Feminist Tradition?**
A study of a particular problem of inquiry, topic, or theme, with a comparative focus. (Same as English 393, Gender Studies 333(11)) This course will explore the rich literature written by religious and secular Jewish women, including memoirs, fiction, poetry, and criticism. While most of this writing comes from the modern and contemporary periods—the primary focus of this course—we will also study examples of early modern women's authorship. Our writers are drawn from diverse geographies, and articulate a wide range of creative responses to modernity, secularization, nationalism, political radicalization, violence, exile and migration, and literary experimentation.
Meets Humanities I-B requirement
R. Rubenstein
Prereq. 4 credits in religion or Jewish studies, or permission of instructor; 4 credits

395fs Independent Study
Does not meet a distribution requirement
1-8 credits

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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), Sarzynski (Latin American studies).

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. 8).

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,

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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 region-wide. 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. Marquez
4 credits

***175 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
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 analysis of the emergence of a New World mentality.
Meets multicultural requirement; meets Humanities I-B requirement
L. Gudmundson
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. Marquez
4 credits

***278f The Fiction of History: Historical Truth and Imaginative Invention in the Latin American Novel**
Examination of the scope, reach, and limits of the Latin American variant of the historical novel as a narrative form. The variety of ways in which it fictionally strives to re-create "certain crisis in the personal destinies of a number of human beings [which] coincide and interweave with the determining context of an historical crisis," the historical vision each writer brings to the work, will be given particular attention.
Meets multicultural requirement; meets Humanities I-B requirement
R. Márquez
4 credits

287fs Topics in Latin American Studies
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.

Fall 2009

287f(01) U.S.-Latin American Relations
(Same as History 287fs) This course examines the modern history of U.S.-Latin American relations, questioning the nature and context of what many scholars and politicians have labeled "U.S. imperialism." We will discuss classic cases of U.S. intervention in Latin America and of Latin American cases of anti-Americanism. The course employs a cultural approach to other instances of U.S.-Latin American relations to challenge the idea that all relations fit neatly into the classic dichotomy. Students will conduct primary source research on U.S. periodicals and government documents to produce a final research paper.
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
4 credits

Spring 2010

287s(01) The Amazon: From Cannibals to Rainforest Crunch
(Same as History 287fs) From the time of the conquest, the Amazon has been imagined as

an exotic and savage terrain: mysterious, dangerous, and cascading in untouched natural resources. This course examines the Amazon as a historical narrative in popular culture and political struggles. We will read explorers' narratives, examine representations of the Amazon and its people in film and literature, discuss labor and the rubber industry, and analyze the environmental movement and other recent social movements.
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
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 NAFTA most recently; the succession of reformist and revolutionary upheavals in 1810-1821, 1856-1867, 1910-1917, the 1930s, and again today, seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.
Meets multicultural requirement; meets Humanities I-B requirement
L. Gudmundson
4 credits

***289s Slavery in the Americas**
(Same as History 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
4 credits

295fs Independent Study
Does not meet a distribution requirement
1-4 credits

***373s Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers**
A sustained comparative study of the developing canon of three major contemporary writers—Alejo Carpentier (Cuba), V.S. Naipaul (Trinidad), and Maryse Conde (Guadeloupe)— from the Caribbean, representing the region's Spanish-, English-, and French-speaking cultural zones. Examines the evolving content, contours and scope of each writer's work and unique perception of the New World, as well as its distinctively Antillean "structure of feeling," participation in modern debates about Caribbean culture, and distinctive contributions to the development of the novel in the contemporary Caribbean.
Meets multicultural requirement; meets Humanities I-A requirement
R. Márquez
Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor;
4 credits

***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;
4 credits

387fs Special Topics in Latin American Studies
This course offers advanced students an opportunity for intensive study of a problem with careful attention to research methods and to presenting their work in oral and written form.

Fall 2009

387f(01) The Era of the Cuban Revolution
(Same as History 387fs) The course familiarizes students with the history of the Cuban Revolution and its global significance in terms of culture and politics. We examine the relationship between the Cuban Revolution and anti-colonial/anti-imperialism social movements, guerilla activism, Third Cinema, Black Power movements, and other armed conflicts in Latin America, Asia, and Africa. The course incorporates history with film and literature to provide an alternative view of Cold War politics that arose from the so-called Third World.
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 4 credits

Spring 2010

387s(01) Memory, Politics, and Identity in Latin America
(Same as History 387fs) The course examines ways that Latin Americans remember and commemorate their pasts, taking into account the political and cultural struggles that accompany acts of remembering and forgetting. The "hall of mirrors" of memory requires an examination of multiple sources and topics including oral history, visual culture, performances, museums, slavery and Africa, religion, revolution, and the politics of dictatorships and truth commissions.
Meets multicultural requirement; meets Humanities I-A requirement
S. Sarzynski
Prereq. jr, sr, 8 credits in Latin American studies or history, or permission of instructor; 4 credits

388s Postmodernism and Latin America
(Same as History 388f) For many the "discovery" of America opened the modern era. Its closing may also have been foretold in Latin America's confounding of diverse theories of modernization and development in recent times. This seminar will introduce the student to a number of both classic and more recent works on Latin America (in English) that advance along postmodernist lines, ranging from cultural contact and conflict, language, meaning, and power in the sixteenth century, to the invention of national identities in the nineteenth century, to discourses of ethnicity, class, gender, and reason in the twentieth century.
Meets multicultural requirement; meets Humanities I-B requirement
L. Gudmundson
Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 4 credits

***389s Agrarian America: Sugar, Cotton, Coffee, Wheat**
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; 4 credits

395fs Independent Study
Does not meet a distribution requirement
1-8 credits

Related Courses in Other Departments

See department listings for course descriptions.

Economics

213s Economic Development

314f Economic Development in the Age of Globalization

Politics

243f Latin American Politics

Spanish

219f 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

341f Contemporary Latin American Writers: Skins of a Woman; Afro-Latina and Afro-Latin American Women Writers

351f Latin American Thought: Latin Music in the U.S.: From Doo-wop to Hip-Hop and More

351s (Gendst 333-02) Latin American Thought: Beyond Logocentrism

362s Seminar in Spanish Studies: Global Quixote: Reading Cultural Imperialism and Resistance in Comparative Context

Mathematics

The mathematics major and minor are administered by the Department of Mathematics and Statistics: Emeritus Professor Cobb; Professors Davidoff, Durfee, Gifford (*chair*), O'Shea (on leave 2009-2010), Peterson, Pollatsek (on leave fall 2009), Robinson (on leave spring 2010); Associate Professor Sidman; Assistant Professors McLeod, Shepardson; Lecturer Morrow, Visiting Instructor Conway.

Contact Persons

Laurie Kamins, *senior administrative assistant*
Janice Gifford, *chair*

Courses in the Department of Mathematics and Statistics are designed with several goals in mind: to teach the language of the mathematical sciences, to provide a command of powerful mathematical tools, to develop problem-solving skills, to foster the ability to ask questions and make independent discoveries, and to encourage the experience of mathematics as a distinctively rigorous way of knowing.

Requirements for the Major

Credits

- A minimum of 32 credits
- 20 credits at the 300 level

Courses

- Mathematics:
  - 203, Calculus III
  - 211, Linear Algebra
  - 232, Discrete Mathematics, or 251, Laboratory in Mathematical Experimentation
  - 301, Real Analysis
  - 311, Abstract Algebra
- At least 12 additional credits at the 300 level in mathematics or statistics

Requirements for the Minor

Credits

- A minimum of 16 credits in mathematics at the 200 level or higher

Courses

- At least one of the following:
  - 203, Calculus III
  - 211, Linear Algebra
  - 232, Discrete Mathematics, or 251, Laboratory in Mathematical Experimentation
- At least one 300-level mathematics course

Students planning a minor in mathematics should consult a member of the department.

Beginning the Study of Mathematics

There are many ways to begin the study of the mathematical sciences at Mount Holyoke College. Students can begin with pre-calculus, calculus, an introduction to statistics or data analysis, an "explorations" course, or computer science.

Calculus isn't for everyone, but it is recommended or required for many majors and graduate programs, including economics, statistics, and most pure and applied sciences. Students who are planning to take Pre-calculus or Calculus I are required to complete a brief self-assessment on pre-calculus skills. Sample questions, with answers, are available on the department's Web page, *http://www.mtholyoke.edu/acad/math.* 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.

Toward the Study of Calculus. If your interests lie in science, economics, or social sciences,

calculus is important because it is the language these disciplines use. If the assessment test or your own mathematics background suggests, you should consider a year-long sequence of Math 100, Pre-calculus, followed by Math 101, Calculus I. The Pre-calculus course carries 4 credits but does not meet any distribution requirement. Distribution credit will be granted upon successful completion of Math 101, Calculus I. Pre-calculus courses taken outside the Mount Holyoke College Math 100/Math 101 sequence will not be granted credit nor be approved to satisfy any distribution requirement.

Beginning with Calculus. If you wish to begin with a calculus course, you can take one of the following: Mathematics 101, Calculus I; Mathematics 202, Calculus II; or Mathematics 203, Calculus III.

Students who have not studied calculus and who have the necessary pre-calculus background belong in Calculus I. Some sections of Calculus I differ significantly from traditional high school calculus. Unlike many high school courses, ours emphasize not only technical skills but also the concepts of calculus, the contexts in which the mathematical ideas arise, and realistic applications. Mastering the subject at this deeper level can be hard work, but the rewards are great, as students acquire meaningful, practical knowledge. It has been our experience that students who "start over," in order to ease the transition into college, initially may have more difficulty in Calculus I than beginners. However, students who take Calculus I expecting and welcoming new ideas have found it rich and rewarding.

Most students who have taken calculus in high school begin with Calculus II. In particular, if you have studied the derivative and its applications and have been introduced to the definite integral, you will be prepared for Calculus II.

If you have a good knowledge of applications of integration and of transcendental functions, and if you enjoy mathematics, we encourage you to begin your college-level study of calculus with Calculus III (203). (The study of series is neither required for nor included in Calculus III. Physics and mathematics students will encounter this topic in later courses.)

Beginning the study of calculus beyond 101 does not require the advanced placement examination, although the score on this examination is a useful guide. A student with an advanced placement AB score of 3 or less should consider Mathematics 101, Calculus I; an advanced placement AB score of 4 or 5 or a BC score of 3 indicates readiness for 202; a grade of 4 or 5 on the BC examination indicates readiness for 203.

Other Beginnings. The "explorations" courses in algebra, number theory, geometry, fractals and chaos, and cryptology (110, 114, 120, 125, 139) offer another way to begin your study of mathematics. They emphasize mathematics as an art and as a way of seeing and understanding. The exploration courses do not presuppose special talent for or prior strong interest in mathematics. They intend to awaken interest by demonstrating either the remarkable pervasiveness of mathematics in nature and its power as a tool that transcends disciplines, or its qualities as an art that can fascinate and offer aesthetic pleasure to the participant. Any explorations course can serve as an entry to the further study of mathematics, and even to a minor or a major. Students who wish to go on may follow up with the Laboratory in Mathematical Experimentation (251), among various other possibilities, all of which can be discussed with any member of the department. 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), Discrete Mathematics (232), or the Laboratory in Mathematical Experimentation (251). Linear Algebra is a good choice for students who have a very solid background in high school mathematics and who enjoy abstraction. If you have taken some calculus, and if you enjoy new topics in mathematics, then you might consider either the Discrete Mathematics or the Laboratory in Mathematical Experimentation (251).

Finally, some students begin their study of mathematical sciences with statistics or computer science. For more information see the sections on statistics and computer science in this catalogue.

Advice to Students with Special Interests

Actuarial science: Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (Mathematics 101), Calculus II (Mathematics 202), Calculus III (Mathematics 203), Probability (Statistics 342), and Mathematical Statistics (Statistics 343), along with Macroeconomic Theory (Economics 211), Microeconomic Theory (Economics 212), and Economics of Corporate Finance (Economics 215). Students are also encouraged to obtain experience through an internship.

Biostatistics, public health, or natural resources: Students interested in these areas should include substantial work in biology, chemistry, geology, and/or environmental studies in their programs.

Economics or business: Many students with these interests choose the special major in mathematics and economics or the special major in statistics and economics.

Engineering: Students interested in engineering often double major in mathematics and physics and/or participate in one of the College's five-year, dual-degree programs with Dartmouth's Thayer School of Engineering, the California Institute of Technology, or the University of Massachusetts (see the Other Degree and Certificate Programs chapter).

Graduate school: Students preparing for graduate school in mathematics or statistics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. For students considering graduate work in mathematics, more than the minimum number of courses for the mathematics major is advisable.

Teacher Licensure

Students interested in pursuing licensure in the field of mathematics can combine their course work in mathematics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of mathematics, please consult your advisor or the chair of the mathematics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the mathematics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Admission Units

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 Precalculus
This course is intended for students who, based on the results of their precalculus assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic precalculus skills in order to be ready to progress to calculus. Features the study of functions, including trigonometric functions, the exponential function, and logarithms, and the phenomena they model.
Does not meet a distribution requirement
J. Sidman
Permission of instructor. Send score from math online self-assessment and background information to jsidman@mtholyoke.edu.; 4 credits

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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 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
M. Robinson, D. Shepardson, M. Conway, The department
4 credits

110s Explorations in Algebra
High school algebra is essentially the study of the laws that govern the system of numbers we use for ordinary arithmetic. This course focuses on certain of these laws and studies the systems, called "groups," governed by them. Groups have beautiful properties and describe many phenomena: crystallography, graphic art, matrix algebra, counting, nuclear physics, codes, and more. The course studies the group laws and their consequences, as well as many examples of systems satisfying these laws.
Meets Science and Math II-A requirement
H. Pollatsek
enrollment limited; 4 credits

***114 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; enrollment limited; 4 credits

***120 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
4 credits

***125f 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
enrollment limited; 4 credits

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; 4 credits

***160f Introductory Seminar: Mathematics and Music**
(First-year seminar; Same as Music 114-02)
For centuries people have explored the connections between mathematics and music. Sounds are waves, and pleasant-sounding musical intervals are simple fractions. Keyboard instruments are tuned following both regular and slightly irregular mathematical rules. Bells in change ringing follow simple patterns. Some musical pieces can be played both backwards and forwards. On the other hand, aesthetics are paramount in music, yet also play a part in mathematics. This course will explore these ideas.
Meets Science and Math II-A requirement
A. Durfee
Prereq. fy or permission of instructor; 4 credits

201f Examining the ideas of Geometry and Measurement
(Same as Education 201-01)
Does not meet a distribution requirement
J. Bodner Lester
See Education 201f; 4 credits

202fs Calculus II
Most students who have taken calculus in high school begin with Calculus II. In particular, if you have studied the derivative and its applications and have been introduced to the definite integral, you will be prepared for Calculus II. Please read the "Beginning the Study of Mathematics" section.
Topics include techniques of integration, applications of integration, differential equations, sequences, series, and Taylor series.
Meets Science and Math II-A requirement
J. Sidman, J. McLeod, The department
4 credits

203fs Calculus III
If you have a good knowledge of applications of integration and of transcendental functions, and if you enjoy mathematics, we encourage you to begin your college-level study of calculus with Calculus III. Please read 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
G. Davidoff, The department
4 credits

211fs Linear Algebra
Topics include elements of the theory of matrices and vector spaces.
Meets Science and Math II-A requirement
M. Robinson, The department
Prereq. any 100-level mathematics course; 4 credits

232s Discrete Mathematics
Studies some aspects of discrete mathematics. Topics include sets, functions, elementary probability, induction proofs, and recurrence relations.
Meets Science and Math II-A requirement
The department
Prereq. any 100-level mathematics or computer science course, or permission of instructor; 4 credits

251fs Laboratory in Mathematical Experimentation
(Writing-intensive course) Offers mathematics as a laboratory science. After a short introduction to the computer, uses hand and computer computation to explore mathematical ideas. Directs laboratory projects toward discovery of properties and patterns in mathematical structures. The choice of projects varies from year to year and is drawn from algebra, analysis, discrete mathematics, geometry, and statistics.
Meets Science and Math II-A requirement
J. McLeod, The department
Prereq. 4 credits from the department or permission of instructor; 4 credits

295fs Independent Study
Does not meet a distribution requirement
Prereq. soph, permission of department; 1-4 credits

301s Real Analysis
Topics include the real number system, convergence of sequences and series, power series, uniform convergence, compactness and connectedness, continuity, abstract treatment of differential and integral calculus, metric spaces, and point-set topology.
Meets Science and Math II-A requirement
The department
Prereq. Mathematics 251 or permission of instructor; 4 credits

***302f Complex Analysis**
Topics include differentiation and integration of functions of a complex variable, the Cauchy integral formula, residues, conformal mapping, and applications to physical science and number theory.
Meets Science and Math II-A requirement
The department
Prereq. Mathematics 203 or Physics 303; offered alternate years at Mount Holyoke and Smith Colleges; 4 credits

***309 Topics in Analysis**
Topics to be announced
Meets Science and Math II-A requirement
The department
Prereq. Mathematics 203 and 211, or permission of instructor; 4 credits

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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
G. Davidoff
Prereq. Mathematics 211 and another 200-level mathematics course; 4 credits

319s Topics in Algebra
To be announced
Meets Science and Math II-A requirement
H. Pollatsek
Prereq. Mathematics 311 or permission of instructor; 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, 211. Mathematics 301 helpful but not necessary; 4 credits

***324s Methods of Applied Mathematics**
(See Physics 324s)
Does not meet a distribution requirement
The department
4 credits

327f Advanced Logic
(See Philosophy 327f)
Meets Humanities I-B requirement
S. Mitchell
4 credits

***329s Topics in Geometry and Topology**
This is an introduction to point-set topology (also referred to as general topology). Point-set topology is one branch of the much broader area, topology. It is concerned with the study of properties of abstract topological spaces and structures related to such spaces. The material covered in this course will provide the common foundation for courses in algebraic topology, geometric topology, and differential topology. The core topics to be studied include: basic set theory, various interesting topologies, continuous functions, connectedness and compactness, separation axioms, countability axioms, nets and filters.
Meets Science and Math II-A requirement
The department
Prereq. Mathematics 203, one of Mathematics 211 or 251, or permission of the instructor; this course may be repeated for credit; 4 credits

333s Differential Equations
This is an introduction to differential equations for students in the mathematical or other sciences. Topics include first-order equations, second-order linear equations, qualitative study of dynamical systems, and first- and second-order linear partial differential equations.
Meets Science and Math II-A requirement
The department
Prereq. Mathematics 202; 4 credits

339f Topics in Applied Mathematics: Fourier and other Eigenfunction Expansions
This course is an introduction to one of the most powerful methods of applied mathematics, eigenfunction expansions. The most familiar example is the Fourier series, and it is also perhaps the most useful because of the existence of the Fast Fourier Transform algorithm (FFT). The course will aim to make this theory useful, and in particular to develop a good working knowledge of the FFT and its associated lore, called spectral methods. Other eigenfunction expansions will include the spherical harmonics for problems on the sphere. Since these expansions are infinite series, the theory inevitably raises questions of convergence and what is called more generally functional analysis.
Meets Science and Math II-A requirement
M. Peterson
Prereq. Mathematics 203 and 211 or permission of instructor; 4 credits

342f Probability
(See Statistics 342f)
Meets Science and Math II-A requirement
G. Cobb
Prereq. Mathematics 203; 4 credits

395fs Independent Study
Does not meet a distribution requirement
Prereq. jr, sr, permission of department; 1-8 credits

Medieval Studies

The major and minor in medieval studies are administered by the Medieval Studies Committee: Professors Collette (English, *chair fall 2009*), Davis (art history), Garrett-Goodyear (history, *chair spring 2010*), McGinness (history), Straw (history); Assistant Professor Yu (English); Visiting Assistant Professor Andrews (art history); Five College Early Music Program Director Eisenstein.

Contact Persons

Cynthia Meehan, *senior administrative assistant*
Carolyn Collette, *chair, fall 2009*
R. Harold Garrett-Goodyear, *chair, spring 2010*

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.
- Five courses (20 credits) must be at the 300 level in at least two disciplines, with 8 credits at the 300 level in at least one discipline. Majors are encouraged strongly to take Medieval Studies 300 as one of the courses at the 300 level.

Other

- Majors should study medieval language or literature in English, French, Italian, Latin, or Spanish in a program worked out with the program chair or academic advisor. Students are advised to acquire proficiency in a modern foreign language sufficient to use foreign language sources in advanced courses.

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

Requirements for the Minor

Credits

- A minimum of 16 credits (four courses)

Courses

- Medieval Studies 101 is strongly recommended as a foundation for study.
- Courses must be selected from at least two disciplines beyond the 100 level.
- At least one course must be at the 300 level.

Other

- A student choosing a minor in medieval studies should notify the program chair and consult with the chair or other members of the program about her course of study in the field.

Course Offerings

101s Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
This seminar's topics offer a foundation for inquiry into medieval culture. Using readings in literature, art, music, history, politics, phi-

losophy, 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. (First-year seminar; speaking- and writing-intensive course; Same as History 101) This seminar focuses on medieval boundaries: those separating Christians, Jews, and Muslims in Europe, as well as those between men and women from the thirteenth through sixteenth centuries. The course also examines new boundaries separating—and constructing—Europeans, Americans, and Africans in the transition from "medieval" to "modern." Engaging closely and critically with sources from Atlantic societies of these centuries, students will investigate and debate the making and remaking of "Western culture" in an era of state formation, imperial expansion, agrarian capitalism, and chattel slavery. Readings range from Christian-Jewish disputations to indigenous writings from the Americas.
Meets Humanities I-B requirement
H. Garrett-Goodyear
4 credits

***200f Special Topics in Medieval Studies: Medieval England**
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.
(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
4 credits

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

300fs Seminar in Medieval Studies

Fall 2009

300f(01) The Matter of Britain: Arthur and the Grail
(Speaking-intensive course; Same as English 316f) This course focuses on the various forms the story of the grail takes in legends of King Arthur from the twelfth to the twentieth centuries in the literature of England, France, and Europe. While centered in medieval English versions of the Arthurian myth, the course considers the political and cultural forces that helped shape the grail legend after the fall of Jerusalem in 1187, over the course of the later Middle Ages, and into the nineteenth century. Reading from Malory, Tennyson, and contemporary fiction as well as chronicles and romances. We will conclude with current interest in the Holy Grail in popular culture.
Meets Humanities I-A requirement

Related Courses in Other Departments

Art History

302f (01) Great Cities: Paris-Paradise: The Medieval City and Its Transformation
222s (01) Age of the Cathedrals
320s (01) Seminar in Medieval Art: Illuminated Manuscripts of the Later Middle Ages

English

210s (01) The Development of Literature in English: Medieval through Commonwealth
213s (01) The Literature of the Later Middle Ages

311s (02) Chaucer's The Canterbury Tales

French

311f (01) Period Courses: T*opic: L'Héroïsme au Féminin: 1150-1750 (pre-1800)* (Taught in French)

History

128f(01) Ancient Rome

232f (01) Special Topics in Medieval History
Tudor England: The World of Henry VIII and Elizabeth I

305s(01) Sport and Spectacle in the Ancient World

Latin

222s-01 Intermediate Latin II: Latin by and about Women

Music

147fs Early Music Ensemble

Politics

211f (01) Ancient and Medieval Political Thought

Religion

306f (01) Sex and the Early Church

337s (01) Topics in the Study of Christianity: Early Muslim/Christian Encounters

Music

The major and minor in music are administered by the Department of Music: Professors Greenbaum, Laderach (*chair*), Litterick, Schipull, Spratlan, Steigerwalt; Associate Professor Sanford; Assistant Professor Omojola (Five College Ethnomusicologist); Lecturers Adams (Director of Choral Ensembles), Benjamin (Director of Instrumental Ensembles), Cahn-Lipman; Visiting Lecturers Cobb, Eisenstein (Five College Early Music Director), Felipe (Interim Director of Choral Ensembles); Performance Instructors Andrade, Cobb, de Fremery, Gionfriddo (Director of Jazz Ensembles), Hale, Malek.

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
- Performance requirements:
  - Two semesters of individual performance study, one of which must be at the 200 level
  - One additional semester at the 200 or 300 level in individual performance study, conducting, ethnomusicology, or composition
  - 2 credits in ensemble performance

Other

- If a 4-credit course in ethnomusicology is not selected to fulfill the 300-level classroom elective or the third semester of individual performance study, then an additional ethnomusicology classroom course at the 200 level is required.
- Demonstration of a level of keyboard proficiency that permits the reading of elementary keyboard repertory
- Independent study (295, 395) is encouraged but may not be counted toward the major. A student wishing to pursue independent study that might lead to honors is encouraged to begin in the second semester of her junior year.
- Approval of the department chair is required for initial declaration of the major.

Students considering a music major are advised to study a keyboard instrument while completing required work in the department at the 100 and 200 levels.

For information on exemption procedures for any requirement, contact the Department of Music.

Requirements for a Special Major with a Music Component

Courses

- Music 231, Theory I; Music 232, Theory II
- Music 281, History of Western Music I; Music 282, History of Western Music II
- Two courses at the 300 level, chosen from among those offered in theory, history, ethnomusicology, composition, and/or performance
- Approval of the department chair is required for initial declaration of the special major with a music component. Students are required to have a music department faculty member among their advisors.

Requirements for the Minor

In order to declare a minor, students must have already completed one course that leads to the minor, Music 100 or 231.

Credits

- A minimum of 20 credits above the 100 level

Courses

- Music 231, Theory I; Music 232, Theory II
- Either Music 281, History of Western Music I or 282, History of Western Music II
- 8 additional credits at or above the 200 level (excluding 295 and 395), including at least one 4-credit 300-level course in music theory, history, ethnomusicology, performance, or composition.
- Approval of the department chair is required for initial declaration of the minor.

If 200-level individual performance study is to be counted toward the minor, two semesters must be taken consecutively in the same instrument or in voice.

First-Year Students

Introductory classes in fundamentals, music history and literature, composition, and performance are offered for students with little or no experience; those with more experience may be able to exempt prerequisites and enter directly into the music theory or music history course sequence.

A first-year student interested in a music major or minor should take or exempt Music 100, Basic Musicianship, so that she may enroll in Music 231 by the spring semester of her first year. First-year students may also take 102, Music and Technology; 110, Transgressive Music (first-year seminar); 115, Introduction to Composition; 226, World Music; Individual Performance Instruction, or Ensembles.

Music Exemption Exams

Students who demonstrate a thorough knowledge of the rudiments of music will be exempted from the Music 100 prerequisite for certain courses and from the Music 100 requirement associated with individual performance studies (please see below). For information on exemption from other courses, please contact the department.

Teacher Licensure

Students interested in pursuing licensure in the field of music can combine their course work in music with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. Students wishing to pursue teacher licensure should consult the music department before the first semester. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. 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

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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

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
4 credits

***103 History of Jazz**
This course will follow the origins and evolution of jazz from the late nineteenth century to the present, with emphases on prominent stylistic trends and significant individuals. Along with some analysis of the musical language jazz employs, the music will be examined in its relation to the social contexts that helped produce and shape it. The ability to read music is not a requirement for this course.
Meets Humanities I-A requirement
D. Sanford
4 credits

***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
4 credits

110f First-Year Seminar

Fall 2009

110f(01) Transgressive Music
(First-year seminar) The seminar will introduce and discuss various musical works and genres that fall under rock critic Ann Powers' definitions of "Violator Art," exploring them within the context of their wanton and disturbing appeal, as well as their often scandalous social impact. Topics will include the Second Viennese School, free jazz, protest music, punk rock, hip-hop, works such as J. S. Bach's "Cantata No. 179," Strauss's "Salome," Stravinsky's "Le Sacre du printemps," Billie Holiday's "Strange Fruit," George Crumb's "Black Angels," and artists such as Frank Zappa, Donna Summer, Prince, and Nirvana. (Students should be prepared for mature themes and some coarse language.)
Meets Humanities I-A requirement
D. Sanford
4 credits

**110(01) The Nine Symphonies of Beethoven: A Listening Survey*
(First-year seminar; writing-intensive course) 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; 4 credits

**110(02) Music of Heroism, Protest, and Lament during the Second World War*
(First-year seminar) This seminar examines the artistic and social impact of the war on composers such as Stravinsky, Bartók, Shostakovich, Schoenberg, and Copland. The music under consideration includes a wide range of responses to the world conflict. Experience in reading music is not required.
Meets Humanities I-A requirement
L. Litterick
4 credits

115f Introduction to Composition
Introduces musical composition through the writing of original pieces, emphasizing twentieth-century techniques. Includes demonstrations of various musical instruments, readings of student compositions in class, and consideration of the "creative process."
Meets Humanities I-A requirement
E. Benjamin
Prereq. Music 100 or permission of instructor; 4 credits

***166f Introduction to the Music of Africa**
This course concentrates on indigenous musical traditions from different parts of sub-Saharan Africa. Cross-cultural features as well as regional varieties are examined. A major objective of the course is to facilitate an understanding of the cultural contexts within which African musical practices derive their meaning and significance. The course discusses conceptual, behavioral and stylistic features of the music; the contexts and functions of performances; the interrelations of music and dance; the use of music in healing; musical instruments and singing styles; and the social status of musicians.
Meets multicultural requirement; meets Humanities I-A requirement
O. Omojola
4 credits

200 Level

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.

***205 Music of the 1970s**
Remembered primarily as the decade when popular music demanded a reality check, the 1970s will be the framework for a critical and analytical survey of some of the more fertile developments and influential ideas that originated, flourished, and/or declined in that era. Topics will include minimalism, jazz-rock fusion, and the accompanying multiculturalism that informed the social, political, and economic conditions that bred these styles.
Meets Humanities I-A requirement
D. Sanford
Prereq. Music 100 or 103; 4 credits

215s Intermediate Composition
Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances a the end of the semester.
Meets Humanities I-A requirement
D. Sanford
Prereq. Music 231 or permission of instructor; 4 credits

220f Music and Film
(Same as Film Studies 220) This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these

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two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of existing music in films of Bergman and Kubrick.
Meets Humanities I-A requirement
D. Sanford
Prereq. Music 100 or 103 or 105 or permission of instructor; 4 credits

***226s World Music**
(Writing-intensive course) This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean, and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions. Students are expected to undertake a final project in music ethnography.
Meets multicultural requirement; meets Humanities I-A requirement
O. Omojola
4 credits

***231fs 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
L. Schipull, E. Benjamin
Prereq. Music 100; 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; 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; 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 or permission of instructor; 4 credits

282s History of Western Music II
(Writing-intensive course) The completion of the survey of Western music history begun in Music 281, Music 282 examines the musical culture of Europe from the late eighteenth century through the first decades of the twentieth century, continuing the focus on evolution of style and the changing roles of composers, performers, patrons, and audience.
Meets Humanities I-A requirement
L. Schipull
Prereq. Music 231 or permission of instructor; 4 credits

300 Level

Usually taken only in the senior year. Students may advance to the 300 level of performance studies upon completion of 232, one history course at the 200 level, recommendation of the instructor, and permission of the department chair. Four credits are granted for each semester of performance study at the 300 level. Students enrolled in one semester of

study at the 300 level will be required to prepare a half-recital or its equivalent. Students enrolled in a full year of study at the 300 level must prepare one full recital program or its equivalent. ("Equivalent": two half-recitals, or one-half recital plus other significant public performance.) More detailed information on performance study at the 300 level is available from the Department of Music office.

315s Advanced Composition
The student will compose extended works involving larger media and/or performing forces. The course meets with Music 215 for classroom discussion.
Meets Humanities I-A requirement
D. Sanford
Prereq. Music 215 and 231; may be repeated for credit; 4 credits

334s Music Analysis
The course begins with a study of musical forms frequently encountered in Western art music and some analytic techniques appropriate to them. The course concludes with topics of selected interest, including the application of various analytic approaches to a single piece of music.
Meets Humanities I-A requirement
L. Spratlan
Prereq. Music 232 or permission of instructor; 4 credits

***341fs Conducting II**
This course is a continuation of Conducting I, with opportunities to lead instrumental as well as vocal ensembles in class. Includes baton technique, preparation of longer works, and class recital and/or independent projects.
Does not meet a distribution requirement
E. Benjamin, M. Bartley
Prereq. Music 242; 2 credits

371f Topics in Music: Analytical Studies in World Music
This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological/ethnomusicological and/or theoretical research, as well as in the critical evaluation of published scholarship. Engagement with a shared topic at the outset of the semester provides the context from which each student fashions an independent project. Oral presentations are integral to the course, with a major paper as the final requirement.
(Writing-intensive course) The main focus of this course is to facilitate a culturally sensitive analytical engagement of musical traditions from different parts of the world. The course surveys some of the theoretical and methodological issues that have shaped the field of ethnomusicology and influenced the study of musical traditions, and examines musical examples from different parts of the world, including Africa, Asia, and Latin America. Emphasis will be on understanding musical structures as defined in specific traditions, and the ways in which musical performances/compositions relate to and are shaped by factors emanating from the cultural environment in which they are situated.
Meets Humanities I-A requirement
O. Omojola
Prereq. Music 282 and 232 or permission of instructor; 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

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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 chapter.

Music 100 Requirement

Because the Department of Music believes students enrolled in individual performance studies should have a thorough knowledge of the rudiments of music, *successful completion of, or exemption from, Music 100 must occur within the first two semesters of performance study, regardless of whether a student is enrolled at Mount Holyoke or another Five College institution.*

Please note that the Music 100 Exemption Examination is in two parts; if the student passes the written portion but not the aural one, she will receive a provisional exemption. The student, in consultation with her teachers, is expected to improve her aural skills so she will pass the aural section of the examination by the next advising period.

100 Level

Successful completion of, or exemption from, Music 100 allows up to 8 academic credits of individual performance study on one instrument at the 100 level.

Ensemble Performance Studies

Enrollment in any large or small ensemble is by audition only.

151fs Individual Performance Study
Performance study - individual instruction.
(A) Piano—G. Steigerwalt, M. Gionfriddo, E. Malek, S. Dennis
(B) Voice—M. Spratlan, S. Andrade, C. Cobb
(C) Flute—A. Greenbaum, A. Hale
(D) Oboe
(E) Clarinet
(F) Saxophone—T. Levine
(G) Bassoon
(H) French Horn—J. Jeffries
(I) Trumpet
(J) Trombone—S. Pemrick
(K) Tuba
(M) Percussion—G. Caputo
(N) Harpsichord—L. Schipull
(O) Organ—L. Schipull
(P) Harp—T. Alterman
(Q) Guitar—P. de Fremery
(R) Violin—L. Laderach, R. Gorevic
(S) Viola—L. Laderach, R. Gorevic
(T) Cello—K. Cahn-Lipman
(U) String Bass—Y. Suzuki
(V) Recorders/Early Winds—E. Samuels
(W) Loud Winds—D. Stillman
(X) Lute—R. Castellano
(Y) Early Strings—A. Robbins
Does not meet a distribution requirement Prereq. enrollment is by audition only for new students. Exemption from or enrollment in Music 100 required after initial semester of study; enrollment is limited according to teacher availability. Lesson fee—see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.; 1-2 credits

251fs Individual Performance Instruction
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; enrollment is limited according to teacher availability. Lesson fee—see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.; 1-2 credits

351fs Individual Performance Study
Performance study - individual instruction.
Same section numbers as above.
Does not meet a distribution requirement Prereq. permission of instructor, Music 232, one 200-level history course, demonstration of prior public performance; Note: continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee—see Tuition and Fees in catalog. No refunds after 10th academic day of class.; 4 credits

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.

Fall 2009

143f(A) Wind Ensembles
The department
Prereq. enrollment is by audition only for new students or previous study; 1 rehearsal (2 hours); 1 credit

143f(B) String Ensembles
K. Cahn-Lipman, L. Laderach
Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 rehearsal (2 hours); 1 credit

143f(C) Piano Ensembles
E. Malek, G. Steigerwalt
Prereq. enrollment is by audition only; 1 rehearsal (2 hours); 1 credit

143f(D) Mixed Ensembles
The department
Prereq. enrollment is by audition only or previous study in the ensemble; 1 rehearsal (2 hours); 1 credit

143f(E) Brass Ensembles
Chamber Music for brass instruments
J. Jeffries
Prereq. enrollment is by audition only; 1 credit

**143f(F) Klezmer Ensemble*
This ensemble, composed of all instruments - including piano, strings, brass, and woodwinds - performs dance music of Eastern Europe. Students at all levels of experience will use their classical training to go beyond the printed page into the folk tradition, learning to play different modes of the tunes and employing "untraditional" techniques that are traditional in this unique folk music.
A. Greenbaum
Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

143f(G) Flute Choir
Study and perform music for flute ensembles.
A. Hale
Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

143f(H) Euridice Ensembles
Euridice Ensembles are groups of students and faculty who perform baroque and classical chamber music with attention to historical performance practice. Individual ensembles may include baroque trios, classical quartets, cantata groupings, etc., and are formed according to the needs and interest of students participating each semester. Singers, modern and early string, wind and keyboard players from the Five Colleges are invited to participate.
A. Robbins, L. Laderach, L. Schipull, R. Eisenstein
Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

Spring 2010

143s(A) Wind Ensembles
The department
Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 rehearsal (2 hours); 1 credit

143s(B) String Ensembles
K. Cahn-Lipman, L. Laderach
Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 rehearsal (2 hours); 1 credit

143s(C) Piano Ensembles
E. Malek, G. Steigerwalt
Prereq. enrollment is by audition only; 1 rehearsal (2 hours); 1 credit

143s(D) Mixed Ensembles
The department
Prereq. enrollment is by audition only or previous study in the ensemble; 1 rehearsal (2 hours); 1 credit

143s(E) Brass Ensembles
Chamber Music for brass instruments
J. Jeffries
Prereq. enrollment is by audition only; 1 credit

143s(F) Klezmer Ensemble

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This ensemble, composed of all instruments - including piano, strings, brass, and woodwinds - performs dance music of Eastern Europe. Students at all levels of experience will use their classical training to go beyond the printed page into the folk tradition, learning to play different modes of the tunes and employing "untraditional" techniques that are traditional in this unique folk music.
A. Greenbaum
Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

143s(G) Flute Choir
A. Hale
Prereq. enrollment is by audition only or previous study in the ensemble; 1 rehearsal (2 hours); 1 credit

143s(H) Euridice Ensembles
Euridice Ensembles are groups of students and faculty who perform baroque and classical chamber music with attention to historical performance practice. Individual ensembles may include baroque trios, classical quartets, cantata groupings, etc., and are formed according to the needs and interest of students participating each semester. Singers, modern and early string, wind and keyboard players from the Five Colleges are invited to participate.
A. Robbins, L. Laderach, L. Schipull, R. Eisenstein
Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

155fs Jazz Ensemble

155fs(A) Big Band
The Big Band is a mixed instrumental group open to beginning, intermediate, and advanced musicians. Students learn a variety of classic and contemporary swing, Latin, jazz, and pop standards. The group performs in concert twice a semester and occasionally off campus as well.
M. Gionfriddo
Prereq. enrollment is by audition only or previous participation in the ensemble; 1 credit

155fs(B) Vocal Jazz
The Vocal Jazz Ensemble is a select group of singers which performs classic and contemporary jazz vocal music. The group performs in concert twice a semester and occasionally off campus as well. Solo opportunities also exist with the Big Band and Chamber Jazz Ensembles for students enrolled in Vocal Jazz.
M. Gionfriddo
Prereq. enrollment is by audition only; 1 rehearsal; limited enrollment; 1 credit

161fs West African Drumming Ensemble
This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Non musicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.
Does not meet a distribution requirement
F. Conant
1 credit

191fs Mount Holyoke Orchestra
Registration for Mount Holyoke Orchestra will occur in September following auditions. Please contact the music department for more information.
Studies and presents a variety of orchestra repertoire on and off campus. Multiple opportunities to perform each semester.
Does not meet a distribution requirement
E. Benjamin
Prereq. enrollment is by audition only; 1 credit

255fs Chamber Jazz Ensemble

255fs(A) Chamber Jazz
A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop, and fusion. Students also learn exercises and techniques that will aid them in solo improvisation.
M. Gionfriddo
Prereq. enrollment in Big Band or previous participation in the ensemble; 1 credit

261f Intermediate West African Drumming Ensemble
This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and

bell parts, some songs, and some dance steps. Non-musicians are welcome; practice between classes is required. The group will perform in a workshop at the end of the semester.
Does not meet a distribution requirement
F. Conant
Prereq. Music-161; One meeting (2 hours); 1 credit

***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

Choral Ensembles

193fs Chorale
Registration for Chorale will occur in September following auditions. Please contact the music department for more information. With varied repertoire, an intermediate-level women's choir providing excellent vocal training, occasional solo opportunities, and a structured sight-singing curriculum. Performs on and off campus, sometimes with men's choruses and orchestra. Previous ensemble experience is helpful, though not a prerequisite.
Does not meet a distribution requirement
M. Felipe
Prereq. enrollment is by audition only, permission of instructor required; 1 credit

293fs Glee Club
Registration for Glee Club will occur in September following auditions. Please contact the Music department for more information. A relatively advanced women's choir with a varied classical, contemporary, and folk-derived repertoire. Occasional collaborations with men's choruses and orchestra, sometimes involving long-distance travel. Previous ensemble experience (vocal or instrumental) and strong musicianship—including sight singing—are prerequisites.
Does not meet a distribution requirement
M. Felipe
Prereq. enrollment is by audition only or previous participation in the ensemble; 1 credit

297fs Chamber Singers
Highly select vocal ensemble drawn from Glee Club to perform original works for women's chorus, with emphasis on contemporary music.
Does not meet a distribution requirement
M. Felipe
Prereq. enrollment is by audition only or previous participation in the ensemble; 1 credit

Independent Study

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph; 1-4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department; 1-8 credits

The Five College Early Music Program

The Five College Early Music Program provides 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

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more of the performing groups that meet regularly with a coach; ensembles are organized at all levels of ability, from beginning to advanced, to accommodate progress throughout a four-year academic program.

147fs Early Music Ensembles

Fall 2009

147f(A) Collegium
Renaissance and baroque music for mixed voices
R. Eisenstein
Prereq. enrollment is by audition only; 1 credit

147f(B) Voces Feminae
Renaissance and baroque music for women's voices.
C. Bell
Prereq. enrollment is by audition only; 1 credit

147f(C) Instrumental Ensemble
Study and perform music for early strings, recorder, shawm, and other early music instruments from the medieval, renaissance and Baroque periods.
A. Robbins, D. Stillman, E. Samuels
Prereq. enrollment is by audition only; 1 credit

147f(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, 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.
M. Pash, N. Monahin
1 credit

147f(E) Seminar in Seventeenth-Century Song
This course is a repertory survey conducted in masterclass format. Each participant will learn and sing in class a song every week or two. English lute ayres, French airs de cour, Italian monodies, and later music up to and including Henry Purcell are included. There is a very limited but interesting selection of reading as well.
R. Eisenstein
Prereq. enrollment is by audition only; limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba); 1 credit

Spring 2010

147s(A) Collegium
Renaissance and baroque music for mixed voices
R. Eisenstein
Prereq. enrollment is by audition only; 1 credit

147s(B) Voces Feminae
Renaissance and baroque music for women's voices.
C. Bell
Prereq. enrollment is by audition only; 1 credit

147s(C) Instrumental Ensemble
Study and perform music for early strings, recorder, shawm, and other early music instruments from the medieval, renaissance and Baroque periods.
A. Robbins, D. Stillman, E. Samuels
Prereq. enrollment is by audition only; 1 credit

147s(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, 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.
M. Pash, N. Monahin
1 credit

147s(E) Seminar in Seventeenth-Century Song
This course is a repertory survey conducted in masterclass format. Each participant will learn and sing in class a song every week or two. English lute ayres, French airs de cour, Italian monodies, and later music up to and including Henry Purcell are included. There is a very limited but interesting selection of reading as well.
R. Eisenstein
Prereq. enrollment is by audition only; limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba); 1 credit

Neuroscience and Behavior

The major in neuroscience and behavior is administered by the Neuroscience and Behavior Committee: Professors Barry (biological sciences), Cohen (psychology and education), Hollis (psychology and education); Associate Professors Bacon (biological sciences, *chair, fall 2009*), Brodie (biological sciences), Gillis (biological sciences, *chair*).

Contact Persons

Sarah Bacon, *chair, fall 2009*
Gary Gillis, *chair*

The program in neuroscience and behavior is intended for students with strong, integrative interests in both biological sciences and psychology and in the biological bases of behavior.

Requirements for the Major

Credits

- A minimum of 60 credits

Courses

- Required core curriculum:
  - Biological Sciences 145, Introductory Biology, or Biological Sciences 160, Integrated Introduction to Biology and Chemistry
  - Psychology 101 or 100, Introduction to Psychology
  - Chemistry 101, General Chemistry, or Chemistry 160, Integrated Introduction to Biology and Chemistry
  - Chemistry 201, General Chemistry II
  - Chemistry 202, Organic Chemistry
  - Mathematics, one of the following:
    - 101, Calculus
    - 103, Accelerated Calculus
  - Psychology 200, Research Methods in Psychology
  - Psychology 250, Introduction to the Biological Bases of Behavior
  - Biological Sciences 200, Introduction to Biology II
  - Biological Sciences 220, Cell Biology
  - Biological Sciences 333, Neurobiology
  - A course in quantitative inference:
    - Psychology 201, Statistics *or*
    - Statistics 240, Elementary Data Analysis and Experimental Design
- Two 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 335, Mammalian Anatomy
  - 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 334, Chemical Communication in Vertebrates
  - Psychology 359, Seminar in the Biological Bases of Behavior

Other

- Students planning postgraduate study in a related discipline or in medicine are urged to participate in independent laboratory research within either or both departments.

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

No minor in neuroscience and behavior is offered.

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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. A 100-level course in psychology and 4 credits in biological sciences; 4 credits

295fs Independent Study
Does not meet a distribution requirement
1-4 credits

395fs Independent Study
Does not meet a distribution requirement
Prereq. invitation of the committee; 1-8 credits

Philosophy

The major and minor in philosophy are administered by the Department of Philosophy: Professors Bowie (*chair*), Wartenberg; Associate Professors Mitchell, Harold.

Contact Persons

Anna May Dion, *senior administrative assistant*
G. Lee Bowie, *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

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    - 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 16 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

101fs Introduction to Philosophy
This course will explore topics that philosophers have grappled with for thousands of years, and that still undergird (or sometimes threaten to undermine) our understanding of the world, our knowledge, ourselves, and each other. In historical and modern texts of the Western intellectual tradition, we will read answers to questions such as: What exists? What knowledge can we claim? What are people like? What is, or should be, our role in the world? In considering these answers, we will learn to do philosophy ourselves, developing our own careful reflections on these issues.
Meets Humanities I-B requirement
J. Johnson, S. Mitchell
4 credits

102f First-Year Seminar

Fall 2009

102f(01) Personal Identity
(First-year seminar; speaking-intensive course) Who or what am I, and what makes

me what I am? How am I different from a very sensitive robot, or a very clever dog? Am I a single changing person throughout my life, or a temporal montage of unchanging ones? What will connect my past to my future? This is the cluster of philosophical worries that will occupy the center of this course. In the process of addressing them, we will work to develop methods for resolving problems that appear beyond solution.
Meets Humanities I-B requirement
L. Bowie
4 credits

**102(03) Forbidden Knowledge*
(First-year seminar; speaking-intensive course) 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
The department
Prereq. fy or permission of instructor; 4 credits

***103s Comparative Introduction to Philosophy**
In this course, questions concerning views of the self, humans in relation to one another, and humans in relation to the non-human world will be explored by bringing together conventional philosophy texts with culturally diverse philosophical writings. Through these questions and the materials which address them, issues of ethnicity, race, class, and gender will impact our discussion of various perspectives on fundamental problems.
Meets multicultural requirement; meets Humanities I-B requirement
M. Brown
4 credits

201f Philosophical Foundations of Western Thought: The Greek Period
An introduction to ancient Greek philosophy, focusing mainly but not exclusively on the works and ideas of three Athenian philosophers who worked and taught in the period between the Persian Wars and the rule of Alexander the Great, more than 2,300 years ago: Socrates, Plato, and Aristotle. Topics to be discussed include: What is the nature of the 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
G. Matthews
4 credits

202s Philosophical Foundations of Western Thought: The Modern Period
Investigates the development of Western philosophy in the seventeenth and eighteenth centuries through the writings of Descartes, Locke, Leibniz, Hume, and Kant. 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, the existence of God, and the possibility of human freedom.
Meets Humanities I-B requirement
T. Wartenberg
4 credits

205f Ethics
This course serves as an introduction to some of the main philosophical theories of ethics and ideas about human nature through a study of fundamental approaches including utilitarian, deontological, and virtue ethics. Among the issues covered will be the clarification of basic assumptions about morality, such as whether morality has any basis beyond differing teachings of various cultures (relativism), or whether all actions are fundamentally selfish (egoism). Attention will be given to the application of ethical theory and principles to contemporary issues.
Meets Humanities I-B requirement

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M. Brown
4 credits

208f Knowledge and Reality
This course is an introduction to the central topics in epistemology (theory of knowledge) and metaphysics (theory of reality). It will look at questions such as: How is knowledge possible? What is knowledge? Do we know anything? Is time real? What makes you the same person now and in ten years? Could things be otherwise than they are?
Meets Humanities I-B requirement
S. Mitchell
4 credits

210f Logical Thought
This course cultivates sound reasoning. Students will learn to see the structure of claims and arguments and to use those structures in developing strong arguments and exposing shoddy ones. We will learn to evaluate arguments on the strength of the reasoning rather than on the force of their associations and buzzwords.
Meets Humanities I-B requirement
L. Bowie
4 credits

***220s Introduction to the Philosophy of Science**
Scientific theories come and go—what was once believed true is often later thought false. What then is the status of current scientific theories? What makes a theory "good"? How do we know whether accepting a theory is based on scientific reasoning—rather than scientistic or nonscientific rationales? This course will explore answers to these questions proposed by scientists and philosophers of science. We will study some historical views, but will focus on scholars writing in the 1960s through the present.
Meets Humanities I-B requirement
S. Hawthorne
4 credits

225s Symbolic Logic
This course develops a symbolic system that can be used as the basis for inference in all fields. It will provide syntax and semantics for the language of this system and investigate its adequacy. It provides the basis for all further work in logic or in the philosophical foundations of mathematics. Much of the course has a mathematical flavor, but no knowledge of mathematics is necessary.
Does not meet a distribution requirement
S. Mitchell
4 credits

226f Introduction to the Philosophy of Religion
(Same as Religion 226-01) This course begins its survey of the discipline of the philosophy of religion with the work of Augustine. We then proceed to an examination of the classical theistic arguments for knowledge of God's existence (those of Anselm, Aquinas, and Maimonides) that dominated Scholastic thought and consider the criticisms of these approaches by Enlightenment philosophers such as Kant. We trace the rise of experience as the central category of pietism and romanticism in 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
4 credits

***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; 4 credits

***232f Ethical Issues in Complex Organizations**
(Same as Complex Organizations 232) There is much talk recently of the need for increased attention to "ethics" in organizational life. This course examines the basis for this concern and the underlying beliefs and structures that give rise to ethical issues, with the goal of helping students to clarify their own positions. Topics addressed will include profit, governance, consumption, distribution, and the social contract. Readings will draw on philosophy, religion, economics, history, literature, management theory, and current events
Meets Humanities I-B requirement
Prereq. soph, jr, sr; 4 credits

235f Medical Ethics
Modern medicine has raised new and difficult moral and philosophical problems. Topics discussed include: What is the distinction between health and illness? How should limited health care resources be distributed? How are medical problems related to larger social problems (e.g., 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
S. Hawthorne
4 credits

240s 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
S. Hawthorne
4 credits

***241s Issues in Contemporary Moral Theory**
Do we need to develop virtues to lead a good life? Is morality founded on freedom or happiness? What does it involve for an individual to be just? What is the relationship between morality and power? This course explores questions and texts relevant to contemporary ethical philosophy. We will read a mix of contemporary and historical texts examining some of these questions in detail.
Meets Humanities I-B requirement
J. Harold
Prereq. Philosophy 205 or permission of instructor; 4 credits

***242f Social and Political Philosophy**
An examination of a variety of topics in social and political philosophy, drawing from historical as well as contemporary sources. We will examine questions such as the following: What is the nature and scope of political authority? Do citizens have a duty to obey the laws of their state? What duties do we have to oppressed and marginalized groups? How do race, class, gender, and sexual orientation matter to political freedom and authority? How should we balance political liberties against the public good? Attention will also be given to the application of these questions to particular contemporary social and political issues.
Meets Humanities I-B requirement
S. Hawthorne
4 credits

244s Philosophy and Literature
This course considers a range of philosophical topics about and in literature. Can literature give us knowledge about the world? How do we determine the meaning of a work of literature (if there is such a thing)? Can works of literature lead us morally astray? How is the identity of the reader relevant to reading literature? Is there a difference between philosophy and literature? We explore these questions through the discussion of some contemporary philosophical writing, as well as some well-known and provocative literary works.
Meets Humanities I-B requirement
J. Harold
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
S. Hawthorne
4 credits

249s Women and Philosophy
(Same as Gender Studies 210) Some say that philosophers pursue objective knowledge. Feminist philosophy is a body of scholarship that questions the extent to which traditional philosophy has pursued or can pursue knowledge in an objective way. This course is an introduction to issues in feminist philosophy, including its critique of traditional Western philosophy and its contributions to major areas of philosophy such as metaphysics, ethics, epistemology, social and political philosophy, and the philosophy of language.
Meets Humanities I-B requirement
S. Hawthorne
4 credits

***255f Existentialism**
Is life absurd? Do human beings really want to be free? Or do we prefer to sacrifice our freedom for comfort and amusement? Is God dead? Is it possible to live without religious belief? These are among the central questions about human life raised by existential thinkers. We will discuss these issues, and many others, through careful reading of philosophic and literary texts by such important existentialists as Søren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, Albert Camus, Simone de Beauvoir, and Franz Fanon.
Meets Humanities I-B requirement
T. Wartenberg
4 credits

264s Philosophy of Mind
This course explores long-standing questions about the nature of consciousness; the relationship between mind and body; the relationship between mind and language; and the role that science has (if any) in negotiating these questions. We also will discuss contemporary, topical debates in the philosophy of mind.
Meets Humanities I-B requirement
L. Bowie
Prereq. 4 credits in department or permission of instructor; 4 credits

***271s Philosophy of Language**
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
The department
Prereq. 4 credits in department or permission of instructor; 4 credits

***273fs Philosophy of the Arts**
The purpose of this course is to explore philosophical problems concerning the arts and aesthetic experience. Some questions to be explored include: What is the difference between beauty and moral goodness? Can taste be objective? What does it mean for a work of music to be "sad"? Are the intentions of artists relevant to appreciation? What is the purpose of art criticism? How do pictures represent objects? Readings will be drawn from both historical and contemporary philosophical writings.
Meets Humanities I-B requirement
J. Harold, T. Wartenberg
4 credits

280f Philosophy for Children
(Community-Based Learning course; speaking-intensive course) When you act bravely, can you be scared? How do you know that you are not dreaming now? If everyone told you you weren't a person, would you believe

them? These questions are raised by children's books, such as *Frog and Toad Together* and *The Bear That Wasn't*. In this course, you will learn how to conduct discussions of philosophical questions like these among elementary school children using picture books. The first half of the course will concentrate on developing the necessary skills; the second on teaching philosophy to the children. Along the way, we'll delve into a range of philosophical issues, as we prepare to teach an introductory philosophy course for second graders.
Meets Humanities I-B requirement
T. Wartenberg
Prereq. 4 credits in department or Education 215 or permission of instructor; 4 credits

295fs Independent Study
Does not meet a distribution requirement
Prereq. soph, jr, sr, permission of department; 1-4 credits

***310f Twentieth-Century Analytic Philosophy**
An introduction to the history, themes, and methods of analytic philosophy, the dominant movement in twentieth-century English-speaking philosophy. Analytic philosophy uses logic and a careful analysis of language to solve philosophical problems. We will study most of the major figures of this movement, including Frege, Russell, Carnap, Quine, and Kripke. Topics addressed will include the logic of numerical identity, reference and existence, Quine's criticisms of logical positivism, and the meaning of necessity.
Meets Humanities I-B requirement
S. Mitchell
Prereq. 8 credits in department; 4 credits

321s Seminar in Philosophy of Language
According to the "Whorf Hypothesis" language constrains what we can think - our very concepts are shaped by our language. Much contemporary work in cognitive science argues the reverse - that concepts wired into our mind constrain what possible human languages there are, and that consequently all human languages share structure that reflects these constraints. On this view there are languages so alien that humans couldn't possibly learn them. This seminar will explore the relationship between language and thought, reading work by Wittgenstein, Whorf, Orwell, Putnam, Pinker, Fodor, Prinz, and others.
Meets Humanities I-B requirement
L. Bowie
Prereq. 8 credits in department; 4 credits

327f 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; 4 credits

***328f Non-Classical Logic**
This course looks at the recent flowering of non-classical logics. The most prominent are modal logics concerning necessity and possibility, which have come to dominate work in metaphysics and epistemology. Conditional logics, intuitionist logics, and relevance logics have also become important. These logics are particularly useful in graduate-level classes in philosophy but also are interesting in their own right.
Meets Humanities I-B requirement
S. Mitchell
Prereq. Philosophy 225 and 4 credits in philosophy or in mathematics; 4 credits

334fs Topics in Ethics

Fall 2009

**334f(01) Meta-Ethics*
Meta-ethics 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 coursework in ethics and logic is recommended.
Meets Humanities I-B requirement
J. Harold
Prereq. 8 credits in department or permission of instructor; 4 credits

Spring 2010

334s(01) Contemporary Debates in Moral Theory
In this course, we study, and join, some of the most contentious present-day debates about moral theory. We look critically at the "big three" moral theories - Kantianism, utilitarianism, and virtue theory - and we evaluate major objections to these theories. Do traditional moral theories alienate people from their own personal values? Can utilitarianism justify punishing the innocent? Is moral deliberation possible without moral theory? What is the relationship between moral feeling and moral thought? The work we read is contemporary, but our discussion presupposes some background in the moral thought of Aristotle, Mill, and Kant.
Meets Humanities I-B requirement
J. Harold
Prereq. 8 credits in department including Philosophy 205 or permission of instructor; 4 credits

***347f 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
The department
Prereq. 8 credits in department or permission of instructor; 4 credits

350fs Topics in Philosophy

Fall 2009

350f(01) Fact vs. Value
If I tell you "Goering was cruel," have I expressed a fact or a value judgment? What if I say, "Carbon monoxide pollutes"? Is it true that you can't derive an "ought" from an "is"? Drawing primarily on recent and contemporary philosophical literature, this seminar will explore the features and strength of the (supposed?) distinction between fact and value—considerations that underlie many current social, political, and scientific debates.
Meets Humanities I-B requirement
S. Hawthorne
Prereq. 8 credits in the department or consent of instructor; 4 credits

Spring 2010

**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 or sr; 4 credits

**350(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

***351s Systematic Study of One Philosopher: Aristotle**
This course will look closely at Aristotle's moral and aesthetic thought through a careful examination of his *Nicomachean Ethics* and his *Poetics*. In these works Aristotle gives us his conception of a well-lived life, as well as his view about the relationship between emotions and reason. In addition to the primary texts, we'll read some contemporary commentary on Aristotle, and we'll look at the influence of Aristotle's ideas on contemporary philosophical debates about art and life. This course presupposes prior study of ancient Greek philosophy. Prior coursework in ethics or aesthetics is also recommended.
Meets Humanities I-B requirement
J. Harold
Prereq. Philosophy 201 and 4 additional credits in department, or per I; 4 credits

***373fs The Philosophy of Art**
This class examines philosophical issues arising concerning the interpretation, creation, and experience of art. Topics vary from year to year.

Fall 2009

**373f(01) Arthur Danto*
This seminar will focus on the work of Arthur Danto, perhaps the preeminent contemporary philosopher of art and art critic for *The Nation*. We will explore his writings from his seminal essay, "The Artworld," to his recent book, *The Abuse of Beauty*, in an attempt to understand his views on art, its development, and its future.
Meets Humanities I-B requirement
T. Wartenberg
Prereq. 8 credits in department; 4 credits

Spring 2010

**373s(01) The Shock of the New*
(Same as Art Studio 280s-01) Innovative works of art shock the world and are difficult for viewers to interpret in light of previous artistic practice. How, then, can viewers and critics understand new and challenging works of art? This is the topic that we will investigate in this course by looking at art, reading about art, making art, and writing about art.
Meets Humanities I-B requirement
R. Hachiyanagi, T. Wartenberg
Prereq. 8 credits in department; students enrolled in this course will be responsible for some of the cost of materials in addition to the standard studio fee of $60.; 4 credits

375s Philosophy of Film
An examination of different theoretical issues concerning the nature of film and film viewing. Topics vary yearly.

Spring 2010

375s Philosophy of Film
(Same as Film Studies 390-02) Recently, philosophers have argued that films resemble philosophy in their use of thought experiments. But the role of thought experiments in philosophy is itself contested. The seminar will investigate how thought experiments are used in science and philosophy in order to determine whether films and, more generally, art can legitimately claim that their presentation of thought experiments connects them to philosophy. Some previous acquaintance with philosophy highly recommended.
Meets Humanities I-B requirement
T. Wartenberg
Prereq. 8 credits in department or in film studies or permission of instructor; 1 meeting (2 hours) and screening; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department; 1-8 credits

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Physical Education and Athletics

Lecturers Allen, Esber, Fitzsimmons, Friedman, Haneishi, Lee, Perrella, Priest (chair), Santiago, Scecina, Terrell, Whitcomb; Instructor Durocher. Riding Instructor, 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 a student may propose an 18-credit educational studies minor with a concentration in sport pedagogy and coaching. (See the Educational Studies chapter for further information.) We also offer two classes for academic credit: Sport Pedagogy (2 academic credits) and Women in Sport (4 academic credits). Also offered is an academic independent credit option. See the end of the physical education listings for these courses.

Courses numbered 100 are at the beginning level; those numbered 200 are intermediate; those numbered 300 are advanced; and those numbered 400 indicate teams and/or special advanced courses.

The second number in each course number indicates a specific area of study as follows: 0, aquatics; 1, dance and individual activities; 2, exercise, fitness, and wellness; 3 and 4, sports; and 5, riding.

Course Offerings

Aquatics

101fs Beginning Swimming
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
C. Lee, D. Allen, M. Scecina
2 units

102f Springboard Diving
Includes forward, backward, inward, reverse, and twisting dives.
Does not meet a distribution requirement
M. Clark
2 units

104fs Beginning Scuba Diving
Designed for someone with no scuba experience. Consists of classroom and pool time. Classroom: learning academics of diving; pool time: learning to use scuba equipment. Optional weekend of ocean diving leading to NAUI Scuba Diver certification, near end of session. First half of semester.
Does not meet a distribution requirement
S. Ausevich
fee course; 2 units

201f Intermediate Swimming
Covers skills of the front and back crawl, butterfly, breast strokes, and diving.
Does not meet a distribution requirement
D. Allen
2 units

303s Swim and Stay Fit
Offers conditioning through endurance swimming. Includes instruction on stroke technique.
Does not meet a distribution requirement
C. Lee
Prereq. For intermediate and advanced swimmers; no repeats; 2 units

306f Red Cross Lifeguard Training
Includes certifications in Lifeguarding, CPR for the Professional Rescuer, and Standard First Aid. Requirements include text and assigned reading and a written and practical final examination.
Does not meet a distribution requirement
C. Lee
Prereq. screening test; for advanced swimmers; 3 physical education credits with certification, 2 physical education credits without; fee course; some classes for the required CPR training portion will meet between 8:00am and 9:50am.; 2-3 units

307s Red Cross Water Safety Instructor
Includes required test, reading assignments, and final examinations. This course will give the student a certification to teach basic water safety and learn to swim classes.
Does not meet a distribution requirement
D. Allen
Prereq. minimum 17 years of age, screening test; 3 physical education credits with certification, 2 physical education credits without; fee course; 2-3 units

Exercise, Fitness, and Wellness

122fs Fitness for Life
Explains the purpose of physical exercise to enable each student to evaluate her own level of fitness and design a personalized exercise program that will be beneficial throughout life. Topics include cardiovascular endurance, nutrition, muscular strength and endurance, flexibility, weight management, and stress management. Half lecture, half activity. Required text and examination.
Does not meet a distribution requirement
M. Esber, S. Terrell, The department, A. Whitcomb
no repeats; 3 units

123f Running for Fitness
Covers all aspects of running, including gear, training, and running techniques. All levels of runners welcome.
Does not meet a distribution requirement
M. Esber
half semester. no repeats; 1 unit

125fs 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
M. Esber, C. Lee, A. Whitcomb, S. Terrell, K. Haneishi
half semester. no repeats; 1 unit

128fs Walking for Fitness
Covers all aspects of walking, including equipment, walking techniques, and training techniques.
Does not meet a distribution requirement
M. Esber, M. Scecina, S. Terrell
half semester; no repeats; 1 unit

129s Fitness Walking with Fido
Students will be transported via College transportation to and from 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. The student should be able to walk comfortably in an urban environment (city sidewalks); second half of semester; 2 units

325f Functional Strength Training
Introduces an integrated, functional approach to strength training that incorporates balance, coordination, and agility. Teaches weight training without machines, using dumbbells, medicine balls, stability balls, and body weight to grow stronger. Mini lectures on a variety of related exercise topics will also be given. This class is designed for students

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who exercise regularly and have at least a minimal level of fitness.
Does not meet a distribution requirement
E. Perrella
no repeats; 2 units

Dance and Individual Activities

The Department of Physical Education offers instruction in the following individual activities and dance idioms.

All Department of Dance technique courses satisfy both academic and physical education requirements. There is no "physical education unit only" option for dance department courses. Students must meet the attendance requirement to receive 2 physical education units. See Department of Dance for course descriptions.

110fs 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, The department
No repeats; 2 units

111fs Basic Self-Defense for Women
This course is part of a nationally-recognized program in Rape Aggression Defense (RAD). It will cover "streetwise" self-defense techniques, including stances, blocking, kicking, striking, voice commands and ground defense. It will also impart techniques for risk awareness, risk recognition and risk reduction. The semester's study concludes with an optional full contact self-defense simulation.
Does not meet a distribution requirement
B. Arrighi
course fee $25; RAD manual $5; dress comfortably with athletic shoes with nonmarking soles; 1 unit, half semester

112fs Beginning Yoga
Yoga is an ancient practice from India that develops a balance of physical strength and flexibility and promotes evenness of mind. This class is an introduction to basic postures, meditation, and breathing techniques with a focus on unifying breath with movement. Revered for its therapeutic benefits, yoga can be practiced by people of all abilities with safe and healthy results.
Does not meet a distribution requirement
K. Haneishi, H. Rand
half semester. fee course; 1 unit

114fs Beginning T'ai Chi

Fall 2009

114f(01) Part I
T'ai chi is a slow movement exercise that stimulates energy (chi). This course introduces the first half of the Yang-style short form, which begins a flowing sequential pattern of continuous movements that builds strength and flexibility, increases internal energy, and promotes a peaceful feeling in body and mind.
M. Kinuta
first half of semester; fee course; 1 unit

114f(02) Part II
This is the second half of the Yang style short form, building on the sequential pattern of movements presented in Beginning T'ai Chi I. Previous experience preferred.
M. Kinuta
Prereq. Beginning Tai Chi I; second half of semester; fee course; 1 unit

Spring 2010

114s(01) Parts I and II
T'ai chi is a slow movement exercise that stimulates energy (chi). This course introduces the Yang-style form, which includes a sequential pattern of movements that builds strength and flexibility, increases internal energy, and promotes a peaceful feeling in body and mind.
M. Kinuta
fee course; 1 unit

114s(02) Parts I and II
This is the second half of the Yang style short form, building on the sequential pattern of movements presented in Beginning T'ai Chi I. Previous experience preferred.
M. Kinuta
fee course; 1 unit

117s Bon Odori (Japanese Spiritual Dance)
This course focuses on a Japanese Buddhist folk dance performed outdoors and danced in a concentric circle around a raised platform. It is celebrated as a reminder of the gratefulness one should feel toward one's ancestors. From this dance of joy comes Bon Odori, a time in which ancestors and their sacrifices are remembered and appreciated. Through studying the dance, students will understand its intentions: remembering and appreciating who you are and where you come from. Because the dance is closely related to Buddhism, this course will provide an opportunity for the students both to exercise through dancing and to calm their minds.
Does not meet a distribution requirement
K. Haneishi
half semester; 1 unit

118fs Folk Dance
Covers a variety of folk dances from representative countries. Beginning and intermediate levels.
Does not meet a distribution requirement
J. Friedman
last six weeks of fall. No repeats.; 1 unit

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
first six weeks of fall; 1 unit

126fs Pilates
The Pilates Method offers a slow-building repertoire of stabilizing and mobilizing exercises that work the entire body. Focus is on use of breath, core strength, and full body connection. Students will learn the basic exercises that strengthen the major muscle groups of the body creating length and flexibility in an integrated way.
Does not meet a distribution requirement
G. Fuller
fee course; 1 unit

211f Keychain Self-Defense for Women
This six-week course is a continuation of the Basic Self-Defense for Women course. The Kubotan is a keychain that doubles as a self-defense tool. It is easy to learn to use and carry. The keychain can enable any person, with a minimum of training, to defend herself, by nullifying any power/strength imbalance between herself and her attacker.
Does not meet a distribution requirement
B. Arrighi
course fee $25; RAD manual and Kubotan $10; dress comfortably with athletic shoes with non-marking soles; no repeats; second half of the semester; 1 unit

212fs Intermediate Yoga
Intermediate yoga introduces more advanced variations of basic postures and is an opportunity for students to deepen their experience of this practice. Yoga vinyasa, a style of yoga that links postures together in a flowing sequence will be introduced along with basic inversions. Recommended for students who have completed beginning yoga.
Does not meet a distribution requirement
K. Haneishi, H. Rand
Prereq. Previous experience suggested; half semester; fee course; 1 unit

217s Responding to Emergencies: Community CPR
Offers Red Cross certification. Includes reading assignments and examinations. Course content includes current medical information on CPR and the prevention and treatment of injuries and sudden illness with an emphasis on personal safety. Class will need to meet for 8 hours on an agreed-upon Saturday in February to complete the CPR section.
Does not meet a distribution requirement
E. Perrella
fee course; no repeats; 2 units

226fs Pilates II
This course continues the work of Pilates mat exercises. Students will attain a deeper understanding of the movement patterns and refine their skills to achieve a higher level of core conditioning and control.
Does not meet a distribution requirement
G. Fuller
Prereq. Previous experience suggested; half semester; fee course; 1 unit

311s Advanced Self-Defense for Women
This course is a continuation in the Rape Aggression Defense (RAD) program. It features dealing with multiple attackers, advanced ground defense, defense against armed assailants, and more.
Does not meet a distribution requirement
B. Arrighi
Prereq. Physical Education 111-01; course fee $25; RAD manual $5; no repeats; dress comfortably with athletic shoes with nonmarking soles; 1 unit

Sports

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
S. Terrell, A. Whitcomb, A. Santiago, J. Friedman
2 units

132s Beginning Soccer
Covers basic technique and strategies as well as the rules of the game. Designed for those with little or no previous experience.
Does not meet a distribution requirement
K. Haneishi
second half semester; 1 unit

133f Beginning Canoeing
This course will provide basic skills and knowledge necessary for safe enjoyment of recreational flat water canoeing. It will cover basic tandem bow and stern strokes. It will provide students with the awareness of common hazards associated with the sport and develop the safety knowledge to avoid such hazards.
Does not meet a distribution requirement
D. Allen
Prereq. Must be a swimmer; swim test given at first class meeting; half semester; 1 unit

134fs Beginning Badminton
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. Secina, M. Scecina, M. Esber, K. Haneishi
half semester for 1 physical education credit; 1 unit

135s Beginning Volleyball
Covers basic skills and strategy. Taught in conjunction with Physical Education 235s. For those with little or no experience.
Does not meet a distribution requirement
S. Terrell
half semester; 1 unit

136fs(01) Beginning Fencing
Covers the basic skills, techniques, and strategy of foil fencing.
Does not meet a distribution requirement
D. McMenamin
first half of semester. fee course; 1 unit

136fs(02) Beginning Fencing
Continuation of section 1, second half of semester.

137fs Beginning Golf
Covers the fundamentals - complete swing, golf course etiquette, golf rules. Classes meet at golf course. For those with little or no golf experience.
Does not meet a distribution requirement
S. Durocher
half semester; equipment provided; fee course; 1 unit

***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
half semester; 1 unit

139fs Ultimate Frisbee
This is a non-contact sport played by two seven-player teams. The object of the game is to score goals. The Frisbee may only be moved by passing; the thrower is not allowed to take any steps. When a pass is incomplete, intercepted, etc., a turnover occurs, resulting in a change of possession of the disc. A goal is scored when a player successfully passes the disc to a teammate in the end zone which that team is attacking.

Does not meet a distribution requirement
A. Whitcomb
Beginning skill level. Offered first half of semester. No repeats.; 1 unit

142fs Beginning Squash
Introduces sound footwork, forehand, backhand drives, and volleys, lob serve, backwall shots, and boasts. Covers international squash rules and basic strategy. For beginning players who have had little or no squash experience.
Does not meet a distribution requirement
A. Fitzsimmons, J. Friedman
2 units

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, A. Whitcomb
half semester; 1 unit

145f Beginning Lacrosse
Covers stick skills and basic strategies. Scheduled to precede Physical Education 245 for those wanting a full semester of instruction. For those with little or no previous experience.
Does not meet a distribution requirement
M. Esber
half semester; 1 unit

231fs Intermediate Tennis
Reviews the basic strokes. Emphasizes the lob, overhead, return of serve, and strategy for both singles and doubles.
Does not meet a distribution requirement
A. Santiago, A. Fitzsimmons
Prereq. Physical Education 131; 2 units

235s Intermediate Volleyball
Elaborates on fundamental skills of beginning volleyball, in addition to the more advanced skills of blocking and individual defense.
Does not meet a distribution requirement
S. Terrell
Prereq. Physical Education 135 or permission of instructor; half semester; 1 unit

236s(01) Intermediate Fencing
Continues the basic skills and emphasizes more complicated strategies and tactics. Expands on handwork and footwork. Combined class w/PE 136-01.
Does not meet a distribution requirement
D. McMenamin
first half of semester. fee course; 1 unit

236s(02) Intermediate Fencing
Combined class with 136(02)
second half of semester

237fs Intermediate Golf
Offers on-course instruction in appropriate shots for various situations. For those with some golf experience.
Does not meet a distribution requirement
S. Durocher
half semester; equipment provided; fee course; 1 unit

242fs Intermediate Squash
Reviews stroke techniques, footwork, and basic strategies; introduces more advanced strategies; and shots such as slice serves, cross-court lob returns, reverse boast, and drop shots. Emphasizes consistency in shots, shot combinations, and a thorough knowledge of the rules.
Does not meet a distribution requirement
A. Fitzsimmons
Prereq. Physical Education 142 or some playing experience; full semester; 2 units

245f Intermediate Lacrosse
Emphasizes defensive techniques and team strategies. For those with some lacrosse experience.
Does not meet a distribution requirement
M. Esber
Prereq. Physical Education 145 or permission of instructor; half semester; 1 unit

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; half semester; 1 unit

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Riding

Mount Holyoke College has the option to cancel/combine classes to maintain an enrollment of four or more in a class.

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.

Riding is a sport in which the rider's balance and the horse's balance are integrally connected. When a rider's body weight is significantly high for her height, the rider may struggle enough with her own balance to endanger both her own and her horse's safety, especially when learning to ride and when jumping. There are also times when the Equestrian Center does not have horses suitable to carry these riders. With these two facts in mind, the Equestrian Center reserves the right to prohibit students' participation in a riding class or to limit the horses that they ride. The Equestrian Center may also limit the activities in which they participate in their PE class if the instructor feels that either the student's or horse's safety and well being is at risk. We are committed to encouraging fitness through riding, and we will collaborate with the physical education department to improve any interested student's fitness level for a safe riding experience.

If you have questions about your riding level, please see *www.mtholyoke.edu/athletics/equestrian* or email *equestrian@ mtholyoke.edu.*

51fs Beginning Riding: An Introductory Course
Covers safety procedures in handling, grooming, tacking, and control of the horse at the walk, trot, and canter; allows students to develop a half-seat position to prepare for jumping. 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, L. Sattler
2 meetings (60 minutes); fee course ($560); 2 units

52fs Beginning Riding II
Reviews basic position and the proper aids for the walk, and trot. Introduces canter work and jumping position. Emphasizes establishing greater control over the horse.
Does not meet a distribution requirement
E. Donaldson, The department
2 meetings (50 minutes); fee course ($560); 2 units

151fs Low-Intermediate Riding
Teaches students to improve control of the horse on the flat and introduces low jumps. Focus on the rider includes developing a stable position, strength, and balance. For riders capable of controlling a horse at the walk, trot, and canter.
Does not meet a distribution requirement
E. Donaldson, R. Sattler
2 meetings (50 minutes); fee course ($560); 2 units

251fs Intermediate Riding
Focuses on improving the rider's effective use of the aids to influence the horse and on developing a secure position and balance. For those capable of riding on the flat and over two-foot jumps, while maintaining control of the horse.
Does not meet a distribution requirement
R. Sattler, J. Wilda, E. Donaldson
2 meetings (50 minutes); fee course ($560); 2 units

252fs Introduction to Dressage
Teaches riders with a solid mastery of riding at all three gaits and how to begin to put a

horse on the bit. Teaches students how to correctly ride the dressage movements required at the lower training levels while focusing on confidence.
Does not meet a distribution requirement
L. Sattler, E. Donaldson
Prereq. Must be able to walk-trot-canter. Permission of the instructor; 2 meetings (50 minutes); fee course ($560); 2 units

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
2 meetings (50 minutes); fee course ($560); 2 units

352fs Intermediate Dressage
Teaches riders who have had an introduction to dressage how to gain more confidence and skill, influencing horses in all three gaits and how to correctly ride the dressage movements required at the upper training levels. Riders must be able to put most horses on the bit.
Does not meet a distribution requirement
R. Schurink, C. Law, P. Pierce, The Department
Prereq. permission of instructor; 2 meetings (50 minutes); fee course ($560 for two classes per week); 2 units

451fs Advanced Riding
Develops the art of communication with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Riders taking this course should be capable of jumping a 3'3" to 3'6" course.
Does not meet a distribution requirement
C. Law, J. Morris
2 meetings (50 minutes); fee course ($560); 2 units

452fs Advanced Dressage
For experienced dressage riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of aids through a balanced and effective seat. Riders at this level must have experience riding First Level movements or above.
Does not meet a distribution requirement
R. Schurink
Prereq. permission of instructor; 2 meetings (50 minutes); fee course ($560); 2 units

455fs Advanced Dressage and Jumping
This course ties the concepts of straightness, rhythm, obedience and suppleness to technique over fences. Focuses on riders' effectiveness and position in both disciplines. Riders should be comfortable riding a green or unknown horse over a course of 3'3" jumps and capable of riding a 1st level dressage test on an unknown horse. Two spots will be reserved for riders without their own horse.
Does not meet a distribution requirement
P. Pierce
Prereq. Permission of Instructor. 2 meetings, 50 minutes; fee course ($560); 2 units

458fs Riding Team 051, 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, P. Pierce, L. Sattler, R. Schurink
Prereq. Permission of instructor; 10 lessons (45 minutes); fee course ($700); 1 unit

460fs Private Hunter Seat Instruction
Private instruction available at any level with permission and arrangement of the instructor only during the first week of classes.
Does not meet a distribution requirement
C. Law, The department
Prereq. Permission of instructor; 10 lessons (45 minutes); fee course ($700); 1 unit

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461fs Semi-Private Hunter Seat Instruction
Semi-private instruction available at any level with permission and arrangement of the instructor only during the first week of classes.
Does not meet a distribution requirement
C. Law, The department
Prereq. Permission of instructor; 10 lessons (50 minutes); limited to two or three students per class; Fee class ($500).; 1 unit

462fs Semi-Private Dressage Instruction
Semi-private instruction available at any level with permission and arrangement of the instructor only during the first week of classes.
Does not meet a distribution requirement
C. Law, The department
Prereq. Permission of instructor; 10 lessons (50 minutes); fee course ($500); 1 unit

Academic Courses

261s Women in Sport
(Same as Gender Studies 216) This course is designed to introduce students to the history of women in sport, the status of women in sport since the passage of Title IX in 1972, and current issues impacting women in sport such as race, gender, and sexual orientation. Students will explore the influence of sport on the lives of women and how selected women sport leaders have influenced the growth and development of sport.
Does not meet a distribution requirement
L. Priest
No P.E. credit. Academic credit only.; 4 credits

***275s Introduction to Sport Pedagogy**
This course is designed to introduce students to sport pedagogy with a focus on coaching youth sports. Topics include coaching philosophy, motor learning, sport physiology, sport biomechanics, sport psychology and risk management/liability. We will consider the benefits of playing sports, the development of age appropriate instruction and training programs, goal setting, effective feedback, and the importance of coaches as role models for children.
Does not meet a distribution requirement
D. Allen, the department
2 credits; no PE units are awarded; non-liberal arts course

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

Athletics

401s Intercollegiate Swimming and Diving Team
Includes eight to ten dual or tri meets. Seven Sisters Tournament, NEWMAC Championship, and the New England Championships. Season runs mid-October through March.
Does not meet a distribution requirement
D. Allen
Team selection by tryouts. 5 meetings; 2 units

423f Intercollegiate Cross-Country Running Team
Includes five to seven meets. Seven Sisters Invitational Tournament, New England Championships, and NEWMAC Championship.
Does not meet a distribution requirement
E. Somerset
Team selection by tryouts; 5 meetings; 2 units

431fs Intercollegiate Tennis Team
Includes twelve fall and eight spring matches. Seven Sisters Tournament, New England Intercollegiate Tournament, and NEWMAC Competition.
Does not meet a distribution requirement
A. Santiago
Team selection by tryouts; 5 meetings; 1 unit

432f Intercollegiate Soccer Team
Includes fourteen-game schedule. NEWMAC Championship.
Does not meet a distribution requirement
K. Haneishi
Team selection by tryouts; 5 meetings; 2 units

435f Intercollegiate Volleyball Team
Includes 18- to 20-match schedule. Seven Sisters Tournament, Volleyball Hall of Fame Invitational, and NEWMAC Championship.
Does not meet a distribution requirement
S. Terrell
Team selection by tryouts; 5 meetings; 2 units

437fs Intercollegiate Golf Team
Includes dual matches, invitational tournaments, Massachusetts and Eastern Intercollegiate Golf Championships.
Does not meet a distribution requirement
S. Durocher
Team selection by tryouts; 5 meetings; 1 unit

438s Intercollegiate Basketball Team
Includes 20 games per season. Seven Sisters Tournament and NEWMAC Championship. Season runs from October through March.
Does not meet a distribution requirement
M. Scecina
Team selection by tryouts; 5 meetings.; 2 units

441fs Intercollegiate Crew

Fall 2009

441f(01) Varsity
Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship Regattas by invitation annually.
J. Friedman
Selection by tryouts beginning the first day of classes in the fall semester; 5 meetings; 1 unit

441f(02) Novice
Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship Regattas by invitation annually.
J. Crawford
Selection by tryouts beginning the first day of classes in the fall semester; 5 meetings; 1 unit

Spring 2010

441s(01) Varsity
Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship regattas by invitation annually.
J. Friedman
Selection by tryouts; 5 meetings; 1 unit

441s(02) Novice
Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship Regattas by invitation annually.
J. Crawford
Selection by tryouts; 5 meetings; 1 unit

442s Intercollegiate Squash
Includes 14 dual matches played mostly at weekend invitational events. Also Seven Sisters Championship and the Howe Cup National Team Championship at Yale University. Season runs from mid-October to the first weekend in March.
Does not meet a distribution requirement
A. Fitzsimmons
Team selection by tryouts in mid-October; 5 meetings; 2 units

443s Intercollegiate Track and Field Team
Includes seven meets. Indoor (01) season begins second week of November and lasts until examinations. Begins formally third Monday in January, runs until second weekend in March. 443(02) Outdoor track and field season begins mid-February with eight meets through mid-May
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

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Physics

The major and minor in physics are administered by the Department of Physics: Professors Nicholson, Peterson, Sutton; Associate Professor Hudgings (*chair*); Assistant Professor Aidala; Mount Holyoke Fellows and Visiting Assistant Professors Hawkins, Salgado.

Contact Persons

Cynthia Morrell, *senior administrative assistant*
Janice Hudgings, *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, 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 (Calc III – multivariate calculus), Math 211 (linear algebra), and Physics 324, while not required, are recommended for those students planning to take advanced physics courses or to pursue graduate study. Math 302 (complex analysis) and Math 333 (differential equations) are also recommended for students planning to pursue graduate study in physics or engineering.
- Students planning to pursue graduate study in physics are encouraged to take at least one graduate-level course in physics at UMass.

Getting Started in Physics

Entering students considering a major in physics 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.

Elective courses include: Physics 211, 222, 295, 324, 336, 395 or a wide range of Five College options.

For students beginning physics in the first semester of the first year:

	Semester I	Semester II
Fy	*Physics 115* Math 202	*Physics 216* Math 203
Soph	*Physics 301* *Physics 303*	*Physics 302* *Physics 315*
Jr	*Physics 308* *Physics 325*	Physics 324 or 336 *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 elective (222, 295, 324 or 395)
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 324 and 336 will be offered in alternate years. Both 324 and 336 are recommended. Chemistry 101 or 201 and Math 211 should be taken in Semester I or II of any year.)

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

Normally, courses for the minor consist of:

- Physics 216 (Physics 115 is a prerequisite)
- Any three of 301, 302, 303, and 308, although other combinations of courses are also possible.

Introductory Courses and Distribution Requirements

Physics 103f–204s is a noncalculus introductory course sequence in physics, appropriate for students in the life sciences and for students with a general, nonprofessional interest in physics. This sequence satisfies the physics requirements of medical school.

Physics 115–216 is a calculus-based introductory course sequence in physics, appropriate for students intending to major in a physical science. To major in physics or astronomy, a student must complete Physics 216 by the

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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 300-level 4-credit physics course will then count for distribution in physics.

Physics 115 and 216 do not cover the full range of topics on the MCAT syllabus; the Physics 103 and 204 sequence has a better coverage of these topics.

Course Offerings

103f Foundations of Physics
This course studies a variety of topics in physics unified by the physical notions of force, energy, and equilibrium. Mathematics is used at the level of geometry, proportion, and dimensional analysis. Topics, drawn from the MCAT syllabus, include geometrical optics, time, oscillation, statics, elasticity, conservation of energy, and fluids.
Meets Science and Math II-B requirement
M. Peterson
4 credits

115fs Force, Motion, and Energy
Studies the mechanics of material objects. Topics include Newton's laws, projectile motion, circular motion, momentum, kinetic and potential energy, angular momentum, gravitation, and oscillations. This course is appropriate for students intending to major in a physical science.
Meets Science and Math II-B requirement
T. Hawkins, The department
Prereq. Math 101 (Calc I); 4 credits

204s Phenomena of Physics
This course studies a variety of topics in physics, drawn from the MCAT syllabus, including thermodynamics, acoustics, wave optics, electricity, magnetism, and nuclear phenomena. As in Physics 103f, the applicable mathematics is geometry, proportion, and dimensional analysis.
Meets Science and Math II-B requirement
M. Peterson
Prereq. Physics 103 or 115; 4 credits

***211s Gender in Science**
(Same as Gender Studies 241) This course examines explanations for the under-representation of women in science, technology, engineering, and math (STEM) with an eye to identifying how to increase the participation of women in science. The course will address questions about gender differences in cognition and ability, the role of stereotyping, as well as the "leaky pipeline" issue, that is, the rate and timing of the departure of women from scientific fields. Course readings will explore the psychology of gender, as it relates to STEM. In addition, we will read research from physical scientists, reports from professional organizations such as the American Physical Society, and reports from congressional committees.
Does not meet a distribution requirement
K. Aidala
4 credits

216fs Electromagnetism
Topics include: electromagnetism, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation. Additional topics chosen according to the interests of the class and instructor.
Meets Science and Math II-B requirement
R. Salgado, The department
Prereq. Physics 115; Mathematics 202; 4 credits

***222s Comparative Biomechanics**
(Same as Biological Sciences 322) The main objective of this course is to explore organismal structure and function via an examination of the basic physical principles that guide how living things are constructed and how organisms interact with their environment. We will use the combined approaches of the biologist and engineer to study the impact of size on biological systems, address the implications of solid and fluid mechanics for animal design, survey different modes of 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 Bio 200 or permission of instructor or Phys 115 and permission of the instructor; 2 meetings (75 minutes), 1 lab (3 hours) with 12 per lab; 4 credits

231fs Techniques of Experimental Physics
Provides training in the techniques employed in the construction of scientific equipment.
Does not meet a distribution requirement
L. McEachern
Prereq. jr, sr, major; 1 meeting (2 hours) for 3 weeks; 1 credit

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph; 1-4 credits

301f Waves and Optics
A comprehensive treatment of wave phenomena, particularly light, leading to an introductory study of quantum mechanics. Topics include wave propagation, polarization, interference and interferometry, diffraction, and special relativity.
Meets Science and Math II-B requirement
J. Hudgings
Prereq. Physics 216 and either 303 or concurrent enrollment in 303; 4 credits

302s Quantum Mechanical Phenomena
This course provides an introduction to quantum mechanics. The Uncertainty Principle, 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
J. Hudgings
Prereq. Physics 301; 4 credits

303f Introduction to Mathematical Methods for Scientists
Topics include infinite series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector analysis, ordinary differential equations, and Fourier series. The course includes a brief introduction to Mathematica and Matlab, in addition to a traditional emphasis on analytic solutions.
Does not meet a distribution requirement
R. Salgado
Prereq. Physics 216 or concurrent enrollment; 4 credits

308f Electronics
This course is a study of electrical circuits and components with emphasis on the underlying physical principles; solid-state active devices with applications to simple systems such as linear amplifiers; feedback-controlled instrumentation; and analog and digital computing devices.
Meets Science and Math II-B requirement
C. Sutton
Prereq. Physics 216; 2 meetings (3 hours: hands-on lecture and lab combined); 4 credits

315s Analytical Mechanics
Newton's great innovation was the description of the world by differential equations, the beginning of physics as we know it. This course studies Newtonian mechanics for a point particle in 1, 2, and 3 dimensions, systems of particles, rigid bodies, and the Lagrangian and Hamiltonian formulations.
Does not meet a distribution requirement
The department
Prereq. Physics 303; 4 credits

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; Physics 324 or 336 will normally be offered in alternating years; 4 credits

325f Electromagnetic Theory
This course presents the development of mathematical descriptions of electric and magnetic fields; study of interactions of fields with matter in static and dynamic situations; mathematical description of waves; and development of Maxwell's equations with a few applications to the reflection and refraction of light and microwave cavities.
Does not meet a distribution requirement
C. Sutton
Prereq. Physics 301, 315, or 324; 4 credits

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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; 4 credits

***329fs Topics in Advanced Physics**
Topics chosen according to the interests of the students and the instructor.
Does not meet a distribution requirement
The department
Prereq. Physics 216; 4 credits

***336s Quantum Mechanics**
This course is an introduction to formal quantum theory: the wave function and its interpretation, observables and linear operators, matrix mechanics and the uncertainty principle; solutions of one-dimensional problems; solutions of three-dimensional problems and angular momentum; physics and perturbative methods.
Does not meet a distribution requirement
The department
Prereq. Physics 302, 324 or 325; Physics 324 or 336 will normally be offered in alternating years; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department; 1-8 credits

Politics

The major and minor in politics are administered by the Department of Politics: Professors Amy, Cocks (*chair*), Ferraro, Gill, Khory, Pyle, Stewart; Associate Professors Chen, Smith; Assistant Professor Markovits; Visiting Assistant Professor Toloudis; Visiting Instructor Jimenez; Visiting Associate Professor Fox (complex organizations)

Contact Persons

Patricia Ware, *senior administrative assistant*
Joan Cocks, *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 250, Politics of Black Urban Reform
- Politics 266, Environmental Politics in America

Comparative politics:

- Politics 106, Comparative Politics
- Politics 202, Politics of Globalization
- 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 107, Foundations of Political Theory
- 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, Nineteenth-Century Critical Social Thought (when taught by Professor Cocks)
- Politics 246, American Political Thought
- 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.

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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

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, P. Smith, D. Amy
4 credits

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
C. Chen
4 credits

107f Foundations of Political Theory
(First-year seminar; writing-intensive course) What is the relationship of truth to our political life? Does democracy require truth? Or can democracy pervert truth? Can truth thrive in any type of government? Are these issues more or less relevant for contemporary politics? This course is an introduction to political theory through an examination of these questions. During the semester, students will examine a variety of political theory classics, analyzing the authors' perspectives on these questions.
Meets Social Sciences III-A requirement
E. Markovits
4 credits

111s Confessions, Novels, and Notebooks: The Self and Political Thought
(First-year seminar; writing-intensive course) What is the relationship between personal experience and political thought? How do political thinkers grasp and convey the connections between self and political society? Our seminar will probe the links between heart and mind in political philosophy by reading and discussing the biographies, memoirs, fiction, and theories of figures who have left their mark on the history of political thought.

Meets Social Sciences III-A requirement
J. Cocks
11 seats reserved for first-year students, 5 seats reserved for sophomores; 4 credits

***112f Speaking and Arguing: The Rhetoric of Peace and War**
(First-year seminar; speaking-intensive course) The art and mechanics of persuading a polity to support either war or peace through oral argument. How speeches frame issues, mobilize public opinion, and persuade individuals to support or resist decisions to go to war. Students will be expected to deliver speeches, lead discussions, and critique their own and others' presentations.
Meets Social Sciences III-A requirement
V. Ferraro
4 credits

116f 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
4 credits

200f Latino Politics
This course examines the role of Latino electorates in shaping state and national politics. We will review the political histories of the various Latino national origin groups concentrating on Mexicans, Cubans, Dominicans, and Puerto Ricans. We will look at their political strategies and the underlying dynamics behind their successes and failures. We will also explore their impact in their countries or origin.
Meets multicultural requirement; meets Social Sciences III-A requirement
L. Jimenez
4 credits

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
4 credits

209s Russian Politics
(Same as Russian and Eurasian Studies 240)
Meets Social Sciences III-A requirement
S. Jones
4 credits

211f Ancient and Medieval Political Thought
Through the works of such thinkers as Aeschylus, Thucydides, Plato, Aristotle, Augustine, Aquinas, Seneca, and Pizan, this course explores the broad themes of ancient and medieval political thought. We will pay particular attention to the ways these writers characterized the relationship between the individual and community; the roles knowledge, reason, emotion, and rhetoric play in political life; the link between gender and citizenship; and the various forms political community can take.
Meets Social Sciences III-A requirement
E. Markovits
Prereq. soph, jr, sr; 4 credits

212s Modern Political Thought
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; 4 credits

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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; 4 credits

225f Winners and Losers: Taxation, Social Justice, and Economic Choices
(Same as Complex Organizations 220)
Meets Social Sciences III-A requirement
J. Fox
Prereq. History 171, or Politics 104, or Economics 103 or 104, or permission of instructor; 4 credits

228s East Asian Politics
This course examines the dramatic rise of East Asia in the post-World War II period in comparative perspective. The focus will be on understanding the process and consequences of rapid development in Japan, Korea, Taiwan, and China. Assesses the strengths and weaknesses of the "East Asian model of development" and explores how different developmental experiences and policies affect state-society relations, social and political identities, and prospects for peace and cooperation throughout the region.
Meets Social Sciences III-A requirement
C. Chen
Prereq. jr, sr, with Politics 106; 4 credits

233s Invitation to Feminist Theory
(Same as Gender Studies 221) This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of "women's emancipation." We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.
Meets Social Sciences III-A requirement
E. Markovits
Prereq. soph, jr, sr; 4 credits

235f Constitutional Law: The Federal System
This course 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; 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; 4 credits

237f Western European Politics
(Writing-intensive course) This course surveys contemporary West European politics. We will examine the European model of political institutions and political economy that took shape after World War II and its evolution (deterioration?) over the past three decades. We will survey welfare state parties, policies, and politics, with a focus on the case studies of Britain, France, Germany and Italy. In addition to studying changes in Western European politics in the last three decades, we will examine the methods political scientists use to explain similarities and differences among cases.
Meets Social Sciences III-A requirement
N. Toloudis
Prereq. 4 credits in department, Politics 106 recommended; 4 credits

240s International Political Economy
This course examines the interaction of politics and economics in the global economy. Topics include the development of the capitalist economy and its critics, the politics of

trade and investment, and the phenomenon of global poverty.
Meets Social Sciences III-A requirement
V. Ferraro
Prereq. Politics 116; 4 credits

243f Latin American Politics
This introductory course in the politics of Latin America combines lecture and discussion. The first part provides an historical overview of the major economic and social trends that shaped the region's political institutions and the distribution of power among societal groups. The second part examines democratization, major theories and policies of economic development, political ideology, the military, social movements, and the rule of law. Finally, the course looks at the impact of institutions such as political parties, electoral rules, the executive, and legislatures.
Meets Social Sciences III-A requirement
L. Jimenez
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; 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; 4 credits

***250 Black Urban Reform**
Examines how African Americans have shaped, and been shaped by, the modern American metropolis. Explores the impact of migration, residential segregation, changing economic conditions, and political incorporation on black urban life chances. Investigates the efforts of African Americans to deal with cities through organizations, movements, and traditions of black reform.
Meets multicultural requirement; meets Social Sciences III-A requirement
P. Smith
Prereq. soph, jr, sr; 4 credits

252s 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.
Meets Social Sciences III-A requirement
P. Smith
Prereq. soph, jr, sr, introductory course in American history or social sciences or permission of instructor; 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.

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Meets Social Sciences III-A requirement
D. Amy
Prereq. soph, jr, sr; 4 credits

270s American Foreign Policy
(Same as International Relations 270) In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy. See http://www.mtholyoke.edu/acad/intrel/afps98.htm for a more detailed description.
Meets Social Sciences III-A requirement
J. Ellis, V. Ferraro
Prereq. Politics 116; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, permission of department and instructor; 1-4 credits

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; 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; 4 credits

***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 post-colonial 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; 4 credits

344f Social Movements
This course explores the dynamics of social movement genesis, activism, and decline. We begin by surveying theoretical perspectives and discussing the history of social movement activism. We will then conduct case studies from different parts of the world and covering different time periods; our subjects will include twenty-first century anti-globalizationists, twentieth-century American civil rights activists, nineteenth-century working class movements, and eighteenth-century political pornographers from France.
Meets Social Sciences III-A requirement
N. Toloudis
Prereq. 8 credits from the department or permission of instructor; 4 credits

***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; 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; 4 credits

347f Race and Urban Political Economy
Examines the relationship between a changing economic structure, urban administrations, and communal resistance in minority urban politics. Topics include the place of cities in global economic restructuring, the representation and power of blacks, Asians, and Latinos/Hispanics in governing coalitions, and the response of minority and community organizations to both structural possibilities and constraints of the new urban political economy.
Meets multicultural requirement; meets Social Sciences III-A requirement
P. Smith
Prereq. Politics 244, 250; 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; 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; 4 credits

353f The Politics of Work
This seminar explores the contentious relationship between work and politics. The focus will be on workplace dynamics and how technological change, gender, methods of labor organization, and management philosophy affect the way in which authority is structured and perpetuated. The experiences of such regions as the United States, Japan, and China will also be used to shed light on the future of labor and work in an age of increasing globalization.
Meets Social Sciences III-A requirement
C. Chen
Prereq. jr, sr,: 8 credits in department or permission of instructor; 4 credits

***357s War and Peace in South Asia**
(Speaking- and writing-intensive course) A region of deeply contested territories, histories and ideologies, South Asia is marked by multiple forms of conflict and violence that traverse territorial frontiers, link domestic politics with foreign policy, and thus complicate the search for peace and security. We will explore the histories and causes of enduring conflicts, such as Kashmir and the wars in Afghanistan, insurgencies in Pakistan, India and Sri Lanka, and potential conflicts over scarce water and energy resources. We will conclude by examining the role of external powers, such as China and the U.S. in

South Asia and assessing the prospects for peace in the region.
Meets multicultural requirement; meets Social Sciences III-A requirement
K. Khory
Prereq. jr.sr. 8 credits in department; 4 credits

361s Politics and Rhetoric
(Writing-intensive course) People have long accused politicians of using rhetoric to pander to audiences and get what they want regardless of the truth. But politics, especially democratic politics, depends on the persuasive force of communication to persuade and motivate others. What is the relationship between speech and politics? Can we have political communication without rhetoric? How can citizens use speech to improve democracy? What are the political effects of different rhetorical styles? How can speech help communities deal with conflict? The course will focus on these questions, moving from classical writings on rhetoric to contemporary democratic political theory.
Meets Social Sciences III-A requirement
E. Markovits
Prereq. jr, sr, 8 credits in department or in critical social thought; 4 credits

***366f International Migration**
(Speaking- and writing-intensive course) This course examines migration and transnational processes from a comparative perspective. It focuses on the relationship between globalization and international migration, with special attention to transnational networks and diaspora politics. We will explore major theories, forms, and patterns of migration in global politics; the involvement of diaspora organizations in the politics of host and home states; and the implications of migration and refugee flows for state sovereignty, national identity, and citizenship. We will conclude by analyzing the key debates and framing of immigration policies and models of citizenship in Europe and the United States.
Meets Social Sciences III-A requirement
K. Khory
Prereq. jr. sr. 8 credits in department; 4 credits

367s Decision Making
(Same as Complex Organizations 367) 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

***380s The Politics of Ethnic Conflict**
This seminar explores the dimensions of ethnic conflict in severely divided societies. We examine the nature of ethnic identity, the sources of group conflict, and the forms and patterns of group conflict. Case studies are selected for their contemporary importance and the different lessons that can be learned from them. A variety of approaches to address ethnic conflict is assessed. Students have the opportunity to concentrate independently on problems or cases in which they may have a special interest.
Meets multicultural requirement; meets Social Sciences III-A requirement
K. Khory
Prereq. jr, sr, and 8 credits in department or permission of instructor; 4 credits

385f International Security
This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; 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; 4 credits

***388s Post-Communist Transitions**
This seminar examines and analyzes the dramatic transformation of former Leninist regimes-specifically, Russia, Eastern Europe, and China-in historical and comparative perspective. Focuses on understanding why Leninism imploded, and the challenges confronting nations making a "transition from socialism." Assesses the impact and consequences of the Leninist legacy on economic and political institutions, and state-society relations, and the definition of national identity and community.
Meets Social Sciences III-A requirement
C. Chen
Prereq. jr, sr; 8 credits in department, 106 recommended; 4 credits

391fs Contemporary Political Ideas

Fall 2009

391f(01) The Idea of Sovereignty
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 idea of sovereignty.
Meets Social Sciences III-A requirement
J. Cocks
Prereq. jr, sr, 8 credits in department or in critical social thought; 4 credits

Spring 2010

**391s(01) 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 year 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; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department and instructor; 1-8 credits

***398f The Rwanda Genocide in Comparative Perspective**
The 1994 genocide in Rwanda caused untold human suffering, left more than half a million dead, and reverberated throughout the Central African region. This course explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the twentieth century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice in the aftermath of conflict. Consideration of theories of genocide, and comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and Sierra Leone.
Meets Social Sciences III-A requirement
C. Newbury
Prereq. jr, sr, 8 credits in the department; 4 credits

Related Courses in Other Departments

Available for credit in politics. See department listings for course descriptions.

	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

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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 (*chair*), Deutsch, Hollis, Hornstein, Lawrence, Millard, Ramsey, Shilkret; Associate Professors Binder, Packard; Assistant Professor Douglas; Lecturer C. Morrow; Visiting Associate Professor Romney; Visiting Assistant Professor Knapp.

Contact Persons

Janet Crosby, *senior administrative assistant*
Joseph Cohen, *chair*

Requirements for the Major

Students interested in the field of psychology (as well as the fields of education or neuroscience and behavior) begin their program by taking a 100-level course in psychology.

Credits

- A minimum of 32 credits
- At least 12 credits at the 300 level; only one 4-credit Psychology 395 project (see below for description of project) can count toward this 12-credit, 300-level requirement.

Courses

- 100-level course in psychology
- 200, Research Methods in Psychology, *and*
- 201, Statistics
- Two laboratory courses at the 300 level. The laboratory requirement may be satisfied in either of two ways:
  1) *By electing two courses among:*
     - Psychology 310, Laboratory: Research Methods in Social Psychology
     - 323, Laboratory in Qualitative Research
     - 324, Laboratory in Personality Research: Quantitative Methods
     - 325, Laboratory in Psychological Assessment
     - 326, Laboratory in Personality and Abnormal Psychology
     - 330, Laboratory in Developmental Psychology
     - 331, Laboratory in Early Social and Personality Development
     - 340, Laboratory in Perception and Cognition
     - 350, Laboratory in Behavioral Neuroscience
     - 351, Laboratory in Animal Learning and Animal Behavior
     - 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 200-level courses in at least three of the five areas of the psychology curriculum: A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; D) perception, cognition, and language; and E) biological bases of behavior. At least one of these courses must be from areas D or E. Psychology 295, Independent Study cannot be used to fulfill this requirement.

Other

- There are many opportunities for students in psychology to work on an individual basis with faculty on original research (see 295, 395). Students are encouraged to discuss this option with any member of the department.
- Students who expect to do graduate work in psychology should consult with their advisors or with members of the depart-

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ment 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

100fs Introduction to Psychology
How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.
Meets Social Sciences III-A requirement
S. Knapp-Oliver
4 credits

***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
4 credits

110fs Introductory Seminar in Psychology

Fall 2009

110fs(01) What's New in Psychology
(First-year seminar) This course will provide an introduction to psychology based on scientific articles with up-to-date findings in the field. Laughter as medicine, behavioral genetics, implicit learning, sex differences in sexuality, and the effects of spanking, are some of the topics we will explore. Students will develop reading, writing, and speaking skills through close examination of technical texts, weekly essays, and oral presentations.
Meets Social Sciences III-A requirement
F. Deutsch
4 credits

110f(02) All in the Family
(First-year seminar; writing-intensive course) If psychology is the study of the mind and behavior, do psychologists only study individuals? When we look at families do we simply have a collection of individual human psyches that we must try to understand one by one or does something more complex happen when groups such as the family come together? Can we understand families as whole complex systems with narratives all their own? Through the study of the family, this course will introduce students to systems thinking, another theoretical perspective from which to understand the psychology of human behavior. Our texts will include case studies, films, and writings by major family theorists.
Meets Social Sciences III-A requirement
P. Romney
Prereq. fy or permission of instructor; 4 credits

**110f(03) 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; 4 credits

Spring 2010

**110s(02) 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, its parallels in other animals, and variations in the mother-child relationship in early life. We will probe the importance of this first love for later development in childhood, adolescence, and adult life. Students will give class presentations.
Meets Social Sciences III-A requirement
R. Shilkret
Prereq. fy or permission of instructor; 4 credits

200fs Research Methods in Psychology
This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and an oral presentation.
Meets Social Sciences III-A requirement
K. Binder, A. Douglas
Prereq. a 100-level course in psychology AND Psychology 201; students must take statistics (Psychology 201) before enrolling in this course; students should sign up for the lecture course and one lab section; 4 credits

201fs Statistics
Statistical procedures are powerful tools for analyzing and interpreting findings and are necessary for accurate reading and understanding of research findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. A variety of computer applications are used.
Does not meet a distribution requirement
The department
Prereq. a 100-level course in psychology; 2 meetings (75 minutes) plus fourth hour, 1 lab (2 hours); students should sign up for the lecture course and one lab section; 4 credits

295fs Independent Study
Independent study programs are arranged with individual faculty members in the department.
Does not meet a distribution requirement
The department
Prereq. permission of instructor; 1-4 credits

***300s Seminar in History and Systems of Psychology: Psychology and the Military**
(Speaking-intensive course) Psychology's history as a discipline is inextricably linked to the military — as an employer of psychologists, as the context and funding source for many of psychology's products, and as the stimulus for the development of key areas of the field. In addition, psychologists' role in warfare (as test administrators, clinicians, and interrogators), and the psychological consequences of war on soldiers (from the shell shock of the 1920s to the PTSD of today) represent some of psychology's most persistent controversies. Reading a range of primary and secondary sources from World War I to the present, we will analyze psychology's complex relations to the military from multiple perspectives.
Meets Social Sciences III-A requirement
G. Hornstein
Prereq. Jr, Sr, 8 credits in department and permission of instructor. Preference given to students with some background in sociology, politics, or history; Interested students need to fill out an application form available in the Psychology department office.; 4 credits

395fs Independent Study
Students who register for independent research as honors work are encouraged to participate in Psychology 411f-412s.
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of instructor; 1-8 credits

411f Seminar in Psychological Research
(Speaking- and writing-intensive course)
This seminar is designed to promote communication of research activities among students in the department and to encourage students to share knowledge and resources in the solution of problems encountered in all stages of research. Graduate students and students engaged in independent research (Psychology/Neuroscience and Behavior 395) are encouraged to participate.
Does not meet a distribution requirement
The department
1 credit

412s Seminar in Psychological Research
(Speaking- and writing-intensive course)
This seminar is designed to promote communication of research activities among students in the department and to encourage students to share knowledge and resources in the solution of problems encountered in all stages of research. Graduate students and students engaged in independent research (Psychology/Neuroscience and Behavior 395) are encouraged to participate.
Does not meet a distribution requirement
The department
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
S. Knapp-Oliver
Prereq. a l00-level course in psychology; 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.; 4 credits

212f Individuals and Organizations
(Same as Complex Organizations 212f)
Meets Social Sciences III-A requirement
D. Butterfield
4 credits

213s Psychology of Racism
How do the theories of race and racism correlate with the lived experiences of people of color? In this course autobiographical writings of African American, Asian American, and Latino writers are read with an eye toward exploring how these narratives can inform theories about the psychological impact of racism. We will mine the subjective experiences of the authors, looking both for damage and resilience, and we will use this data to help us understand racism's impact on the psyches of those whom it targets.
Meets Social Sciences III-A requirement
P. Romney
Prereq. Soph, jr, sr; 4 credits

214s Health Psychology
For the past three decades, the biopsychosocial approach has served as the foundation

for research in health psychology. This perspective stems from an understanding that biological, psychological and social factors interact to affect physical well-being. This course will examine the prevention of injury and disease through the promotion of healthy behavior (e.g., proper nutrition and exercise) and the modification of unhealthy behavior (e.g., smoking and drug use), mechanisms of coping with stress and pain, and the impact of psychological and social factors on chronic diseases such as cancer and heart disease.
Meets Social Sciences III-A requirement
S. Knapp-Oliver
Prereq. Psychology 100 or 110; 4 credits

310f Laboratory: Research Methods in Social Psychology
This course is an introduction to laboratory and field methods in social psychology: methodology, data analysis, ethical problems, statistical inference, and research design. All students are expected to design and conduct a research project.
Meets Social Sciences III-A requirement
F. Deutsch
Prereq. Psychology 200 and permission of instructor; 4 credits

319s Seminar in Social Psychology: Gender and Domestic Labor
(Same as Gender Studies 333s(03)) This course examines social psychology and sociological theories and research addressing why women do more housework and child care than men. It pays special attention to the situation of dual-earner families and considers class and ethnic differences on the nature of this inequality and the barriers to full equality at home.
Meets Social Sciences III-A requirement
F. Deutsch
Prereq. permission of instructor. Students must meet with instructor during advising week to get permission to enter the course.; 4 credits

Personality and Abnormal Psychology

The courses in this area cover the fields of personality, abnormal psychology, and psychotherapy. The field of personality, the systematic study of individual differences and similarities, poses questions such as the following: How is each person unique? In what ways are people alike? Abnormal psychology concerns aspects of human behavior that are maladaptive in a person's current context. Students concentrating their study in this area are urged to take additional courses in developmental psychology, social psychology, and biological bases of behavior. Courses in philosophy (264, Philosophy of Mind) and in sociology (231, Criminology) are also recommended.

220f Theories of Personality
(Speaking-intensive course) How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major theories of personality, and will encourage critical analysis of the various theories. We will examine personality from the perspectives of psychoanalytical, humanist, and constructivist theories, as well as from the perspective of positive psychology.
Meets Social Sciences III-A requirement
A. Douglas
Prereq. 100 level psychology course; 4 credits

320s Concepts of Abnormality
This course is a study of how maladaptive patterns of thought and action are understood from a psychological viewpoint. Behaviors ranging from neurotic to psychotic are studied in terms of underlying character structure and origins in childhood experience. Competing psychoanalytic theories are brought to bear on these phenomena.
Meets Social Sciences III-A requirement
R. Shilkret
Prereq. jr, sr (permission required for exceptions), two prior psychology courses, Psychology 230 recommended; 4 credits

323f Laboratory in Qualitative Research
(Writing-intensive course) This course offers a hands-on introduction to methods of psychological research that focus on the qualitative description and analysis of human experience. Students learn a variety of techniques of data collection (interviewing, intensive observation, archival research) and methods of analyzing textual sources — from historical accounts to blogs, memoirs, observational narratives, and interview transcripts.

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Readings focus on specific methodological practices as well as on the history and philosophy of science differentiating qualitative methods from other approaches to psychological research. Students work both collaboratively and individually on projects throughout the course.
Meets Social Sciences III-A requirement
G. Hornstein
Prereq. Psychology 200 and permission of instructor.; This course also counts in the Social area of psychology.; 4 credits

325f 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, jr. or sr. and permission of instructor; Submit an essay (max 500 words) by April 9 to Robert Shilkret (box in Reese).In the essay, list psychology courses and grades; current psych courses; GPA; and describe why you want to take this course, relevant past experiences, and future goals related to work for the course.; 4 credits

326s Laboratory in Personality and Abnormal Psychology
This course is an introduction to research methods in abnormal and personality psychology. Students will work as a class to collect data using quantitative and qualitative methodologies. Students will be expected to collect survey- and questionnaire-based data as well as engage in some interviewing projects. We will consider the various stages of research including literature review, design, ethical considerations, data collection, and analysis (qualitative and quantitative), and consider the statistical inference or implications of our findings. The course focuses on the impact of stress and coping on the lives of individuals, identity, their relationships, and psychological adjustment.
Meets Social Sciences III-A requirement
A. Douglas
Prereq. Psychology 200, 201; 220 or permission of instructor; 4 credits

329f Seminar in Personality and Abnormal Psychology

Fall 2009

329f(01) First-Person Narratives of Madness
(Speaking-intensive course) Psychologists have typically conceptualized "mental illness" in terms of the symptoms and diagnoses proposed by psychiatrists in the Diagnostic and Statistical Manual of Mental Disorders (DSM). These categories, while perhaps useful for prescribing medication, do little to help us understand the subjective experiences that are considered "mad." In this seminar, we analyze accounts (historical and contemporary) written by people who have experienced extreme states, intense emotions, or unusual perceptions or beliefs, to understand how these "counter-narratives" offer new insights into psychological life.
Meets Social Sciences III-A requirement
G. Hornstein
Prereq. A 100-level course in psychology, jr, sr and permission of instructor; Students with a background in literature particularly welcome. Preference given to senior psychology and neuroscience majors; Students must submit an information sheet (form available in department office) by noon on Thursday of advising week to get permission to register for the course.; 4 credits

**329f(02) 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. 100 level psychology course, jr or sr; Psychology 230 preferred or a course in abnormal psychology; 4 credits

Developmental and Educational Psychology

Developmental psychology is characterized by a distinct point of view rather than a specific content area. It is concerned with the origins and progressive development over time of perception, thought, language, personality, and social behavior. Educational psychology involves the application of psychology to our understanding of learning, motivation, and teaching, and focuses on both the complex experiences of individual learners and the diverse sociocultural contexts of learning.

The courses in developmental and educational psychology reflect this range of topics and also cover the application of developmental theory and findings in education. Students concentrating their study in this area are urged to take courses in as many of the other areas of psychology as possible. 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 Children's Center at Stonybrook.
Meets Social Sciences III-A requirement
R. Shilkret
Prereq. a 100-level course in psychology or permission of instructor; 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
B. Packard, The department
Prereq. soph, jr or sr; 2 meetings (75 minutes) plus prepracticum 2 hours per week; 4 credits

234s Differences in Learning
(Same as Education 234s)
Meets Social Sciences III-A requirement
The department
4 credits

236s 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. a 100-level course in psychology; 4 credits

330fs Lab in Developmental Psychology

330fs(01) Adolescent Development in Community Settings
This course is a study of research methods in developmental psychology, focusing on observational, survey, and interview techniques for studying young children, adolescents, and adults. It encourages the student to think about the basic issues of developmental psychology research: the conceptualization of problems, design of research, choice of methods to be used, and ethical questions that might arise. Students complete a major research project.
Meets Social Sciences III-A requirement
B. Packard
Prereq. Psychology 200, 201; 230 or 233 and permission of instructor.; Students must pick up an information sheet from the dept. office and submit a statement by email to the professor during advising week.; 4 credits

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331f Lab in Early Social and Personality Development
In the role of a participant-observer, each student studies intensively the social and personality development of the children in one classroom at the Gorse Children's Center at Stonybrook. Students learn how to articulate developmental changes and individual differences by analyzing detailed observations. Topics include social cognition, peer relationships, social skills, concepts of friendship, emotional development, identity formation, self-esteem, and the social and cultural context of development.
Meets Social Sciences III-A requirement
The department
Prereq. Psychology 200, 201, and 230 or permission of instructor; 1 meeting (2 hours), 2 labs (3 hours each) at Gorse Children's Center at Stonybrook; 4 credits

***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 a 2-hour block per week); A statement of interest must be submitted electronically during the week of advising - please pick up an information sheet in the department office.; 4 credits

***339s Seminar in Developmental Psychology: 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; written statement to Professor Shilkret during advising week required; 4 credits

Perception and Cognition

The courses in this area are concerned with how we acquire, use, and recollect information. Major topics include visual and auditory perception, learning and memory, and how individuals understand language. Students concentrating their study in this area, especially those with an interest in cognitive neuroscience, are urged to take additional courses in neuroscience and behavior, developmental psychology, and biological sciences (333, Neurobiology). Courses in philosophy (210, Logical Thought; 264, Philosophy of the Mind) and computer science (101, Problem Solving and Structured Programming; 334, Artificial Intelligence; 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
The department
Prereq. a 100-level course in psychology; 4 credits

241f Cognitive Psychology
Cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.
Meets Social Sciences III-A requirement
C. Lee
Prereq. a 100-level course in psychology; 4 credits

340s Laboratory in Perception and Cognition: Cognition and Literacy
(Community-Based Learning course) Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course, each student will become a tutor for an adult enrolled in an area literacy program.
Meets Social Sciences III-A requirement
K. Binder
Prereq. a 100-level course in psychology, 201, 200 and permission of instructor. Students must meet with the professor during advising week to get permission to enter the course.; 1 meeting (2 hours) plus 4th hour, plus 3 hours per week as a literacy tutor in Springfield; 4 credits

***349s Seminar in Perception and Cognition**
In this seminar we will explore various genetic syndromes, developmental disabilities, and brain damage cases that produce asymmetric cognitive profiles. We will examine the cognitive strengths and weaknesses associated with various syndromes and disabilities in order to gain a greater understanding of the syndrome itself, but we will also explore how these cases inform us about learning, memory, and development in "normal" individuals.
Meets Social Sciences III-A requirement
K. Binder
Prereq. a 100-level course in psychology, Psychology 200 and 201, and permission of instructor; 4 credits

Biological Bases of Behavior

The courses in this area adopt the perspective that behavior is the product of biological processes. Major topics include the physiological causes of behavior, the evolutionary history and function of behavior, and the role of learning in modifying behavior. Students concentrating their study in this area are urged to take additional course work in cognition, perception, and language, and in biological sciences. Courses in computer science (101, Problem Solving and Structured Programming) and philosophy (264, Philosophy of Mind; 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. a 100-level course in psychology and 4 credits in biological sciences; 4 credits

***251fs Animal Behavior**
(Speaking-intensive course) Examines the development, causal mechanisms, evolutionary history, and function of the behavior of animals. Topics include sensory capacities, predator evasion, reproduction, parental care, social behavior, and learning.
Meets Social Sciences III-A requirement
K. Hollis
Prereq. a 100-level course in psychology; 4 credits

***252f Bon Appetit! Food, Appetite, and Culture**
Food is energy, an occasion for intimacy, and often a cause of aggression and pathology. The provenance of food preferences in humans and other species is considered from the perspectives of anthropology, biology, neuroscience, and psychology. Specific topics

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include the sensory properties of food, attitudes toward food, the psychology of ingestion, and the neuroscience of feeding.
Meets Social Sciences III-A requirement
W. Millard
Prereq. a 100-level course in psychology; 4 credits

350s Laboratory in Behavioral Neuroscience
This laboratory provides intensive study and discussion of specific topics in behavioral neuroscience, including psychopharmacology, neuroanatomy, electronics, and surgery. Examination of methods and experimentation in the laboratory.
Meets Social Sciences III-A requirement
W. Millard
Prereq. Psychology 200, 201, and one of the following: Psychology 250 or Biological Sciences 333; Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.; 4 credits

359s Seminar: Biological Bases of Behavior: Of Madness and Molecules: Seminar in Neuropsychopharmacology
Charpentier, a French scientist of the 1940s, unwittingly discovered a chemical that was to alter dramatically our understanding of madness. The chemical, chlorpromazine, has been widely used for the treatment of psychosis. Of interest is neuropsychopharmacology—the science and the technology. The principles of pharmacology are discussed and precede the examination of applications of the technology to psychopathology (for example, schizophrenia, depression, anxiety, and violent behavior).
Meets Social Sciences III-A requirement
W. Millard
Prereq. Psychology 250 or Biological Sciences 333. Preenrolled seniors and psychology and neuroscience and behavior majors have priority; 4 credits

Psychology and Education

The interdisciplinary majors in psychology and education and the minor in education leading to teacher licensure are administered by the Department of Psychology and Education: Professors Lawrence, Ramsey; Associate Professor Packard; Assistant Professor Reilly Carlisle.

Contact Persons

Cheryl McGraw, *senior administrative assistant*
Sandra M. Lawrence, *director, Secondary/Middle Teacher Licensure Program*
Lenore Reilly Carlisle, *director, Early Childhood/Elementary Teacher Licensure Progra*
Sarah Frenette, *Five College Teacher Licensure Coordinator*

No major is offered in education alone. There are two psychology and education majors: Option I (leading to teacher licensure in early childhood education (PreK–2) or elementary education (1–6) and Option II (not leading to teacher licensure). Both are interdisciplinary majors. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 8).

Requirements for the Major in Psychology and Education

Credits

- Option I—A minimum of 60 credits (including the practicum)
- Option II—46 credits
- At least 20 of these credits must be at the 300 level in two or more disciplines.

Courses (for both Option I and II)

The following psychology courses:

- A 100-level psychology course
- 200, Research Methods in Psychology
- 201, Statistics
- 230, Developmental Psychology
- 233, Educational Psychology
- One laboratory at the 300 level
- The following education courses:
  - Education 205, Whiteness, Racism, and Inequality in Schools and Society or 220, Foundations of Multicultural Education

All majors whether Option I or II 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 320 (January Term), Observing and Assisting in Inclusive Classrooms (junior or senior year) or Educational Studies 301, Education in South Africa
- Education 325, The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum

In addition, applicants for the elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Education as appropriate for the elementary license. Applicants for the early childhood license (PreK-2) must enroll in Psychology 331, Lab in Early Social and Personality Development. See Ms. Reilly Carlisle, Ms. Lawrence, or Ms. Frenette for assistance in selecting this course work.

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Additional Courses for Option II

- Education 320, (January Term) Observing and Assisting in Inclusive Classrooms or Education 324, Observing and Assisting in Early Childhood and Elementary Settings (junior or senior year) or Education 332, Observing and Assisting in Middle and Secondary Educational Settings (junior or senior year) or Educational Studies 301, Education in South Africa
- 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).

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 2010.)

Procedures and Courses of Study

Students who wish to pursue teacher licensure at Mount Holyoke must complete the following: 1) attend an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator, by the middle of the sophomore year in order to identify course work in the major and in the arts and sciences necessary for licensure, 2) enroll in a sequence of courses in the psychology and education department constituting the education minor, 3) attend follow-up advising sessions with Ms. Reilly Carlisle (early childhood or elementary) or Ms. Lawrence (middle and secondary, foreign language, music, and visual art programs) as well as advisors in the major to assist with course selection necessary for teacher licensure, and 4) complete the application process for the practicum year. This application process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

Mount Holyoke College Pass Rates of MTEL

Federal regulations require that results of state-mandated teacher tests be reported annually in college catalogues and in other published information pertaining to the teacher education programs. The results for Mount Holyoke College for 2007-2008 are as follows:

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 the Reading and Writing sections of the Communication & Literacy Skills Test (9), Foundations of Reading (7), Early Childhood (7), Spanish 5-12 (1), History 8-12 (1) and English 8-12 (1). The summary total and aggregate score for the nine students who took a total of nine Communication and Literacy Skills tests and seventeen specific subject areas tests was 100 percent.

Required Courses for the Education Minor Specific to the Early Childhood and Elementary Teaching License

Students pursuing early childhood or elementary licensure with a major in any discipline other than Psychology and Education must take Psychology 230 and 233; either Education 205 or 220; 300, 320j or Educational Studies 301, and Education 325, 322, and 323. Early childhood (PreK–2) applicants must also take Psychology 331. Students pursuing early childhood or elementary licensure with an interdisciplinary major in Psychology and Education (Option I) must follow course work described under the psychology and education major (the course work for the teacher licensure minor is included within the major). All applicants for the elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Education as appropriate for the elementary license. See Ms. Reilly Carlisle, Ms. Lawrence, or Ms. Frenette for assistance in selecting this course work.

Required Courses for the Education Minor Specific to Teaching Licenses in Middle or Secondary Education, Foreign Language, 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; either Education 320j or Educational Studies 301, and Education 330, 331 and 333; and a subject-specific methods of teaching course at one of the Five Colleges. Students pursuing teacher licensure in music must enroll in a sequence of music education methods courses at UMass in lieu of Education 330. Students interested in pursuing teacher licensure in dance (subject to approval by the Massachusetts Department of Education in 2010) 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 between December 1 and January 8 of their junior year. In addition to completing an application form and having an interview with the program director, students must submit a 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 between December 1 and January 8 of their junior year to return to the College the spring semester after graduation to do their student teaching practicum semester at the cost of one credit.

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

202f Examining the Ideas of Geometry and Measurement
(Same as Mathematics 201-01) Participants will work with two- and three-dimensional shapes, develop mathematical vocabulary regarding features of shapes, and explore definitions and properties of geometric objects. Includes a study of angle, similarity, congruence, and the relationship between 3-D objects and their 2-D representations. The measurement component will provide opportunities to examine different attributes of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. As participants explore the conceptual issues of length, area, and volume and their complex interrelationships, they will also examine how children develop these ideas.
Does not meet a distribution requirement
J. Bodner Lester
Prereq. Permission of Instructor; 4 credits

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 mis-education 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. sophomore, junior, senior or permission of instructor; 2 meetings (75 minutes) plus prepracticum; 4 credits

***220f 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. Psychology 100 or 110; 1 meeting (3 hours) and prepracticum (3 hours per week); 4 credits

233fs Educational Psychology
(Community-Based Learning course; Same as Psychology 233fs)
Meets Social Sciences III-A requirement
The Department
4 credits

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
The department
Prereq. A 100 level course in psychology, 230 or 236, and 233; 1 meeting (3 hours) plus field placement; 4 credits

295fs Independent Study
Independent study programs are arranged with individual faculty members in the department.
Does not meet a distribution requirement
Prereq. permission of instructor; 1-4 credits

300fs 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. Requires a prepracticum.
Does not meet a distribution requirement
L. Reilly Carlisle, The department
Prereq. limited to students accepted to the practicum year program; 1 meeting (3 hours) and prepracticum (4 hours per week); 4 credits

320j Observing and Assisting in Inclusive Classrooms
Students are expected to complete a supervised field experience full-time every day during the January Term in an inclusive classroom in a school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings (detailed below). Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.
Does not meet a distribution requirement
L. Reilly Carlisle, S. Lawrence
Prereq. One of the following: Psychology 230, 233, 236, Education 205, Educational Studies 109, 215, 301 or permission of instructor. Three mandatory meetings (2 hours each): two in November and one in Feb. Prepracticum: five days a week for three weeks in Janua; This course is required of all students pursuing teacher licensure. Graded on a credit/no credit basis.; 2 credits

322s Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
This weekly seminar provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.
Does not meet a distribution requirement
L. Reilly Carlisle
Prereq. Limited to students accepted into the practicum year program; 4 credits

323s Student Teaching in Early Childhood and Elementary Schools
Students participate in full-time student teaching in early childhood and elementary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.
Does not meet a distribution requirement
L. Reilly Carlisle
Prereq. Prereq. sr, Education 300, 325 and 324j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school site (includes Mount Holyoke College's spring break); limited to students accepted to the practicum year program. This course is graded on a credit/no credit basis.; 10 credits

324fs Observing and Assisting in Early Childhood and Elementary Settings
Discussions and fieldwork provide the student with an opportunity to understand the classroom as a learning community. The tutorial includes several meetings focusing on the student's participant observations and assigned readings. Fieldwork includes a minimum of 20 hours on site, individually scheduled in early childhood (pre K-2) or elementary (1-6) settings. Assessment includes in-progress reports and a final project related to fieldwork. Course graded on a credit/no credit basis.
Does not meet a distribution requirement
L. Reilly Carlisle
Prereq. permission of instructor; 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum); 1-2 credits

325f The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum
Students will learn about inquiry-based science/math curriculum and use of technology in the classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks. At the Hitchcock Center and in classes on campus, emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will become more adept at developing effective approaches to using assessment to guide instruction. Early childhood candidates will visit Gorse Children's Center to learn about resources for pre-K students.
Does not meet a distribution requirement
The department
1 meeting (3 hours); limited to students accepted in the practicum year program; 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) and prepracticum (3 hours per week); 4 credits

331s Student Teaching in Secondary and Middle Schools

Spring 2010

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.
S. Lawrence
Prereq. sr, Education 330 and 332j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 10 credits

331s(02) Amherst College Students Only
This section for Amherst College students only. Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program
S. Lawrence
Prereq. sr, Education 330 and 332j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's/Amherst

College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 8 credits

332fs Observing and Assisting in Secondary and Middle School Educational Programs
This is a fieldwork-based independent study course. During the fall and spring semesters it involves 20 to 40 hours of individually scheduled fieldwork in a secondary or middle school classroom or educational program. Students keep a reflective journal, read relevant articles and essays, meet regularly with the instructor, and write a final report. This course is graded on a credit/no credit basis.
Does not meet a distribution requirement
S. Lawrence
Prereq. permission of instructor; 1-2 credits

333s Practicum Seminar on Teaching and Learning: Middle and Secondary Education

Spring 2010

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.
S. Lawrence
Prereq. Limited to students who have been accepted into the practicum year program; 4 credits

333s(02) Amherst College Students Only
This section for Amherst College students only. This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.
S. Lawrence
Prereq. Limited to students who have been accepted into the practicum year program; 4 credits

395fs Independent Study
Does not meet a distribution requirement
Prereq. jr, sr, permission of instructor; 1-8 credits

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Religion

The major and minor in religion are administered by the Department of Religion: Professors Crosthwaite (on leave spring 2010), Fine, Grayson (*chair*), Peterson (on leave fall 2009); Associate Professors Mrozik, Penn; Assistant Professor Steinfels; Visiting Instructor Heim.

Contact Persons

Anna May Dion, *senior administrative assistant*
John Grayson, *chair*

To major in religion is to ask questions about the many ways women and men have sought to make sense of their lives. Examining religious traditions—their notable leaders, their valued texts, and the social behaviors designed to embody their visions—is a central way to study the profound questions that direct so many areas of human endeavor. The study of religion is an excellent way of organizing a liberal arts education so that diverse cultures, artistic expressions, political forces, and gender assignments can be questioned and set in historical and changing contexts.

Requirements for the Major

Credits

- A minimum of 32 credits
- 12 credits at the 300 level
- Only one 395 course will count toward the 300-level requirement.

Courses

At least one course from each of the following three groups:

- Sacred texts and interpretive traditions. For example, Religion 201, Introduction to the Qur'an
- Religious thought (ethics/religious law, philosophy, theology). For example, Religion 226, Introduction to the Philosophy of Religion
- History and society. For example, Religion 218, Women in American Religious History

Other

- Majors must take courses in at least three different major traditions—for example, Buddhism, Christianity, Hinduism, Islam, or Judaism.
- Additional courses are selected in consultation with the advisor.
- Independent work is encouraged and, if approved by the advisor, such work may constitute partial fulfillment of the above requirements.

Requirements for the Minor

Credits

- A minimum of 20 credits (five courses)
- At least one of the five must be at the 300 level.
- At least three of the courses should be taken in the Mount Holyoke Department of Religion.

Recommended Courses for First-Year Students

The following courses are recommended for first-year students: 100, 109, 202, 203, 204, 207, 212, 226, 228, 235, 245, 261, and 263, 268.

Course Offerings

100fs Introduction to Religion
This course is an introduction to the study of religion, assessing the nature of religion and methodological approaches through an examination of subject matter drawn from numerous traditions.
Meets Humanities I-B requirement
J. Crosthwaite, A. Steinfels
4 credits

109f First-Year Seminar: Muhammad: The Prophet of Islam
(First-year seminar; Same as Asian Studies)
This course introduces Muhammad as a historical and religious figure. The traditional Islamic account of Muhammad's life will be examined. Historical problems will be dis-

cussed and attention will be paid to the different views of Muhammad held by Muslims and non-Muslims. Finally, the veneration of the Prophet Muhammad within the Muslim community will be explored.
Meets Humanities I-B requirement
A. Steinfels
Prereq. fy or permission of instructor; 4 credits

***201 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
4 credits

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
A. Steinfels
4 credits

***203f Introduction to the Hebrew Bible**
(Same as Jewish Studies 203) This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as the Old Testament). It investigates the social and historical context of the ancient Israelites, examines a range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding these writings and will present different methods for approaching and interpreting ancient texts.
Meets Humanities I-B requirement
L. Lyke
4 credits

204s Introduction to the New Testament
(Same as Jewish Studies 204) This course investigates the social and hisorical context of first and early second-century Christianity, examines New Testament and select non-canonical documents, and introduces participants to the principal methods of New Testament studies. Students will read the twenty-seven works that make up most modern collections of the New Testament, a number of early Christian documents that did not make the final cut, and several ancient non-Christian sources. Examples of recent New Testament scholarship will provide historical background for better understanding of Christian writings and will present different methods for approaching and interpreting ancient texts.
Meets Humanities I-B requirement
M. Penn
4 credits

***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
4 credits

207s Women and Gender in Islam
(Same as Gender Studies, Asian Studies) 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
4 credits

***208f Texts and Readers: Introduction to the Religious Classics of Judaism**
(Same as Jewish Studies 208fs)
Meets Humanities I-B requirement
4 credits

210f Religious Ethics
This course explores the ethical implications of religious convictions, particularly implications relevant to personal decisions. It introduces ethical principles through an examination of scriptural sources, a selection of major moral thinkers, and illustrative moral dilemmas. Among the concerns of the course are the components and motives of personal decision, the values and liabilities of fixed norms and principles, and the nature of personal responsibility.
Meets Humanities I-B requirement
J. Crosthwaite
Prereq. soph, jr, sr; 4 credits

212f Introduction to Judaism
(Same as Jewish Studies 212) Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.
Meets Humanities I-B requirement
L. Fine
4 credits

***215f Jewish Spiritual Autobiographies**
(Same as Jewish Studies 215f)
Meets Humanities I-B requirement
L. Fine
4 credits

***218f Women in American Religious History**
(Same as Gender Studies 210) This course is a critical study of significant women (Anne Hutchinson, Mother Ann Lee, Mary Baker Eddy, Ellen Gould White, Aimee Semple McPherson, Dorothy Day, and others) and their roles in the pluralistic character of American religion. It raises central questions concerning leadership, marginality, deviant behavior, and criticism of women. Students are expected to contribute to the course by their participation and individual research.
Meets Humanities I-B requirement
J. Crosthwaite
Prereq. soph, jr, sr; 4 credits

***220s Ethics and Public Policy**
This course focuses on ethics in the public sphere, on moral aspects of international, national, and institutional policy. It is concerned with evidence in policies and their formulation, of values with theological or religious roots. Emphasis is on thinkers who embody a double concern: religious/moral values and some area of public policy. Issues considered may include distribution of natural resources, national defense policy, health care distribution, gender, poverty, and the distribution of wealth.
Meets Humanities I-B requirement
J. Crosthwaite
Prereq. soph, jr, sr; 4 credits

***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. Crosthwaite
Prereq. soph, jr, sr; 4 credits

***222s Engendering Judaism: Women and Jewish Tradition**
(Same as Jewish Studies-222-01 and Gender Studies-210-02)
Meets Humanities I-B requirement
L. Fine
4 credits

226f Introduction to the Philosophy of Religion
(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
4 credits

228s On Human Freedom: Lordship and Bondage in Religion and Culture
This course offers a critical investigation of selected materials taken from Eastern, Western, and Third World religious and cultural texts and customs in order to appreciate their respective views on human freedom. Particular attention is given to the varied definitions and meanings of freedom; the master/slave relationship as a universal paradigm for reflecting on freedom; some moral and ethical implications associated with the idea of freedom; and the connections among freedom, will, and human identity.
Meets multicultural requirement; meets Humanities I-B requirement
J. Grayson
Prereq. Religion 100 or 226, or permission of instructor; 4 credits

***230s Spirituals and the Blues**
This course examines and analyzes African American music as a primary textual source for understanding philosophical and religious language within that community. It addresses various questions: What are the central philosophical and religious themes expressed within the text? How are these themes reflected in the music? What is the intrinsic character of the spirituals and the blues? Is there such a thing as a "music of oppression"? In what way(s) does the black experience contribute to philosophical and religious understanding, as well as the use of language? What does this material suggest about the connections among art, literature, and experience?
Meets multicultural requirement; meets Humanities I-B requirement
J. Grayson
Prereq. soph, jr, sr; 4 credits

232f Contemporary Jewish Ethics
(Same as Jewish Studies 232-01) This course will explore issues of contemporary ethics from the point of view of Jewish religious thought and tradition. Topics will include medical and genetic ethics, death and dying, family and sexual ethics, ethics of war, poverty, and the environment. The course will explore these issues in the context of theoretical approaches to questions of religion and ethics.
Meets Humanities I-B requirement
L. Fine
Prereq. 8 credits in religion or Jewish studies, or permission of instructor; 4 credits

***235fs 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
4 credits

241s Women and Buddhism
(Same as Gender Studies 210, Asian Studies) 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

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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
4 credits

245s Judaism and the Body
(Same as Jewish Studies 245-01) This course explores Judaism's attitudes towards the body and the practices that follow from those attitudes, from ancient Israel through the contemporary period. These include, among others, notions of ritual purity, sexuality, ascetic tendencies, embodied rituals, song and dance, ecstatic prayer, food and eating, and proper care for the body.
Meets Humanities I-B requirement
L. Fine
4 credits

***255s Dimensions of Contemporary Judaism in America**
(Same as Jewish Studies 255) Contemporary Judaism in America is in a state of extraordinary ferment and creative transition. This course will explore significant aspects of this ferment, including ritual innovation and experimentation, theological creativity, Jewish feminism, the growing interest in Jewish spirituality, Jewish environmentalism, Zionism, and the religious repercussions of the Holocaust.
Meets Humanities I-B requirement
L. Fine
4 credits

261f Hinduism
(Same as Asian Studies 261f) A major religious tradition of India, Hinduism is in practice a multiplicity of expressions. This course explores Hinduism's diverse traditions through its history, unifying themes, texts, and popular observances. We will read from the great texts (Ramayana, Mahabharata), learn about gods and goddesses (Krishna, the Great Goddess), and discuss art and ritual. Topics include: body techniques and the material universe (yoga, Tantra); philosophical traditions, concepts (karma, dharma); religious figures (Mirabai); movements (Bhakti). Hinduism's contemporary expressions in India and the West will be considered in social and historical context. Frequent illustration is provided through videos.
Meets multicultural requirement; meets Humanities I-B requirement
S. Heim
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
4 credits

***265 Holy Feast, Holy Fast: Sacred Food and Eating in Judaism**
(Same as Jewish Studies 265) This course explores the role of food and eating in Jewish religious culture, but will also include a significant comparative religious dimension. Topics will include the ritual, religious, and social significance of the dietary laws in Judaism, the symbolic foods of Passover and other festivals, fasting and ascetic attitudes toward food, as well as food culture as a marker of Jewish identity.
Meets Humanities I-B requirement
L. Fine
4 credits

***267f Buddhist Ethics**
This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhists interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral ambiguity? We will consider the perspectives of Buddhists from different cultures including India, Sri Lanka, Thailand, Viet-

nam, Japan, and the United States.
Meets multicultural requirement; meets Humanities I-B requirement
S. Mrozik
4 credits

268s Buddhist Literature from Ginsberg to Gautama
(Same as Asian Studies) This course is an introduction to Buddhist literature. We will read and discuss works from diverse cultures and historical periods, including contemporary North American Buddhist fiction, ancient Indian biographies of the Buddha, and medieval Japanese Buddhist poetry. We will ask how Buddhists, living in different times and places, have imagined the path to liberation.
Meets multicultural requirement; meets Humanities I-B requirement
S. Mrozik
4 credits

***275s The Ethics of Interpersonal Relations in Judaism**
(See 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
4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph, permission of department; 1-4 credits

306f Sex and the Early Church
(Same as Gender Studies 333) This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and "heretical" scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.
Meets Humanities I-B requirement
M. Penn
Prereq. previous course in religion or gender studies; 4 credits

***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
D. Brown
4 credits

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; 4 credits

323fs Topics in Contemporary Theology

Fall 2009

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; 4 credits

Spring 2010

**323s(01) Feminist Theologies*
(Same as Gender Studies 333) Mary Daly, Elisabeth Schussler Fiorenza, Phyllis Trible, and Judith Plaskow, among others, have argued that traditional Jewish and Christian theological systems have overlooked the needs, concerns, histories, and contributions of women. Their challenges range from the historical modification of a presumably unbiased religious system to the outright rejection of a so-called patriarchal establishment. Whatever their approach, feminist theologies offer diverse and incisive tools for understanding how a theological system operates, how transitory cultural assumptions become embedded in ongoing doctrines, and how apparently minor adjustments can have significant ripple effects.
Meets Humanities I-B requirement
J. Crosthwaite
Prereq. 8 credits in department or permission of instructor; 4 credits

**323(06) 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; 4 credits

***325s Asian Religions: IV. Sacred Narratives in the Hindu Tradition**
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
(Same as Asian Studies 325) Telling, enacting, and listening to stories are essential modes of religious activity in the Hindu tradition. We will study the major types of sacred narrative in Hinduism, including creation myths, epic tales, stories of the gods, women's stories, and the lives of exemplary figures such as the saint-devotees of Shiva and Krishna. The tales will be examined from the perspectives of narrative structure and meaning in relation to forms of expression (e.g., the icon of the dancing Shiva, the Ramayana epic theater), and contexts (e.g., women's rites and the festival of the great Goddess).
Meets multicultural requirement; meets Humanities I-B requirement
I. Peterson
Prereq. Junior, Senior; Religion 261 (Hinduism) or per I; 4 credits

***326f Buddhism in the Pioneer Valley**
This course is a research seminar on Buddhism in the Pioneer Valley. We will begin by studying the history and development of Buddhism in North America, then turn our attention to local Buddhist communities. Students will design and execute individual research projects on some aspect of Buddhism in the Pioneer Valley.
Meets Humanities I-B requirement
S. Mrozik
Prereq. soph, jr, sr; 4 credits in religion, Asian studies, or anthropology; 4 credits

332s Seminar in American Religious History: The Shakers
This course offers advanced students an opportunity to investigate with some sophistication a problem that requires careful attention to research methods, to critical literature, and to writing. Seminar topics include people, periods, or problems that have

a particular bearing on religion in America. (Same as Gender Studies, American Studies 301) 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
The department
Prereq. jr, sr, 8 credits in department, Religion 221 or permission of instructor; 4 credits

337s Topics in the Study of Christianity: Early Muslim/Christian Encounters
This course explores a set of recently discovered texts that substantially changes our understanding of Christian/Muslim relations. We will read Christian/Muslim debates, a bishop's letter on how to bribe Muslim rulers, and an exorcism account concerning demon-possessed monks. Students will be among the first in a thousand years to read such works providing them with a strong knowledge of the history of Christianity, of Islam, and of their first interactions with each other.
Meets Humanities I-B requirement
M. Penn
Prereq. 8 cr in Religion; 4 credits

***345fs 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.

Fall 2009

**345f(01) 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

Spring 2010

**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; 4 credits

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
4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department; 1-8 credits

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Romance Languages and Literatures

The major and minor in Romance languages and literatures are administered by the Romance Languages and Literatures Committee: Professors Debnar (classics, on leave fall 2009), Gelfand (French), Vaget (French); Associate Professors Arnold (classics), Romero-Diaz (Spanish, *chair*); Associate Professors Crumbaugh (Spanish), Frau (Italian), Gundermann (Spanish), 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.

Department Web Site

http://www.mtholyoke.edu/acad/romance

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. 8).

Study Abroad

Students should enhance their major by spending an academic year in a country where one of the languages of their major is spoken. Students who plan to take part in a study abroad program must consult both the chair of the Romance languages and 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 literatures minor.

Course Offerings

295fs Independent Study
Does not meet a distribution requirement
Prereq. permission of department; Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.; 1-4 credits

375s Seminar in Romance Languages and Literatures: Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
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.
(Taught in English; Same as Spanish 330, Italian 361, French 321, Gender Studies 333)
Much of twentieth-century gay writing in Latin America is characterized by an esthetic-ist celebration of anti-humanism, which has often clashed with left-wing progressive politics in these countries. But how does a "gay style" come about? What is its genealogy? How does it identify itself, and what does such an identity mean politically and historically? In this seminar, we will study a number of writers from Argentina, Chile, Cuba, Perú, and Uruguay, and examine their roots in French and Italian anti-humanist authors from Baudelaire, Lautréamont, and Rimbaud to Genet and Pasolini. We will also read a few key texts in queer theory.
Meets either language requirement or Humanities I-A requirement
C. Gundermann
Prereq. for Spanish majors: two courses in

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Spanish at the 200-level above 212; Papers will be written in English or the Romance language of the student's choice. Students wishing to obtain 300-level credit in French, Italian, or Spanish students must read texts and write papers in the Romance language for which they wish to receive credit.; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. permission of department; Independent Study credits taken as part of an honors thesis do not count toward the requirements for the major.; 1-8 credits

Russian and Eurasian Studies

The majors and minors in Russian and Eurasian studies are administered by the Department of Russian and Eurasian Studies: Professors Cruise (*chair*, on leave fall 2009), Jones; Associate Professor Scotto (*acting chair*, fall 2009); Visiting Assistant Professor Pleshakov; Visiting Lecturer Ermolaev.

Contact Persons

Carmen Sullivan, *senior administrative assistant*
Edwina Cruise, *chair*

Department Web Site

http://www.mtholyoke.edu/acad/russian

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 language should enroll in Russian 101-102, a yearlong introduction to Russian language and culture.

Students who have previously studied Russian and plan to elect Russian language should consult with the department for individual placement.

(For other courses recommended for study in the first year, see below, after the "Study Abroad" section.)

Study Abroad

Study abroad is highly recommended and may be used toward fulfillment of major requirements.

There are numerous summer, semester, and yearlong programs offered for undergraduates. Since admission to many Russian study abroad programs is competitive, students are advised to consult early in their academic careers with members of the department. We have had great success in getting our students into these competitive programs.

Opportunities to study the non-Russian languages of Eurasia are rapidly expanding. Summer immersion programs and summer and academic-year programs abroad offer instruction in Armenian, Georgian, Azeri, Uzbek, Tajik, Polish, Czech, Ukrainian, Bulgarian, Estonian, and others. In some cases, applicants may be expected to have an intermediate-level command of Russian in order to participate.

In addition to RES 101–102, recommended courses for first-year study include:

- RES 151s(03), Anna Karenina: Loving to Death (first-year seminar)
- RES 240s(01), Russian Politics: From Communism to Capitalism (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 Russia's rich cultural heritage and its unique contributions to world culture, especially during the nineteenth and twentieth centuries. Departmental offerings concentrate on Russia's achievements in culture and literature, but students are encouraged to take elective courses in Russian film, religion, and art at Mount Holyoke and the Five Colleges.

The interdisciplinary major in Russian and Eurasian studies explores the historical, economic, political, and cultural interconnections among the peoples of the former Soviet Union, Eastern Europe, the Caucasus, and Central Asia. In addition to offerings within the department, courses that count toward the major are regularly offered by other departments (economics, geography, history, politics, 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 and advanced courses in literature/culture (consult department)
- RES 205, Russia under the Tsars or RES 131, Introduction to the Peoples and Cultures of Eurasia College)
- RES 210, Great Books: The Literature of Nineteenth-Century Russia
- RES 211, Topics in Twentieth-Century Russian Literature
- Three elective courses, one each from literature, culture, and politics/history, to be completed at the 300 level

Requirements for the Major in Russian and Eurasian Studies

Credits

- A minimum of 40 credits, of which 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. 8).

Requirements for the Minors

The Minor in Language

The minor in language requires 12 credits above the 100 level, ordinarily drawn from 201, 202, and advanced courses chosen in consultation with the department.

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 (101–102) or Intermediate Russian (201 or 202) fulfills the College language requirement.

Courses Taught in Russian

101/102 Elementary Russian
201/202 Intermediate Russian
295/395 Independent Study
Advanced language courses taught at the Five Colleges

Courses Taught in English

131 Introduction to the Peoples and Cultures of Eurasia (III-A)
151(01) Crown Jewels of Russian Culture (first-year seminar) (I-A)
151(02) Chekhov's Stories: Women on the Verge of the Twentieth Century (first-year seminar)
205 The Romanovs: Triumph and Tragedy (III-A)
210 Great Books: The Literature of Nineteenth-Century Russia (I-A)
211 Topics in Twentieth-Century Russian Literature: *Doctor Zhivago* (I-A)
212 Russia (I-B)
213 Tolstoy's *War and Peace* (I-A)
240 Russian Politics (III-A)/Politics 209
242 Oil and Water (III-A)
244 Red Star Over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953
312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent
330 Nationalism (III-A)
343 Terrorism: Russia as Its Cradle (III-A)
350 Revolutions (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

Taught in Russian

101f Elementary Russian
A four-skills (understanding, speaking, reading and writing) introduction to the Russian language with a focus on aural-oral training. Major topics include: pronunciation and intonation, all cases (except for instrumental), basic conjugation patterns and tenses, and verbal aspect. The textbook, *Live from Russia*, Volume 1, features a video story on the lives and loves of Russians in present-day Moscow.
Meets language requirement; does not meet a distribution requirement
N. Ermolaev
Students must complete both RES-101 and RES-102 to fulfill the language requirement. Five class meetings plus one conversation hour weekly.; 4 credits

102s Elementary Russian
Continuation of Russian 101. A four-skills course, with increasing emphasis on reading and writing, that completes the study of basic grammar. Major topics include: predicting conjugation patterns, unprefixed and prefixed verbs of motion, complex sentences, time expressions, and strategies of vocabulary building. The syllabus is based on Volume 2 of *Live from Russia*, and concludes the story of the "twenty-something" generation in Putin's Russia.
Meets language requirement; does not meet a distribution requirement
E. Cruise
Students must complete both RES-101 and RES-102 to fulfill the language requirement;

five class meetings plus one conversation hour weekly.; 4 credits

201f Intermediate Russian
Emphasis on command of grammar with attention to conversational topics. Readings include poetry, short stories, and magazine and newspaper articles. Classes are conducted mostly in Russian.
Meets language requirement; does not meet a distribution requirement
P. Scotto
Prereq. Russian and Eurasian Studies 101 or permission of department; 3 meetings (75 minutes) plus 1 meeting (50 minutes) to be arranged; 4 credits

202s Intermediate Russian
Emphasis on increasing active command of grammar while focusing on conversational topics. Readings include poetry, short stories, and magazine and newspaper articles. Classes are conducted in Russian.
Meets language requirement; does not meet a distribution requirement
P. Scotto
Prereq. Russian and Eurasian Studies 201 or permission of department; 4 credits

***221f 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. Topics will be designed to accommodate student interests. Readings, discussions, short oral and written reports. Taught in Russian.
Meets Humanities I-A requirement
The department
4 credits

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

***302s Advanced Studies in Russian: "Russian in Use": A Practicum**
Advances language skills by exploring topics of general interest such as geography, education, politics, ecology, and Russian perceptions of America. Practice using external resources, authentic texts, and unscripted listening. Students examine topics from diverse perspectives and are encouraged to develop their own opinions in clear, colloquial standard Russian. Text: S. Rosengrant *Russian in Use: An Interactive Approach to Communicative Competence.*
Meets language requirement; does not meet a distribution requirement
The department
Prereq. Russian and Eurasian Studies 221 or permission of the instructor; 4 credits

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

Taught in English

***131s Introduction to Peoples and Cultures of Eurasia**
(Taught in English) Explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. How has this region been imagined and mapped? How useful are conventional definitions of the boundary between "Europe" and "Asia"? What is meant by "Eastern Europe," "Central Europe," and "Eurasia"? Topics to be considered will include the struggle for a usable past and the emergence of national identity; techniques of imperial rule and colonial domination; formation and dissemination of knowledge about Eurasia; cultural traditions of the region. Designed to help students navigate the world of post-Soviet and post-socialist Eurasia.
Meets multicultural requirement; meets Social Sciences III-A requirement
S. Glebov
4 credits

151fs First-Year Seminars

Fall 2009

151f(01) Chekhov's Stories and Plays: Women on the Verge of the Twentieth Century
(First-year seminar; writing-intensive course; taught in English) This course looks at the lives of Russian women through the eyes of Anton Chekhov, the great short story and play writer. Chekhov will introduce us to the

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issues women faced at the turn of the nineteenth century—such as identity, sexuality, power, and class—in settings that range from the country estate and the peasant hut to the urban center and seaside resort. Through close readings of stories and plays, we will trace Chekhov's literary techniques for crafting his female characters and their contexts. Readings include "Lady with a Lapdog," *Three Sisters*, "Anna on the Neck," and *The Cherry Orchard.* Film adaptations and stage productions of the texts will be incorporated.
Meets Humanities I-A requirement
N. Ermolaev
Prereq. fy or permission of instructor; 4 credits

**151f(03) Crown Jewels of Russian Culture*
(First-year seminar; speaking-intensive course; taught in English) We will study masterworks of Russian civilization from a broad range of periods and types. These works of art, architecture, and literature define the essential moments in the formation of the idea of Russian culture. Topics will include: medieval churches and icons; Saint Petersburg: The Venice of the North; Tolstoy, and Dostoyevsky; the Romanov court jeweler Faberge; a film by Eisenstein; Tchaikovsky's ballet; and last, but not least, modern Russian dancers such as Nureyev and Baryshnikov.
Meets Humanities I-A requirement
C. Pleshakov
Prereq. fy or permission of instructor; 4 credits

Spring 2010

151s(03) Anna Karenina: Loving to Death
(First-year seminar; writing-intensive course; taught in English) Leo Tolstoy's *Anna Karenina* is an action-packed drama about love and passion, personal freedom and societal expectations, and the costs of living. We will read the text slowly, with attention to the ambiguities that defeat a clear or simple interpretation of the novel's message. We will screen films of *Anna Karenina* and assess interpretations of the novel.
Meets Humanities I-A requirement
E. Cruise
Prereq. fy or permission of instructor; 4 credits

205f The Romanovs: Triumph and Tragedy
(Taught in English; Same as History 205) We will study defining periods in Russian and world history with an emphasis on the powerful Russian monarchs who shaped them: in particular, Peter the Great, Catherine the Great, Alexander II, and Nicholas II. Russia's tsarist system raises important questions about the nature of the monarchy. The Russian case shows how monarchies can change and develop, and why, ultimately, many of them failed. Why did the Romanovs fail when their relatives, the House of Windsor, did not? Could Russia have survived as a constitutional monarchy? What is the role of a royal dynasty in defining nationhood?
Meets Social Sciences III-A requirement
C. Pleshakov
4 credits

210f Great Books: The Literature of Nineteenth-Century Russia
(Taught in English) In no other culture has literature occupied the central role it enjoyed in nineteenth-century Russia. Political, social, and historical constraints propelled Russian writers into the roles of witness, prophet, and sage. Yet, far from being limited to the vast, dark "Big Question" novels of legend, Russian literature offers much humor, lyricism, and fantasy. We will focus on the Russian novel as a reaction to western European forms of narrative and consider the recurring pattern of the strong heroine and the weak hero. Authors will include: Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.
Meets Humanities I-A requirement
P. Scotto
4 credits

***211s Topics in Twentieth-Century Russian Literature: Literature and Film on Trial**
(Taught in English) Art and artists in twentieth-century Russian society were especially challenged by cataclysmic violence—revolutions, wars, and totalitarian oppression. We will study major works of literature and film and place them in the aesthetic and political contexts that influenced their creation and their reception in Russia. Artists to be studied include Chekhov, Vertov, Babel, Eisenstein, Bulgakov (*The White Guard*), Kupreyanova, Zamyatin (*We*), Solzhenitsyn, Tarkovsky, Erofeev, Brodsky.
Meets Humanities I-A requirement
E. Cruise

Meets RES twentieth-century literature requirement; 4 credits

***212s Russia**
(Taught in English; Same as History 212s) This course examines pivotal archetypes of Russian civilization that reflect Russia's past, demarcate its present, and constrict its future. We will focus on the canonic historical monuments of Russia, such as the Kremlin of Moscow and the downtown of St. Petersburg. Starting with the representation of these landmarks in the media, we will explore them in depth by reading conflicting historical narratives and cultural histories and eventually deconstruct their cultural message and value. By the end of the course, students will be familiar with the Eastern Orthodox Christianity rites and able to identify and discuss the most common artifacts of Russian civilization.
Meets Humanities I-B requirement
C. Pleshakov
4 credits

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 subject to forces beyond human control, defeated attempts at codification. We will read *War and Peace* in an attempt to understand how that irresolvable conflict fuels Tolstoy's intellectual pursuits and informs his theories on art.
Meets Humanities I-A requirement
E. Cruise
4 credits

215s Dostoevsky and the Problem of Evil: *The Brothers Karamazov*
(Taught in English) Perhaps no other novelist has delved as deeply into the psychological and metaphysical dimensions of evil as the Russian novelist Fyodor Dostoevsky. This course will be devoted to a close reading of Dostoevsky's landmark novel of murderous passion and parricide, *The Brothers Karamazov*. Why should crime and transgression be a privileged avenue of access into the human interior? How is psychology tied to the metaphysical aspect of human existence? What are the sources of evil—and redemption?
Meets Humanities I-A requirement
P. Scotto
4 credits

240s Russian Politics: From Communism to Capitalism
(Taught in English; Same as Politics 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?
Meets Social Sciences III-A requirement
S. Jones
4 credits

***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 policymakers. None of the West's policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and Russia and the former Soviet republics in the far more complex and multipolar "New World Order." What should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasia?
Meets Social Sciences III-A requirement
S. Jones
4 credits

***242s Oil and Water Don't Mix: Geopolitics, Energy, and the Environment**
(Taught in English; Same as Politics 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 exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?
Meets Social Sciences III-A requirement
S. Jones
4 credits

244s Topics in the Recent History of Europe: Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953
(Taught in English; Same as History 260(03)) The Bolshevik Revolution of 1917 marked the coming of totalitarianism to Russia. Led first by Lenin and then by Stalin, the country went through the most brutal civil war, purges, World War II, and the first stages of cold war. This period also saw immense social change and sweeping economic transformation. What were the causes of totalitarianism in Russia? How did the regime function? What were the major landmarks of Russian history in the period 1917-1953?
Meets Humanities I-B requirement
C. Pleshakov
4 credits

312s Silk Roads: Ancient and Modern Highways across the Eurasian Continent
(Taught in English) The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.
Meets Social Sciences III-A requirement
S. Jones
Prereq. 8 credits in politics, IR, RES, or history; 4 credits

***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; 4 credits

***330s Nationalism**
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 ethnictensions? What role can international organizations play in finding solutions to ethnic conflict?
Meets Social Sciences III-A requirement
S. Jones
Prereq. 8 credits in politics, international relations, or Russian and Eurasian studies; 4 credits

343f 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 as-

sassinate 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; 4 credits

***350f Revolutions**
(Taught in English; Same as Politics 350f)
Revolutions have a rich and bloody history on the European continent. In the twentieth century, there were frequent revolutionary upheavals, particularly in Russia and Eastern Europe. We will study two revolutionary periods: Russia in 1917 and the USSR in 1991. These revolutionary events present great contrasts, yet at the same time clarify the nature of revolutions and why they occur. Do they bring the expected fundamental and accelerated change people hope for? Our focus will be on the contrasts and parallels between Russia's early twentieth-century socialist revolution and late twentieth-century capitalist revolution. What was (and is) their impact on European history and thought?
Meets Social Sciences III-A requirement
S. Jones
4 credits

Sociology

The major and minor in sociology are administered by the Department of Sociology and Anthropology: Professors Moran, Tucker; Associate Professors McKeever, Townsley (*chair*); and Assistant Professor Banks (on leave 2009–2010).

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
  - 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

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
E. Townsley, M. McKeever, K. Tucker
4 credits

216s Special Topics in Sociology: Intellectuals, the Media, and the Public Sphere
This course focuses on significant problems in the field of sociology with group meetings and reports.
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; 4 credits

223f Development of Social Thought
This course examines the origins and development of sociological theory in the nineteenth century. Focusing on the three most important representatives of the classical tradition in sociology - Karl Marx, Max Weber, and Emile Durkheim - we consider in detail the ideas of each, compare their perspectives on emerging industrial society, and assess their contemporary significance.

Meets Social Sciences III-A requirement
K. Tucker
Prereq. Sociology 123 or Anthropology 105, soph, jr, sr; 4 credits

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; 4 credits

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; 4 credits

234s Social Problems
This is a course on the social construction of social problems. It devotes almost exclusive attention to how a "problem" becomes a social problem; examining how atypical cases become regarded as typical; how definitions are expanded to inflate statistics; and how claim makers and advocacy groups manipulate the media to market social problems and solutions to the public.
Meets Social Sciences III-A requirement
R. Moran
Prereq. Sociology 123; 4 credits

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; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. soph and permission of department; 1-4 credits

316f Special Topics in Sociology

Fall 2009

316f(01) Unlawful Convictions in Death Penalty Cases
The Death Penalty in America: Unjustly Convicted Death Row Inmates. This course will examine in detail the cases of all 130 death row inmates exonerated in the post-Furman era (1976-2009). It will focus on how the 130 men ended up on death row, as well as the process by which they gained their freedom. In addition, the course will spotlight the many proposals, videotaped police interrogations, eyewitness identifications, forensic science procedures, etc., designed to correct sources of mistakes; and assess their likelihood of successfully preventing both unjust and wrongful convictions in capital cases.
Meets multicultural requirement; meets Social Sciences III-A requirement
R. Moran
4 credits

316f(02) Sociology of Education
The goal of the sociology of education is to research on how various social institutions affect individual's educational processes and social development. In this course, we will survey the main areas of this research literature. This work encompasses quite varied areas of study, from primary education worldwide to studies of higher education in the United States, using methods that range from studying the individual to examining the structure of relations among social and educational institutions.
Meets Social Sciences III-A requirement
M. McKeever
Prereq. 8 credits in sociology or permission of instructor; 4 credits

**316(05) Collective Behavior and Social Movements*
This course examines instances of organized collective action in social, historical, and empirical contexts, from the labor movement of the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.
Meets Social Sciences III-A requirement
K. Tucker
Prereq. 8 credits in the department; 4 credits

317f Topics in Contemporary Social Thought: Cultural Sociology and Contemporary Theory
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.
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. Some familiarity with social theory is required (for example: Sociology 223, 333 or some substitute). Email with questions please.
Meets Social Sciences III-A requirement
E. Townsley
Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; 4 credits

333s Contemporary Social Theory
In this critical survey of the main theoretical perspectives in contemporary sociology, we focus specifically on structural functionalism, symbolic interactionism, critical theory, feminism, and postmodernism. Besides gaining familiarity with these alternative perspectives, we try to identify the main axes of theoretical dispute in sociology and discuss the problems of evaluating and resolving conflict between theories.
Meets Social Sciences III-A requirement
K. Tucker
Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr and permission of department; 1-8 credits

Spanish (Hispanophone Studies)

The major and minor in Spanish (Hispanophone Studies) are administered by the Department of Spanish: Associate Professors Crumbaugh, Gundermann, Miñana (on leave fall 2009), Mosby, Romero-Díaz *(chair)*; Lecturer Castro; Visiting Lecturers Garcia-Frazier, Monet-Viera, Monsein, Pariente, Rona.

Contact Persons

Susan LaBarre, *senior administrative assistant*
Nieves Romero-Díaz, *chair*
Justin Crumbaugh, *study abroad (Spain)*
Christian Gundermann, *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. In our courses we examine the past, current state, and emerging realities of Latin America, Spain, and the Caribbean; their relations with each other and with the wider world; and their no less diverse heritage populations within the United States. 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 cocurricular 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.

Requirements for the Major

Courses

Students must earn a minimum of 36 credits, including the following courses:

- 212, Preparation for Advanced Studies
- A minimum of four 300-level courses are required for the major (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.
- Two 200-level introductory courses (above 212) must be taken prior to enrolling in a 300-level course.

Other

- Spanish 201 and lower cannot be counted toward the major. 202, 209 and/or 210 do count toward the major.
- At least one of the courses above 212 has to concentrate on Spain and/or Latin American before 1800.
- Independent Study (Spanish 395) may not count as one of the minimum major requirements.
- 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. Spanish majors should take all their courses abroad in Spanish.
- If a student spends a semester in a Spanish-speaking place, two courses taught in English can be counted toward the major.

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If not, only one course in English (if cross-listed or approved by the department) will be allowed.

For one semester abroad, a student can get up to 8 credits towards her major at the 200 or 300 level, and up to 20 credits for two semesters abroad. The Department of Spanish will accept no more than 8 credits taken abroad at the 300 level.

Decisions regarding credit transfers from study abroad will be based on academic criteria. Students should save course syllabi, written assignments, and any other relevant materials. Courses on a variety of subjects (literature, history, art, film, but also political science, economics, sociology) may count towards the major, but only should the study abroad advisor approve of the course contents and objectives.

Requirements for the Minor

Courses

Minors must earn a minimum of 20 credits, including the following courses:

- 212, Preparation for Advanced Studies
- At least one 300-level course
- Two 200-level introductory courses (above 212) must be taken prior to enrolling in a 300-level course.

Other

- Spanish 201 and lower cannot be counted toward the minor. 202, 209 and/or 210 do count toward the minor.
- 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. Spanish minors should take all their courses abroad in Spanish.

Teacher Licensure

Students interested in pursuing licensure in the field of Spanish can combine their course work in Spanish with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Spanish (Hispanophone Studies), please consult your advisor or the chair of the Spanish department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Prof. Lawrence in the Department of Psychology and Education. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the 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 within two months of registration, and 2) complete a language questionnaire (located in the online First-Year Curriculum Guide). The Web address for the placement exam is *http://webcape.byu.edu/mtholyoke-entry/menu.mtholyoke.* Upon reviewing both the questionnaire and placement test results, the Spanish department may require a level change.

Current Mount Holyoke students with prior knowledge of Spanish who wish to take their first Spanish course at Mount Holyoke must take the placement test within two months of registering for the course. The Web address for the placement exam is *http://webcape.byu.edu/mtholyoke-entry/menu.mtholyoke.*

Notes

Students are strongly encouraged to take their language courses in close succession,

without lapses between one level and the next.

Students who have previously taken Spanish courses at Mount Holyoke and who wish to continue their study of Spanish must have the prerequisites stipulated for specific courses.

All courses satisfy distribution requirements unless indicated otherwise.

All courses are conducted in Spanish unless indicated otherwise.

Students contemplating study abroad in Spain or Latin America are encouraged to elect a Spanish course in the first semester of their first year.

Course Offerings

101f Elementary Spanish I
A dynamic and interactive introduction to Spanish and Spanish American cultures. Covers the basic grammar structures of the Spanish language through extensive use of video, classroom practice, and weekly conversation sessions with a native language assistant. Assumes no previous study of Spanish.
Meets language requirement; does not meet a distribution requirement
B. Pariente, D. Monsein
Prereq. No previous study of Spanish. Students must complete Spanish 101 and Spanish 102 to satisfy College language requirement.; 4 credits

102s Elementary Spanish II
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
B. Pariente, D. Monsein
Prereq. Spanish 101; Students must complete Spanish 101 and 102 to satisfy College language requirement.; 4 credits

103fs Intensive Elementary Spanish
This course completes the work of Spanish 101 and 102 in one semester through intensive practice in speaking, reading, and writing in Spanish, and is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and informal conversational sessions with native language assistants and creative group projects supplement class work.
Meets language requirement; does not meet a distribution requirement
E. Castro
Prereq. No previous study of Spanish; 8 credits

200f 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
A. Rona, M. Monet-Viera, E. Garcia-Frazier
Prereq. Spanish 102 or 103; 3 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

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
B. Pariente, A. Rona, M. Monet-Viera
Prereq. Spanish 200; 3 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

202s 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 fo-

cusing on verb tenses and syllabification; vocabulary expansion and development; peer editing of written assignments; analysis of literary works from Spain and Latin America; and a semester project.
Meets either language requirement or Humanities I-A requirement
E. Garcia-Frazier
Prereq. fy, soph, jr, or sr with permission of instructor; This course is designed for students who have acquired oral fluency in Spanish through their home environments but have had little formal training in reading and writing.; 4 credits

209fs Composition and Culture
(Writing-intensive course) Emphasis on written expression in Spanish through frequent assignments emphasizing difficult grammatical structures or idiomatic usages, sentence and paragraph structure, making smooth transitions, writing the short essay, writing descriptions, engaging in personal or business correspondence, analyzing texts, doing library research, and drafting and completing research papers. Students will comment on each other's work in the classroom and/or via the use of email or Web sites and will practice techniques of self-editing and self-criticism.
Meets language requirement; does not meet a distribution requirement
N. Romero-Díaz, M. Monet-Viera, N. Romero-Diaz, A. Rona
Prereq. Spanish 201; 2 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

210fs Conversation and Culture: Speaking Spanish in the Real World
(Speaking-intensive course) The course offers students the possibility of learning and putting into practice the advanced oral skills necessary to be able to handle oral exposition and discussion in a well-organized and rhetorically correct Spanish. The class will focus on such skills as debating, interviewing, and role-playing, among others. Topics will cover current cultural, political, and socioeconomic issues in the Hispanic world.
Meets language requirement; does not meet a distribution requirement
E. Garcia-Frazier
Prereq. Spanish 201, 209, or permission of instructor; 2 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

212fs Preparation for Advanced Studies
This course will equip students of Spanish with a variety of skills that prepare them for upper-division courses. Specific areas of study will include introduction to literary genres and movements; practice in critical reading and writing; study of figures of speech, rhetoric, and style; presentation of oral reports; use of library resources. In addition, students acquire basic knowledge of the geography, history, and culture of the Hispanic world.
Meets either language requirement or Humanities I-A requirement
J. Crumbaugh, C. Gundermann
Prereq. Spanish 209 or 210, or permission of instructor; 4 credits

***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; 4 credits

230fs Identities and Intersections: An Introduction
A broad introduction to issues of identity (gender, sexual, ethnic, cultural, class, national, religious) in the Spanish-speaking world and their intersections with other dimensions of cultural agency and power differentials. The specific course contents and examples examined will vary each semester.

Fall 2009

230f(01) Introduction to Gender Studies in the Spanish-Speaking World
(Speaking- and writing-intensive course; Same as Gender Studies 101) This course, taught in Spanish, is an introduction to the interdisciplinary field of gender studies. It also focuses on the specific implications of this new, predominantly U.S.-based discipline for and in the Spanish speaking world. 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 and queer activism, and strategies for change. We will examine the development of feminist and queer theory and its practices in various local and transnational contexts, but especially in the Spanish-speaking world.
Meets multicultural requirement; meets Humanities I-A requirement
C. Gundermann
Prereq. Spanish 212 or permission by instructor; 4 credits

230f(02) U.S. Latino/a Literature: Identities, Borders, and Exiles
(Speaking- and writing-intensive course; taught in English) 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., including language (bilingualism, Spanglish, code-switching, and "dialect"), race/ethnicity/color, gender, migration, racism, and difference. The texts in the course are representative of a body of oral and written literature that is of great depth and breadth that articulates the experience of being Latino/a in the U.S. Although the course is taught in English, familiarity with Spanish is useful.
Meets multicultural requirement; meets Humanities I-A requirement
D. Mosby
Prereq. Spanish 212 or permission of instructor; 4 credits

Spring 2010

230s(01) Black Spain
This survey course studies the complex histories and identities of blacks in Spain from the early medieval period to the present. The aim of this course is to learn a new historical perspective that brings into focus the role of black Africans (or those of African descent) as significant actors in the construction of Spain. An interdisciplinary approach will take us from the first visual representation of blacks in Alfonso X's *Cantigas* in the thirteenth century, through the plays based on the Renaissance black scholar Juan Latino, to the contemporary musical contributions of *Hijas del Sol* and *Buika.*
Meets multicultural requirement; meets Humanities I-A requirement
N. Romero-Diaz
Prereq. Spanish 212 or permission by instructor; 4 credits

240f Visual Cultures: An Introduction
A broad introduction to the study of visual representation in Latin American, Spanish, and U.S. Latina/o cultures. Students will examine the articulation of a variety of topics in media such as film, television, fine arts, Internet, and/or video. The specific course contents and examples examined will vary each semester.

240f Introduction to Spanish and Latin American Cinema
(Speaking- and writing-intensive course; Same as Film Studies 203) This semester's course offers a broad introduction to the history, politics and aesthetics of Latin American and Spanish cinema. The course also introduces students to the basic terminology and methodologies of film studies.
Meets Humanities I-A requirement
J. Crumbaugh
Prereq. Spanish 212 or permission of instructor; 4 credits

250s Concepts and Practices of Power: An Introduction
A historical approach to the analysis of political discourses and economic relations in Latin America, Spain and Latina/o cultures in the United States. Topics may include, but are not limited to, imperialism, (post/neo)colonialism, (trans)nationalism, migration, globalization, and neoliberalism. The specific course contents and examples examined will vary each semester.

250s Fighting Words: Imperial Discourses and Resistance in the Americas
(Speaking- and writing-intensive course) In 1492, the Spanish conquest forever changed indigenous America and created a new world. European imperial discourses collided with resistance movements and the emerging voices of oppressed peoples, including in-

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digenous peoples, women, and mestizos. This course traces the tensions between imperialist and resistance discourses during both the colonial period and today. We will analyze the literary "fighting words" that consolidated the Spanish empire and later opened the path to Latin American independence. Tracing the impact of these struggles on the Americas today, we will examine how subaltern communities currently fight to make their voices heard in a globalized world.
Meets multicultural requirement; meets Humanities I-A requirement
R. Miñana
Prereq. Spanish 212 or permission of instructor; 4 credits

260s Studies in Language and Society: An Introduction
A broad introduction to the study of specific form/meaning relations in the linguistic system of Spanish and the function of language in society. Topics may include, but are not limited to, languages in contact, bilingualism, teaching methodology, translation and interpretation, sociolinguistics, phonetics and phonology, morpho-syntax, semantics and pragmatics. The specific course contents and examples examined will vary each semester.

260s Introduction to Hispanic Linguistics
(Speaking- and writing-intensive course) The main objectives of this course are to consolidate the knowledge of the language, as well as to help both non-native and native speakers understand and explain how Spanish works as a linguistic system for communication. Topics covered in this course will range from a review of general goals and methods in Linguistics, to phonetics and phonology, morphology and syntax, semantics, and language variation within the Spanish speaking world. The coursework will highlight those grammatical aspects that are typically problematic for learners of Spanish as a second language.
Meets Humanities I-A requirement
E. Castro
Prereq. Spanish 212 or permission of instructor; 4 credits

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

330fs Advanced Studies in Identities and Intersections

Fall 2009

330f(01) The Spanish Others
(Speaking- and writing-intensive course)
This course will study the way Spain defines itself as a nation by exploring the political, religious, and cultural relations between different racial and ethnic groups, which have coexisted in Spain throughout history. We will focus on three historical moments: the thirteenth century (the "so-called" tolerance between Arabs, Christians, and Jews); the sixteenth century (the Inquisition and its effects on *conversos* and *moriscos*); and the twentieth century (the arrival of immigrants from Africa and their relevance in the formation of a new Spain). Our approach will be interdisciplinary, e.g., literature, history, media, music, and films.
Meets multicultural requirement; meets Humanities I-A requirement
N. Romero-Diaz
Prereq. Two 200-level courses above 212 or permission of instructor; 4 credits

330f(02) Flowers from the Volcano: Myth, Memory, and Revolution in Central American Texts
(Speaking- and writing-intensive course)
"Flowers from the Volcano," an iconic poem by Salvadoran-Nicaraguan writer Claribel Alegría, serves as a point of departure in this course as we examine indigenous myths, memory, and revolutionary movements and civil conflict in Central American texts from Costa Rica, El Salvador, Guatemala, Nicaragua, and U.S.-Central American Latinos. The writings of Alegría, Dalton, Belli, Rigby, Ramírez, Cardenal, Duncan, Asturias, and Payeras question history and express ethnic, cultural, and national identities. We will focus on movements such as the Sandinista Revolution; civil wars in El Salvador and Guatemala; migration; and indigenous, black, and feminist movements in the region.
Meets multicultural requirement; meets Humanities I-A requirement
D. Mosby
Prereq. Two 200-level courses above 212 or permission of instructor; 4 credits

Spring 2010

330s(01) Topic: Sweet Cruelty: Anti-Humanism and Gay Writing
(Speaking- and writing-intensive course; taught in English; Same as Spanish 330, Italian 361, French 321, Gender Studies 333) Much of twentieth-century gay writing in Latin America is characterized by an esthetic celebration of anti-humanism, which has often clashed with left-wing progressive politics in these countries. But how does a "gay style" come about? What is its genealogy? How does it identify itself, and what does such an identity mean politically and historically? In this seminar, we will study a number of writers from Argentina, Chile, Cuba, Perú, and Uruguay, and examine their roots in French and Italian anti-humanist authors from Baudelaire, Lautréamont, and Rimbaud to Genet and Pasolini. We will also read a few key texts in queer theory.
Meets multicultural requirement; meets Humanities I-A requirement
C. Gundermann
Prereq. Two courses in Spanish at the 200-level above 212.; Papers will be written in English or the Romance language of the student's choice. Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive advanced credit.; 4 credits

340s Advanced Studies in Visual Cultures

340s Memory (of) War
(Speaking- and writing-intensive course; Same as Film Studies 370) The Spanish Civil War (1936-1939) and the repressive, right-wing military regime of Francisco Franco (1939-1975) have shaped contemporary thought and cultural production in Spain. Cinema in particular shows a persistent concern with war and memory. The films studied in this course raise a number of philosophical and political questions to this effect. How does the devastation of war register through the medium of film? How do censorship and propaganda condition memory, and how does the past return in a postdictatorship? What and why do people choose to remember or to forget? Films to be studied include both mainstream commercial features and experimental works, and range in genre.
Meets Humanities I-A requirement
J. Crumbaugh
Prereq. Spanish 221 or Spanish 240; or permission of instructor; 4 credits

350s Advanced Studies in Concepts and Practices of Power

350s Community Narratives: (In)Visibility and Representation in Literature and Media
(Community-Based Learning course; speaking- and writing-intensive course) This community-based learning course examines how storytelling can enable communities to gain social visibility through literary and media discourses. How are marginalized communities (such as Latin American immigrants in the U.S. and Spain, street kids in Brazil, and the Zapatistas in Mexico) represented in dominant public discourse? And how do these groups tell their own stories in order to gain social recognition and create alternative identity/ies? Using these guiding questions, students will collaborate with local community organizations working with Latino youth to empower them to gain greater visibility in U.S. society through media.
Meets Humanities I-A requirement
R. Miñana
Prereq. Spanish 212 or permission of instructor; 4 credits

***360 Advanced Studies in Language and Society**

395fs Independent Study
Does not meet a distribution requirement
1-8 credits

Statistics

The statistics major and minor are administered by the Department of Mathematics and Statistics and taught by the faculty of that department. Advisors: Emeritus Professor Cobb, Professors Gifford (*chair*); Visiting Associate Professor Matheson.

Contact Persons

Laurie Kamins, *senior administrative assistant*
Janice Gifford, *chair*

Courses in the Department of Mathematics and Statistics are designed with several goals in mind: to teach the language of the mathematical sciences, to provide a command of powerful mathematical tools, to develop problem-solving skills, and to foster the ability to ask questions and make independent discoveries. Statistics courses, in addition, emphasize the interplay between applied context and mathematical models in working with numerical data.

Requirements for the Major

Credits

- A minimum of 32 credits
- 20 credits at the 300 level

Courses

- Mathematics:
  - 203, Calculus III
  - 211, Linear Algebra
- At least two courses selected from the applied statistics courses:
  - 240, Elementary Data Analysis and Experimental Design
  - 340, Applied Regression Methods
  - 344, Seminar in Statistics and Scientific Research
- At least two courses selected from the more mathematical statistics courses:
  - 341, Linear Statistical Models
  - 342, Probability
  - 343, Mathematical Statistics

Additional courses may be taken from 300-level mathematics or statistics courses. 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 pre-calculus 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 and regression.
Meets Science and Math II-A requirement
P. Matheson, The department
Prereq. 2 years of high school algebra; 4 credits

240fs Elementary Data Analysis and Experimental Design
A fundamental fact of science is that repeated measurements exhibit variability. The course presents ways to design experiments that will reveal systematic patterns while "controlling" the effects of variability and methods for the statistical analysis of data from well-designed experiments. Topics include completely randomized, randomized complete block, Latin Square and factorial designs, and their analysis of variance. The course emphasizes applications, with examples drawn principally from biology, psychology, and medicine.
Meets Science and Math II-A requirement

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J. Gifford, The department
Prereq. Any 100-level mathematics or statistics course or permission of instructor.; 4 credits

295fs Independent Study
Does not meet a distribution requirement
Prereq. soph, permission of department; 1-4 credits

340f Applied Regression Methods
This course includes methods for choosing, fitting, evaluating, and comparing statistical models; introduces statistical inference; and analyzes data sets taken from research projects in the natural, physical, and social sciences.
Meets Science and Math II-A requirement
J. Gifford
Prereq. Mathematics 211 or any statistics course; 4 credits

341s Linear Statistical Models
Mathematical concepts from linear algebra and n-dimensional Euclidean geometry, together with statistical concepts of estimation and hypothesis testing, are developed and used to construct a unifying theory for two classes of applied methods: analysis of variance and regression analysis. The theory is developed in three stages: least squares and orthogonal projections; moment assumptions and the Gauss-Markov theorem; and the normal distribution and F-tests.
Meets Science and Math II-A requirement
The department
Prereq. Mathematics 211; offered alternate years, next offered spring 2010.; 4 credits

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
G. Cobb
Prereq. Mathematics 203; offered alternate years at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in fall 2011.; 4 credits

343s Mathematical Statistics
This course is an introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include probability, random variables, special distributions, introduction to estimation of parameters, and hypothesis testing.
Meets Science and Math II-A requirement
The department
Prereq. Mathematics 202 and 342 recommended; offered every spring semester alternately at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in spring 2012.; 4 credits

***344s Seminar in Statistics and Scientific Research**
Topic for Spring 2011: To be announced.
Meets Science and Math II-A requirement
The department
Prereq. Math 211 or permission of instructor; offered alternate years; next offered in the spring 2011; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. jr, sr, permission of department; 1-8 credits

Theatre Arts

The major and minor in theatre arts are administered by the Department of Theatre Arts: Professors Babb (*director of theatre*), James (*chair*); Assistant Professors O'Harra, Rundle; Visiting Lecturer Fulton; Lecturers/Professional Staff Dubin, 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

- Eight courses (32 credits)
- At least 12 credits at the 300 level

Courses

- One course in design:
  - 120, Topics in Design
  - 122, Design I
  - 126, Lighting Design I
  - 128, Sound Design I
  - 220, Topics in Design
  - 222, Scene Design II
  - 224, Costume Design II
  - 228, Sound Design II
  - 320, Topics in Design
- One course in performance
  - 105, Acting
  - 115, Topics in Performance
  - 205, Acting II
  - 215, Topics in Performance
  - 315, Topics in Performance
  - 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) or one theatre seminar (350)
- 12 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.

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- Two samples of critical writing, preferably papers from previous classes, with professors' comments included.

Note: If creative work is involved as a form of research, the proposal must include a clear explanation of the relationship between artistic practice and critical writing, the resources needed to complete the artistic work, and a schedule for doing so.

The department will meet to discuss the proposals early in the spring semester. If any revisions to the proposal are suggested, the student should submit them to the chair as soon as possible.

Final decisions will be announced by March 1, and are based on the student's demonstrated abilities, the feasibility of the particular topic, and the availability of faculty resources.

Independent Study: Independent studies are available to qualified students wishing to explore course work that is not offered at the Five Colleges. To submit an independent study proposal for department approval, the student, in collaboration with the instructor, must provide the following:

- A written outline clearly articulating the reasons for the independent study.
- A suggested schedule of study, including the number and nature of written assignments, possible reading list, and the expectations of the student and her instructor.
- A brief narrative stating the student's qualifications for independent, intensive work.

Timeline: A complete proposal should be submitted by the end of the semester before the time of proposed study.

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

- At least one course at the 300 level

Course Offerings

105fs Acting I
An introduction to performance through a variety of improvisational exercises designed for developing basic techniques. After exploring visual, aural, tactical, and literary performance sources, the students will rehearse and present two performance projects.
Meets Humanities I-A requirement
R. Babb, B. OHarra, TBA
Prereq. preference to first-years and sophomores.; 2 meetings (2hours) and lab; $10 lab fee; 4 credits

***115f Topics in Performance**
Meets Humanities I-A requirement
The department
2 meetings (2 hours) and lab; $5 lab fee; Pre-registered students must attend the first class in order to guarantee their place in the course.; 4 credits

120s Topics in Design: Costume Construction
This course will explore the evolution of costume construction, using both historical and modern methods. Commercial patterning, flat patterning, and draping methods will be covered. Students will learn skills for the construction, care, identification, and treatment of fabric and the use and maintenance of tools used in the costume shop. Through these methods we will interpret costume renderings by prominent designers.
Meets Humanities I-A requirement
P. Spees
Prereq. preference to first-years and sophomores; 2 meetings (2 hours); lab; $35 lab fee; additional purchase of construction supplies and materials is the responsibility of the student.; 4 credits

122f Design I
An introduction to the art and work of the set and costume designer in the performing arts. Students will learn how a designer approaches a script, how their work impacts a production, and what means are used in the execution of this process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussions, renderings, and models. No previous

experience in theatre, performance, or the visual arts is required.
Meets Humanities I-A requirement
V. James
1 meeting (3 hours) and lab; $30. lab fee. Additional purchase of design supplies and materials is the responsibility of the student.; 4 credits

126fs Lighting Design I
An introduction to the art and practice of lighting design for the theatre. This course will cover the basics about light, lighting equipment and how to develop a design. Students will learn how to draft a light plot, focus lights, and build light cues.
Meets Humanities I-A requirement
L. Dubin
2 meetings (2 hours) and lab; purchase of design supplies, materials, and theatre tickets is the responsibility of the student; 4 credits

***128f Sound Design I**
What is sound design? This course attempts to answer that question, exploring how to look at a text and launch the creative process, and how to take the ideas based on that creative process and turn them into sounds to be used in a show. This is all done through a series of introductory lab projects and then a complete design for a short play, all while learning three new pieces of software. This is a highly interactive class, where student participation is key; students will be expected to take part in each project, as well as creating their own work.
Meets Humanities I-A requirement
R. Kaplowitz
4 credits

150f What Is Performance?
(First-year seminar; writing-intensive course) 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
R. Babb
Prereq. fy or permission of instructor; 4 credits

***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

***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; purchase of design supplies, materials, and theatre tickets is the responsibility of the student; 4 credits

***205s Acting II**
A continuation of techniques developed in Performance 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
R. Babb
Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hours); lab; $10 lab fee.; 4 credits

215s Topics in Performance

Spring 2010

215s(01) Acting/Directing
Continuing the study of acting and/or 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
R. Babb
Prereq. by interview only; 2 meetings (2 hours); $10 lab fee; 4 credits

**215s(05) Advanced Performance Workshop*
In this course we will engage (perform/direct) scenes from plays written by contemporary American women playwrights (i.e., Sybil Kempson, Erin Courtney, Karinne Keithly) while comparing them to scenes from early experimental American women playwrights (Gertrude Stein, Susan Glaspell). This is an advanced performance class that will rely heavily on dramaturgy as a point of access into texts that often defy the basic rules of drama and acting. There will be some theoretical and historical reading assignments, short individual research projects, and monthly scene presentations.
Meets Humanities I-A requirement
B. OHarra
Prereq. 105 and permission of instructor; 4 credits

**215(03) Viewpoints/Grotowski Training*
An intense, physically demanding course that explores two theatre training idioms—the collaborative-based approach of Viewpoints created by director Anne Bogart and the SITI Company and the Objective Drama phase of work explored by Polish director Jerzy Grotowski. While the cultural contexts of these practices differ, both strive for a heightened sense of physical intelligence and dexterity on the part of the actors. Through work sessions, film viewings, and readings, this course will focus on two major presentations—a group performance and an original solo work inspired by these two approaches.
Meets Humanities I-A requirement
S. Skiles
Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hours); $10 lab fee; 4 credits

220s Topics in Design

Spring 2010

220s(01) Costume Design in Film
(Same as Film Studies 220) This course looks at the work of Hollywood and international film costume designers. We will talk about costume design as a series of deliberate choices — choices about style, about character, about context — by which the costume designer interprets the director's vision of the world of the film using the vocabulary of clothing. We will follow a costume history timeline, using select films as examples, and look at period research and how it has been interpreted and realized for the screen.
Meets Humanities I-A requirement
J. Fulton
4 credits

**220s(05) Design Studio*
This is a course for students who have taken Design I and would like to explore this discipline further (may be taken more than once) 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. Design I. 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. Additional purchase of design

supplies and materials is the responsibility of the student; 4 credits

234f Topics in Theatre Studies: American Drama, 1787 to 1994
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.
(Same as English 234, American Studies 290-02) This course offers a broad survey of American drama in the context of performance traditions such as minstrelsy, melodrama, realism, the Broadway musical, and the avant-garde. We read works that challenge and expand concepts of national identity and their connection to discourses of race, class, ethnicity, and gender. How do the characters and landscapes of these plays reflect historical events and theatrical inventions? What do they tell us about what it means to be an "American," and how have our answers changed over time? Playwrights will include Tyler, Baker, Aiken, Brown, Boucicault, O'Neill, Stein, Hurston, Wilder, Williams, Miller, Shepard, Kennedy, Wilson, Kushner, and Parks.
Meets multicultural requirement; meets Humanities I-A requirement
E. Rundle
4 credits

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
4 credits

252s Histories of Performance II
A historical survey of dramatic texts and world performance traditions from the seventeenth to the twentieth centuries, with attention given to: the influence of print culture on early modern theatrical movements; the rise of nationalism and the creation of dramatic genres; and the effects of industry and technology on experimental modernist forms. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force. As such, we explore not only how performances are created—in terms of design, dramaturgy, architecture, and acting—but for whom, and why.
Meets multicultural requirement; meets Humanities I-A requirement
E. Rundle
Prereq. Theatre Arts 251; 4 credits

280s Management: Stage Management
This course will examine stage management techniques for academic, professional, and community theatre and explore the role of the stage manager in these various theatre environments. Each student will be required to stage manage a production. Students will also be required to see and evaluate theatrical productions in the area.
Meets Humanities I-A requirement
The Department
2 meetings (75 minutes) and lab; theatre tickets, supplies, and materials are the responsibility of the student; 4 credits

281fs Shakespeare
(Speaking-intensive course; Same as English 211) A study of some of Shakespeare's plays, emphasizing both the poetic and the dramatic aspects of his art, with attention to the historical context and varieties of critical interpretations, including those of the twentieth century. Nine or ten plays.
Meets Humanities I-A requirement
E. Hill, F. Brownlow
Prereq. soph, jr, sr or permission of instructor; satisfies English department pre-1700 requirement; 4 credits

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282fs Theatre Practicum: TBA
Rehearsal and performance of: TBA
Meets Humanities I-A requirement
R. Babb, B. OHarra
Prereq. by audition or interview only; may be taken at 300 level by permission of instructor.; 2-4 credits

283f Playwriting I
(Writing-intensive course; Same as English 205f) This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theatre, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scenework, adaptation, and journaling. The course will culminate in the writing of a one-act play. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.
Does not meet a distribution requirement
E. DeVoti
Prereq. an English writing course, one course in theatre arts, or permission of instructor; 4 credits

***285f Directing**
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
Prereq. 8 credits in department including Theatre Arts 105 or 205 or permission of instructor; 2 meetings (2 hours); $10 lab fee; 4 credits

295fs Independent Study
Does not meet a distribution requirement
The department
Prereq. permission of instructor and the department; 1-4 credits

***315s Topics in Performance: Advanced 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
R. Babb
Prereq. 8 credits in department including either Theatre Arts 205 for actors, and 285 for directors or permission of instructor.; 2 meetings (2 hours); $10 lab fee; 4 credits

***332f Modern Drama**
(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
J. Lemly
Prereq. jr, sr, 8 credits in English or theatre arts, or permission of instructor; meets theatre arts department seminar requirement (Theatre Arts 350); 4 credits

350fs Seminar

Fall 2009

350f(01) Shakespeare's "Problem Plays"
(Same as English 312-01) This course explores plays in Shakespeare's canon that seem to defy conventional classifications. How do we make sense of "comedies" that end in violence or oppression? How does our system of classifying plays oversimplify Shakespeare's experiments with genre? We will take a new look at what makes Shakespeare's plays innovative, and develop an in-depth understanding of their dramatic forms. Readings include some of Shakespeare's most well-known plays, such as *The Merchant of Venice, Measure for Measure, All's Well That Ends Well*, as well as some of his least known, such as *The Two Noble Kinsmen*. We will also read one or two non-Shakespearean plays for context and comparison.
Meets Humanities I-A requirement
J. Degenhardt

Prereq. jr, sr, 8 credits in department beyond English 101, including English 211 or permission of instructor; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

350f(02) Renaissance Theater and the Early Modern Book
(Same as English 317) The commercial theater of Shakespeare and his contemporaries evolved as a popular art as the emerging market for printed books began to create a popular literature. Theaters, acting companies, plays, and theatrical audiences helped shape one another, as the book trade shaped and was shaped by reading publics. Case studies in plays by such writers as Christopher Marlowe, Thomas Dekker, Ben Jonson, Thomas Middleton, Elizabeth Cary, and John Webster; sustained attention to acting companies, performance practices such as cross-dressing, gender roles, and sexuality. Substantial opportunity for independent work reflecting each student's interests.
Meets Humanities I-A requirement
P. Berek
Prereq. jr, sr, 8 credits in department beyond English 101 or permission of instructor; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

Spring 2010

350s(01) Performance Criticism Workshop
This seminar immerses students in the local theatre scene, from Five College productions to New WORLD Theatre's global programming. Through conscious spectatorship, we learn to approach live performance from a critical perspective, rethinking how we see, understand, and respond as audience members. In addition, we read and discuss the work of selected theatre critics, considering the politics of theatre-going as a public discourse. Each student will write a number of short reviews over the semester, which will be workshopped with an eye for publication. As such, we will consider elements of style and tone, and practice the arts of editing, revising, and offering feedback to others.
Meets Humanities I-A requirement
E. Rundle
Prereq. THEAT 251 and 252 or permission of instructor; 4 credits

**350s(02) Shakespeare: The Later Plays*
(Same as English 312) See English 312.
Meets Humanities I-A requirement
1 meeting (3 hours); occasional screenings/live performances; 4 credits

***382f Theatre Practicum**
Rehearsal and performance of mainstage production. Weekly evening rehearsals—minimum of 4 nights per week at 3-4 hrs per rehearsal. Intensive weekend technical rehearsals followed by performances.
Meets Humanities I-A requirement
The department
Prereq. by audition or interview only; 4 credits

395fs Independent Study
Does not meet a distribution requirement
The department
Prereq. permission of instructor and the department; 1-8 credits

Mount Holyoke College Bulletin and Course Catalogue 2009 - 2010

Five College Course Offerings by Five College Faculty, 2009–2010

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 advisor, 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

Fall 2009

Hampshire: SS 227
Women and Politics in Africa
This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.
Catherine Newbury
Professor of Government (at Smith College in the Five College Program)

Smith: Government 321
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 U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Sierra Leone and the Democratic Republic of the Congo.
Catherine Newbury
Professor of Government (at Smith College in the Five College Program)

Spring 2010

Amherst: Political Science 29/Black Studies 25/WAGS 61
Women and Politics in Africa
This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities.

Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.
Catherine Newbury
Professor of Government (at Smith College in the Five College Program)

Smith: Government 233
Problems in Political Development
Why are so many states of the world poor and "underdeveloped?" What is the meaning of development, and how can it be achieved? Focusing on Areas of Africa, Latin America, and Asia, this course will explore the role of the state in development; institutions, actors and social movements that structure political interaction; and the relationship between democratization and development.
Catherine Newbury
Professor of Government (at Smith College in the Five College Program)

Arabic

Fall 2009

Mount Holyoke: Asian 130f
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.
Mohammed Mossa Jiyad
Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program)

Mount Holyoke: Asian 232f
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.
Mohammed Mossa Jiyad
Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program)

Spring 2010

Mount Holyoke: Asian 131s
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.
Mohammed Mossa Jiyad
Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program)

Mount Holyoke: Arabic 233s
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.
Mohammed Mossa Jiyad
Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program)

Mount Holyoke: Asian 320s
Arab Women 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 aspect 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 condition for women within their societies. Through these novels students can clearly identify discernible trends that have already been put in motion and are in

the process of creating new roles for women and men in a new society.
Mohammed Mossa Jiyad
Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program)

Archaeology

Fall 2009

Mount Holyoke: Anthropology 216
The Inca and Their Ancestors
This course explores the archaeology and history of the Inca Empire and earlier prehistoric cultures in the Andean region of South America. Readings and lectures will explore how artifacts such as pottery, stone tools, and food remains plus regional and site-level data are used to understand major political, economic, and social processes in the past. Particular attention will be paid to the development of early states on the Peruvian coast, the role of ceremonial centers in the highlands, and continuities in the political and social structures between the Inca and their ancestors.
Elizabeth Klarich
Assistant Professor of Anthropology (at Smith College in the Five College Program)

Smith: Anthropology 135
Introduction to Archaeology
The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Limit 30.
Elizabeth Klarich
Assistant Professor of Anthropology (at Smith College in the Five College Program)

Spring 2010

Amherst: Anthropology 24
Archaeological Method, Theory, and Practice
This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice will address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach.
Elizabeth Klarich
Assistant Professor of Anthropology (at Smith College in the Five College Program)

Smith: Anthropology 347
Seminar: Topics in Archaeology: Prehistory of Food
This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution." The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphases will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.
Elizabeth Klarich
Assistant Professor of Anthropology (at Smith College in the Five College Program)

Architectural Studies

Fall 2009

Hampshire: HACU 267
Space + Phenomenon
This studio architecture course will be a design investigation of a unique approach to space and phenomena as related to architecture and the built environment. The course will combine reading, writing and studio work along with group and individual projects. Students will use traditional and contemporary architectural skills to analyze and respond to inter-disciplinary 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 necessary to identify and define spaces. The objective of the course is to solve a cross-section of both simple and complex architectural issues involving site, inhabitation, function, form and space through very rigorous, open-ended, and creative design work. This course will require a large volume of work outside of the class. There are no prerequisites for this Five College Architectural Studies course—though one semester of design is recommended. A lab fee of $50 will apply. Enrollment will be determined after the first class meeting.
Assistant Professor of Architectural Studies (at Hampshire College in the Five College Program)

Mount Holyoke: Art 205
Sculpting Space: Introductory 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 vary). In this course, students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, diagramming) to interdisciplinary and critical 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 social architectural spaces. The prerequisite for this Five College architecture course is Drawing I, though one semester of design or sculpture is recommended. A lab fee of $50 will apply. Enrollment will be determined after the first class meeting.
Thom Long
Assistant Professor of Architectural Studies (at Hampshire College in the Five College Program)

Spring 2010

Amherst: ARHA 16/European Studies 52
Designing Architecture across Borders and Time
In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physically and theoretically, historically and presently—through digital media. Our process will prompt us to dissect twentieth-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations and digital models. This course will introduce students to various digital diagramming, drawing, and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. The prerequisite for this course is Drawing I, but a semester of design or sculpture is recommended. This course will combine lectures, reading, discussion, and extensive studio design. Limited to 11 students.
Thom Long
Assistant Professor of Architectural Studies (at Hampshire College in the Five College Program)

Hampshire: HACU 307
Think. See. Do—Concentrations in Studio Architecture
This course is open to second year Division II and Division III students, and Five College Architectural Studies seniors completing or anticipating thesis studio projects in architec-

ture and design. It will enable students to develop individual projects in a collaborative studio setting. Students will work to further develop their self-proposed projects while learning new design and representational skills to both gain additional insights and hone additional tools for their particular exploration. This course will be marked by an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. The fundamental thinking for this course is that the power of the art of architecture lies not in the complexity of the object, but in the complexity of the subject. Through this, our approach will be to dissect, unpack, analyze and critique the nature and action of subjects (those inhabiting architecture) to formulate design responses and interactions. Students will work with multiple methodologies 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. Students must have an individual project ready or in progress at the start of the term. Five College students should have an established work methodology, have taken several studios in architectural design and intend to use this course to complete a compressed single-semester thesis project.
Thom Long
Assistant Professor of Architectural Studies (at Hampshire College in the Five College Program)

Art and Technology

Fall 2009

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.
John Slepian
Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program)

Smith: Art 162
Introduction to Digital Media
An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 14.
John Slepian
Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program)

Spring 2010

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.
John Slepian
Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program)

Smith: Art 361
Interactive Digital Multimedia
This course emphasizes individual projects and one collaborative project in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (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 course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14.
John Slepian
Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program)

Asian/Pacific/American Studies

Fall 2009

Amherst: American Studies 36
South Asians in the United States
This course focuses on the political, economic, ideological, social, and cultural dimensions of migration from South Asia to the United States, to be understood within the larger context of South Asian diaspora (hi)stories. Our approach will be interdisciplinary, working with social theory and history as well as literature, film, and music. We will identify different notions of diaspora and migration and how they give meaning to "home," and displacement. The semester begins with Indian labor migration with the system of British colonial indenture, proceeds through the "free" labor migration of workers in the colonial and postcolonial period, and concludes with our contemporary moment. Not open to first-year students. Limited to 15 students. Preference given to American studies majors.
Sujani Reddy
Assistant Professor of American Studies (at Amherst College in the Five College Program)

Mount Holyoke: History 175
Asian-Pacific American History
This course is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent. The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization, and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.
Richard Chu
Assistant Professor of History (at the University of Massachusetts in the Five College Program)

UMass: History 247
"Empire," "Race," and the Philippines: Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects
Is the United States an "empire"? Today, US political, military, and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, postcolonialism, neo-colonialism, crony capitalism, globalization, and militarism. Requirements include two exams and a final paper.

Richard Chu
Assistant Professor of History (at the University of Massachusetts in the Five College Program)

UMass: Sociology 392R
Racialization
This course defines, analyzes, and interrogates processes of U.S. racial formation with a particular focus on immigration, immigrant communities and the question of immigrant rights. We will begin in the late nineteenth century and follow through to the present day. It will include an outline of the basic patterns of migration to the United States; the role that empire has played in creating these flows; the relationship between immigration, racialization and nation-state formation; questions of naturalization, citizenship and family reunification; immigrant labor; "illegal" immigrants; nativism and anti-immigration movements; the relationships between gender, sexuality, race, class and nation; and diaspora/transnationalism. Throughout we will pay specific attention to the shape of contemporary debates about immigration and their relationship to the histories we consider.
Sujani Reddy,
Assistant Professor of American Studies (at Amherst College in the Five College Program)

Spring 2010

Amherst: American Studies 32
Racialization in the U.S.: The Asian/Pacific/American Experience
This course is an interdisciplinary introduction to Asian/Pacific/American Studies. We will begin by looking at the founding of the field through the student-led social movements of the 1960s and ask ourselves how relevant these origins have been to the subsequent development of the field. We will then use questions that arise from this material to guide our overview of the histories, cultures, and communities that make up the multiplicity of Asian/Pacific America. Topics will include, but not be limited to, the racialization of Asian Americans through immigrant exclusion and immigration law; the role of U.S. imperialism and global geo-politics in shaping migration from Asia to the U.S., the problems and possibilities in a pan-ethnic label like A/P/A, interracial conflict and cooperation, cultural and media representations by and about Asian Americans, diaspora, and homeland politics. In addition, throughout the semester we will practice focusing on the relationships between race, gender, class, sexuality, and nation. The ultimate goal of the course is to develop a set of analytic tools that students can then use for further research and inquiry. Limited to 20 students.
Sujani Reddy,
Assistant Professor of American Studies (at Amherst College in the Five College Program)

Hampshire: SS 216
Chinese Diasporic Communities in the World: Race, Empire, and Transnationalism
This course examines the experiences of Chinese diasporic communities in Southeast Asia, the United States, and the Caribbean within the historical context of empire-building, colonization, war, transnationalism, and globalization. The period covered spans from the 1600s to the present, and focus will be given to how dominant groups attempt to localize and discipline Chinese diasporic subjects and how the latter negotiate, manipulate, and challenge such efforts. Themes include racism, transnationalism, ethnicity, gender, class, empire, and nationalism.
Richard Chu
Assistant Professor of History (at the University of Massachusetts in the Five College Program)

Mount Holyoke: History 278s-01
Immigration Nation
This course examines both race and racism as elements in the historical process of "racialization," and proceeds by positing racialization as key to understanding the political, economic, social and cultural dynamics of the United States. We will outline the basic patterns of migration to the United States from the late nineteenth century to today. Specific topics may include (but are not limited to) imperialism; diaspora; immigrant rights; immigrant labor; "illegal" immigration; nativism; social movements; and the relationships between gender, sexuality, race, class and nation.

Sujani Reddy
Assistant Professor of American Studies (at Amherst College in the Five College Program)

UMass: History 247
Asian-Pacific American History
This course is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent. The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and 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.
Richard Chu
Assistant Professor of History (at the University of Massachusetts in the Five College Program)

Dance

Fall 2009

Hampshire: HACU 270
Fleeting Images: Choreography on Film
From silent slapstick comedy and grandiose musicals to martial arts action films and music television videos, the dancing body has riveted the camera's eye since the creation of moving pictures at the turn of the twentieth century. This course examines the centrality of dance in the motion picture, and at the same time shows how the medium of film has transformed the physics of dance (time, space, energy) into fantastical visual dimensions. We will focus on works that have most successfully produced a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body.
Constance Valis Hill
Associate Professor of Dance (at Hampshire College in the Five College Program)

UMass: Dance 273
Issues in Dance History: Black Traditions in American Dance
This class will explore the forms, contents and contexts of black traditions that played a crucial role in shaping American theatrical dance in the twentieth century, and acknowledging such African American dance artists as Bill Robinson, Katherine Dunham, Pearl Primus, and Alvin Ailey—along with Isadora Duncan, Martha Graham, Doris Humphrey, and George Balanchine—as the pioneering movers and shapers of our modern American dance tradition. As we progress from turn-of-the-century musical comedy dance and Broadway jazz in the twenties, to modern dance in the thirties, ballet Americana in the forties, postmodern experimental dance in the sixties, and popular social dance forms in the eighties and nineties, we are asking, what is American dance, and what are the particular black cultural traditions that shaped American dance performance? Viewing American cultural history through the lens of movement and performance, we will discuss how expressive cultural forms from the African diaspora are transferred from the social space to the concert stage; and how (and why) music and dance forms from the black vernacular, such as swing and hip-hop, are inhaled wholesale into the mainstream of American popular culture.
Constance Valis Hill
Associate Professor of Dance (at Hampshire College in the Five College Program)

Spring 2010

Hampshire: HACU 325
Jazz Tap Dancing America: History and Practice
This class will survey and sample the history of jazz and tap dancing in America, and takes place in both the classroom and studio, enabling us to view and embody the rich tradition of American vernacular percussive dance. In the classroom, we will trace the evolution of tap dance as a fusion of British and West African musical and step dancing traditions in America through the seventeenth, eighteenth, and nineteenth centuries; and its development in direct relation to jazz music in the twentieth century, when it divided into two distinct forms—jazz dance and jazz tap dance. We will also look at jazz tap's most recent absorption of hip-hop rhythms which has yielded yet another rhythmically-thrilling and technically virtuosic percussive dance expression called "hitting." In the studio, we will sample the steps and styles representative of each of these historic periods, and learn classic jazz and tap choreographies.
Constance Valis Hill
Associate Professor of Dance (at Hampshire College in the Five College Program)

Mount Holyoke: Dance 171
Twentieth-Century American Dance
From the light-transforming dances of La Loie and the barefoot dances of Isadora to the graceful cakewalking of Ada Overton and George Walker, bending over backward until their heads almost touched the floor; from the zealous modernists to the irreverent postmodernists; from ballroom, boogie, and shim-sham-shimmy to jazz tap, bebop, and hip-hop: this survey of twentieth-century American dance looks at all the steps, styles, and genres, the classical and cultural traditions that shaped American vernacular dance forms. Viewing cultural history through the lens of movement and performance, we will ask, what are the particular social and cultural traditions that shaped American dance performance; as we trace our own roots as dance artists within the twentieth-century continuum.
Constance Valis Hill
Associate Professor of Dance (at Hampshire College in the Five College Program)

English

Fall 2009

UMass: English 892N
Tragicomedy
This course explores the rise of a popular genre of stage plays that debuted in England around 1600 and attracted every major playwright of the period. It will analyze the tropes and conventions of tragicomedy in relation to social and cultural politics, as well as the literary models that preceded tragicomedy, especially romance. We'll pay particular attention to the political implications of genre. And we'll analyze closely the formal structures and thematic content of tragicomic plays, including the specific means by which they arrive at comic resolutions and the tragic possibilities that they flirt with but refuse to play out. Primary readings will include tragicomedies by Shakespeare, Fletcher, Webster, Massinger, Marston, Dekker, and Heywood, as well as romances by Tasso, Cervantes, Chaucer, and others. Secondary readings will include both Renaissance and modern genre theory, as well as emerging criticism on tragicomedy. Final projects will give students the opportunity to explore their own interests in relation to those of the course.
Jane Degenhardt
Assistant Professor of English (at the University of Massachusetts in the Five College Program)

Mount Holyoke: English 312f/Theater 350
Seminar on Shakespeare's "Problem Plays"
This course explores plays in Shakespeare's canon that seem to defy conventional classifications. How do we make sense of "comedies" that end in violence or oppression? Does our system of classifying plays oversimplify Shakespeare's experiments with genre? We will take a new look at what makes Shakespeare's plays innovative, and develop an in-depth understanding of their dramatic forms. Readings include some of Shakespeare's most well-known plays, such as *The Merchant of Venice*, *Measure for Measure*, and *All's Well*

That Ends Well, as well as some of his least known. We will also read one or two non-Shakespearean plays for context and comparison. Meets Humanities I-A requirement
Prereq. jr, sr, 8 credits in department beyond English 101, including English 211 or permission of instructor; 4 credits; enrollment limited to 15; 1 meeting (3 hours); meets English department seminar requirement; meets pre-1700 requirement.
Jane Degenhardt
Assistant Professor of English (at the University of Massachusetts in the Five College Program)

Spring 2010

Smith: English 254
English Drama in the Age of Shakespeare
The Renaissance was one of the most innovative periods of theatrical history, thanks to a host of talented playwrights who have since been forgotten or eclipsed by Shakespeare. Who were these once popular friends and competitors to Shakespeare? In this course we'll learn about the history of Renaissance theater and survey a range of funny, bizarre, violent, surprising, and suspenseful plays. Readings include a sampling of tragedy, comedy, history, romance, and tragicomedy by Christopher Marlowe, John Webster, Thomas Heywood, John Fletcher, Ben Jonson, Elizabeth Cary, and Philip Massinger. Our focus will be on the structure and language of the plays, their dramatic form and genres, and their relations to the pressing issues and questions of the time. Course requirements include three essays and an oral presentation.
Jane Degenhardt
Assistant Professor of English (at the University of Massachusetts in the Five College Program)

UMass: English 204
Intro to Asian American Literature
What does it mean to be an Asian American and how has this changed over time? In this course we'll look at the differing ways that Asian American writers have approached this question from the early twentieth century to the present time. We'll learn about the history of Asian immigration, citizenship, internment, and interracial encounters, which are all central themes that recur in Asian American literature. Readings may include the work of Sui Sin Far, Hisaye Yamamoto, David Henry Hwang, Maxine Hong Kingston, Andrew Lam, Bharati Mukherjee, Jhumpa Lahiri, Fae Ng, and Heinz Insu Fenkl. Course requirements: active participation, one short essay emphasizing close reading, a midterm exam, and final research paper
Jane Degenhardt
Assistant Professor of English (at the University of Massachusetts in the Five College Program)

Film/Video

Fall 2009

Amherst: English 82
Narrative Cinema in a Global Context
This course will introduce students to a diverse range of approaches to narrative filmmaking. Students will gain skills in videomaking and criticism through project assignments, readings and analysis of critical discourses that ground issues of production. The course will include workshops in cinematography, sound recording, directing and editing. Weekly screenings will include films and videos by Jia Zhangke, Claire Denis, Charles Burnett, Tsai Ming-liang, Abdellatif Kechiche, and Lucia Murat. Students will complete three video projects. Admission with consent of the instructor.
Baba Hillman
Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Hampshire: HACU 253
Writing for Film: Text, Performance, and Memory in Transnational Cinema
This production/theory course combines studies in writing, film and videomaking with an emphasis on the theme of migration in contemporary film through a study of the role of memory, language, performance and visual structure. The course will engage students across disciplines who are working with issues of displacement and exile, as well as students who are working with languages other than English or across multiple languages. We will study filmmakers and writers who are working in hybrid combinations of poetic, fictional, and nonfictional forms and in a context of transnational histories. The

course emphasizes Maghrebi film with a range of approaches by filmmakers who are questioning what it means to work in a transnational context and to negotiate conflicts between notions of the local and the global, notions of national identity and the postnational. The course includes a study of writers Sophie Ponchalet, Faiza Guène, Leila Sebbar, and Leila Houari and critical writings by James Clifford, Reda Bensmaia, and Carrie Tarr. Instructor permission required.
Baba Hillman
Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Mount Holyoke: FS210
First-Person Documentary
This introductory video production course will emphasize documentary filmmaking from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Permission of instructor required. Course capacity: 12
Bernadine Mellis
Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)

UMass: Comm 397CC
Intro to Video Art Production: Adaptation
This course provides a foundation in the principles, techniques, and equipment involved in making short video adaptations. Working with already existing texts (short stories, plays, poems, novel excerpts, films, songs, news stories, etc.), students will develop their own projects. The course will introduce students to the following: developing a viable story idea and script from another author's text; working with actors; dramatic structure and its relationship to cinematography; aesthetics and mechanics of shooting; the role of sound; and the conceptual and technical underpinnings of digital editing. We will do several very short exercises early in the semester, working towards a longer final piece. The larger objective of the course is to gain proficiency in the language of moving images by looking at other media through the prism of film. In this way, we will develop our ability to tell stories in cinematic terms. Registration by permission of instructor. See the Comm 397CC course listing at *www.umass.edu/film* for an application. Course capacity: 12.
Bernadine Mellis
Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)

Spring 2010

Amherst: English 89
Production Seminar in the Moving Image: Performance, Video, and Sound
(also Theater and Dance 96, Production Seminar in the Moving Image: Performance, Video, and Sound)
This course will focus on creating a performance, music, and video piece on the themes of migration, displacement, memory, and history. The piece will be developed through interdisciplinary experiments that emphasize the exploration of reciprocal relationships within and between the different media. Students will work individually and in collaborative teams and will be involved in the conception, rehearsals and performances of an original performance work directed by the professors. This course is for intermediate/advanced videomakers, performers, composers, and designers who have previous experience in any of the above media. Cotaught with Professor Wendy Woodson.
Baba Hillman
Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Hampshire: HACU 187
Performance and Directing for Film, Video, and Installation
This is a production/theory course for video and film students interested in developing and strengthening the element of perform-

ance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities in a context specific to film and video. The course emphasizes development of individual approaches to relationships between performance, text, sound, and image. We discuss visual and verbal gesture, dialogue and voice-over, performative practice with actors and non-actors, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings introduce students to a wide range of approaches to performance in international film and video with an emphasis on the work of African filmmakers.
Baba Hillman
Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Mount Holyoke: Film Studies 310
Advanced Documentary Production
This course will take concepts introduced in the fall introductory video production class to the next level. We will delve deeper into the study of documentary history and theory, while also working on documentary projects. Students will work in pairs or small groups to produce one project over the course of the semester, from developing a proposal through the stages of preproduction, production, and postproduction.
Bernadine Mellis
Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)

Smith: FLS 282
Intro Video Production: First-Person Documentary
This introductory video production course will emphasize documentary filmmaking from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects.
Bernadine Mellis
Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)

Geosciences

Fall 2009

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)
J. Michael Rhodes
Professor of Geochemistry (at the University of Massachusetts in the Five College Program)

Spring 2010

UMass: Geo 591V
Volcanology
A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor and Cascade volcanism. Each week deals with a particular topic in volcanism and includes a lecture, readings from the textbook, and class presentations. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper. Honors students will "adopt" a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester, and prepare a final term report on their adopted volcano.

J. Michael Rhodes
Professor of Geochemistry (at the University of Massachusetts in the Five College Program)

International Relations

Fall 2009

Hampshire: SS 164t
Energy, Resources, and American Foreign Policy
An assessment of American foreign policy in the Obama era, with particular reference to issues of energy, the environment, and natural resources. The course will begin with an analysis of the main features of Obama's foreign policy and how they differ from those of the Bush administration. It will then focus on Obama's approach to energy, natural resources, and global warming—and how these affect American foreign policy. Particular emphasis will be placed on the role of energy and environmental issues in America's ties with China, Russia, Africa, and the Middle East. Students will be expected to follow world affairs on a daily basis, to examine a particular problem in U.S. foreign policy in depth, and to report on their research in class. (Open to Hampshire College first-year students only.)
Michael T. Klare
Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Mount Holyoke: International Relations 237
International Human Rights
This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice, and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.
Jon Western
Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)

UMass: Political Science 391Z
International Human Rights
This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice, and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.
Jon Western
Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)

UMass: Political Science 392G
Global Resource Politics
This course will examine the global competition for vital natural resources, especially oil, natural gas, water, food, and key industrial minerals. The course will begin with a review of the role of resource competition in human history and an assessment of the potential for international friction and conflict arising from disputes over scarce or contested supplies of vital materials. Particular emphasis will be placed on the geopolitics of oil, natural gas, and water. The impact of global warming on the future availability of water, food, and other key resources will also be considered. Students will be expected to acquire a general knowledge of the global resource equation and to examine a particular resource problem in considerable depth.
Michael T. Klare
Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Spring 2010

Hampshire: SS 282
War, Peace, and Violence
This course will examine the nature of violent conflict in the current era, looking not only at conventional warfare among nation-states but also at unconventional forms of warfare, including terrorism, insurgency, ethnic warfare, civil disorder, and criminal violence. The aim of the course will be to gain insight into the causes, characteristics, and consequences of contemporary conflict, with the intent of devising better preventative and ameliorative measures. Students will be expected to follow current world affairs closely and to choose a particular conflict or subset of conflicts for close inspection and analysis, reporting on their findings in class.
Michael T. Klare
Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Mount Holyoke: International Relations 319
U.S. Foreign Policy, Human Rights and Democracy
Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of —and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.
Jon Western
Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)

Smith: Government 250
Case Studies in International Relations
In spring 2010, the course will focus on the global competition for vital natural resources, especially oil, natural gas, water, food, and key industrial minerals. The course will begin with a review of the role of resource competition in human history and an assessment of the potential for international friction and conflict arising from disputes over scarce or contested supplies of vital materials. Particular emphasis will be placed on the geopolitics of oil, natural gas, and water. The impact of global warming on the future availability of water, food, and other key resources will also be considered. Students will be expected to acquire a general knowledge of the global resource equation and to examine a particular resource problem in considerable depth.
Michael T. Klare
Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Smith: Government 354
U.S. Foreign Policy, Human Rights, and Democracy
Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of —and compliance with— international human rights conventions, protocols, and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural, and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource

scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.
Jon Western
Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)

Italian

Fall 2009

UMass: Italian 126H
Intensive Elementary Italian Honors
The course's goal is to provide students with the opportunity to gain functional fluency in Italian in one semester so that they can, in future semesters, integrate language into their major concentrations. In addition to mastering the traditional four skills (speaking, listening, reading, writing), students will simultaneously use the language as a bridge to Italy's culture, history, and literature. Unlike the non-honors Italian 126, this course meets five times per week with the professor and an additional hour in small conversation groups with a native speaking fellow from the Universita di Bologna-Forli hosted by the UMass Italian program. Freshmen and sophomores only.
Elizabeth H. D. Mazzocco
Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program)

Japanese

Fall 2009

Amherst: Japanese 13
Introduction to Thematic Reading and Writing
This course is designed for the advanced students of Japanese who are interested in readings and writings on topics that are relevant to their interests. Each student will learn how to search for the relevant material, read it, and summarize it in writing in a technical manner. The course will also focus on the development of a high level of speaking proficiency. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester. Prerequisite: Japanese 12 or equivalent.
Fumiko Brown
Five College Lecturer in Japanese

Mount Holyoke: Asian Studies 324
Third-Year Japanese I
This course helps students attain higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Fumiko Brown
Five College Lecturer in Japanese

Spring 2010

Amherst: Japanese 14
Thematic Reading and Writing
This course is a continuation of Japanese 13. In addition to learning how to search for the relevant material, read it with comprehension, and produce a high level of writing, the students will learn to conduct a small research project in this semester. The course will also focus on the development of a high level of speaking proficiency through discussions with classmates and the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester. Prerequisite: Japanese 13 or equivalent.
Fumiko Brown
Five College Lecturer in Japanese

Mount Holyoke: Asian Studies 326s
Third-Year Japanese II
This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Meets Language requirement; does not meet a distribution requirement. Prerequisite: Asian 324 or equiva-

lent (see Ms. Nemoto for placement); 4 credits; enrollment limited to 15.
Fumiko Brown
Five College Lecturer in Japanese

Korean

Fall 2009

Smith: Korean 110
Korean I
An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. 4 credits
Suk Massey
Five College Lecturer in Korean

Smith: Korean 220
Korean II
This course places equal emphasis on oral/aural proficiency, grammar, and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Prerequisite: 111 or permission of the instructor. 4 credits
Suk Massey
Five College Lecturer in Korean

Smith: Korean 301
Korean III
Continued development of speaking, listening, reading, and writing, with more advanced grammatical points and vocabulary. Korean proverbs and Chinese characters are introduced. Prerequisite: 221 or permission of the instructor. 4 credits
Suk Massey
Five College Lecturer in Korean

Spring 2010

Smith: Korean 111
Korean I
A continuation of 110. Prerequisite: 110 or permission of the instructor. Enrollment limited to 15. 4 credits
Suk Massey
Five College Lecturer in Korean

Smith: Korean 221
Korean II
A continuation of 220. Prerequisite: 220 or permission of the instructor. Enrollment limited to 15. 4 credits
Suk Massey
Five College Lecturer in Korean

Music

Fall 2009

Amherst: Music 6/Black Studies 26
Master Musicians of Africa
This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries of African musical practice. Individuals covered this semester include Babatunde Olatunji (Nigerian drummer), Youssou N'Dour (Senegalese singer), Kandia Kouyate (Malian jelimuso) and Ephraim Amu (Ghanaian composer). The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.
Bode Omojola
Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)

Mount Holyoke: Music 371
Analytical Studies in World Music
The main focus of this course is to facilitate a culturally sensitive analytical engagement of musical traditions from different parts of the world. The course begins with a survey of some of the theoretical and methodological issues that have shaped the field of ethnomusicology and influenced the study of musical traditions especially in the post-1950s era. Relying on audio and video recordings as well as on music notation, the course exam-

ines musical examples from different parts of the world, including Africa, Asia, and Latin America. Emphasis will be on understanding musical structures as defined in specific traditions, and the ways in which musical performances/compositions relate to or are shaped by factors emanating from the cultural environment in which they are situated. Students offering this course are expected to carry out a final project on a selected musical performance or composition, drawing on the theoretical and analytical approaches examined in the course.
Bode Omojola
Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)

Spring 2010

Mount Holyoke: Music 226
World Music
This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions.

Bode Omojola
Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)

UMass: Music 220
African Popular Music
This course focuses on twentieth-century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political, and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous, and mbaqanga will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment in Africa. The course also discusses the growth of hip-hop music in selected African countries by exploring how indigenous cultural tropes and the social dynamics of postcolonial Africa have provided the basis for its local appropriation. Themes explored in this course include the use of music in the construction of identity, the interaction of local and global elements, and the political significance of musical nostalgia.
Bode Omojola
Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)

Russian, East European, Eurasian Studies

Fall 2009

Hampshire: SS 269
Affirmative Action Empire: Soviet Experiences of Managing Diversity
This course introduces students to the history of the Soviet state and society through a variety of topics, all of which touch on the problem of dealing with diversity under a Communist regime. We will begin with a discussion of recent theories of nationalism and empire, and read Joseph Stalin's and Vladimir Lenin's texts on revolution and nationalism. Later, we shall discuss how the Communist regime envisioned socialist transformations in various parts of the Soviet Union, focusing in particular on the Soviet campaign for the modernization of Islamic Central Asia and the unveiling of Central Asian women. We will also explore the meaning of the Great Terror that swept the country as Stalin's grip on power hardened, and look at World War II and its legacies. Using a range of historical sources, from animated films to novels and rock songs, we shall explore the culture of the late Soviet Union and discuss social forces that predetermined its demise as the only grand alternative to Western-style liberal democracy. It is expected that by the end of the class students will be familiar with the assumptions and the language of Soviet-style Marxism, and understand the evolution of the economic, cultural and social policies of the Soviet regime.

Sergey Glebov
Assistant Professor of History (at Smith College in the Five College Program)

Smith: History 239
Russian Empire Building in Eurasia
The emergence, expansion, and maintenance of the Russian and Soviet Empire to 1929; the dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement, rise of the Communist government), as well as the development of the multitude of nations and ethnic groups conquered by or included into the Russian empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats.
Sergey Glebov
Assistant Professor of History (at Smith College in the Five College Program)

Spring 2010

Amherst: Russian 20
Introduction to the Peoples and Cultures of Eurasia
If you ever wondered about the past of countries such as Ukraine, Georgia, or Uzbekistan, you might be interested in this course, which explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. A home to Christianity and Buddhism, Islam and Judaism, Eurasia presents itself as a venue for studying interactions between major cultures of the world over the course of many centuries. As it embarked upon building Communism in the twentieth century, it produced its own material and ideal world, which influenced Communist and Socialist regimes across the globe. In the course of our meetings we will discuss how this region was 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"? What was the impact of imperial formations, such as the Mongol Empire of Chingis-khan's heirs or the Empire of the Romanovs, upon the history of the region's diverse peoples? How important was the influx of European ideas and practices from the fifteenth century onwards? We shall look at how the emerging modern nations incorporated or obliterated their imperial pasts and struggled over the meaning of past events. We shall also explore how empires dominated and colonized particular spaces and how this domination was resisted or accommodated in different parts of Eurasia. To help us navigate these problems, we will read historical documents, from The Secret History of the Mongols, to the writings of the Islamic modernist, Ismail-bey Gaspirali, to Joseph Stalin's vision of the Soviet Socialist state composed of modern nations. The class itself will consist of a series of lectures and discussions, each led by a specialist in a particular area of Eurasian studies from the Five Colleges. By the end of this class you should be well-acquainted with the emergence of nations and regions such as East Central Europe, Central Asia, and the Caucasus, as well as with how these regions fared in the cultural imagination of modern Europe. You will also know well the resources available in the Five College area for the study of the region. The class has no specific prerequisites and requires no prior knowledge of the history or the present of Eurasia. This class is one of the requirements for the Five College Certificate in Russian, East European, and Eurasian Studies. Among the assignments are three reaction papers, a final paper, and a book review.
Sergey Glebov
Assistant Professor of History (at Smith College in the Five College Program)

Smith: History 247
Aspects of Russian History
Topic: Affirmative Action Empire: Soviet Experiences of Managing Diversity. How the Communist rulers of the Soviet Union, and Stalin in particular, 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 new national and social identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education, and

Stalin's Terror. How World War II and post-war reconstruction became formative experiences for today's post-Soviet nations.
Sergey Glebov
Assistant Professor of History (at Smith College in the Five College Program)

Theater

Fall 2009

Hampshire: IA 323
Advanced Sound Design for Theater
This class is restricted to students who have either completed the intro sound design class, or who can demonstrate sufficient knowledge of the software and concepts of sound design to the professor. It is tailored to the specific class group—previous advanced classes have focused on topics such as "How to convert confusing ideas into concrete sounds for the stage" and "How to successfully communicate your designs to a director who doesn't speak sound." Additionally, the class will include at least one visit to a professional production (a major Off-Broadway or Broadway production in NY), as well as "True tales of show business" and advice on how career basics like how one's résumé should look, and who buys the coffee for any particular meeting.
Robert Kaplowitz
Visiting Lecturer in Sound Design (at the University of Massachusetts in the Five College Program)

UMass: Theater 393S
Sound Design I
What is theatrical sound design? Funny you should ask . . . Introduction to sound design attempts to answer that question, exploring what sound design is, how to look at a text and launch your creative process, and how to take the ideas based on that creative process and turn them into sounds to be used in a show. This is all done through a series of introductory lab projects and then a complete design for a short play, all while learning three new pieces of software. This is a highly interactive class, where student participation is key; students will be expected to take part in each other's projects, as well as creating their own work.
Robert Kaplowitz
Visiting Lecturer in Sound Design (at the University of Massachusetts in the Five College Program)

Spring 2010

Amherst: Theater and Dance 46
Sound Design
What is theatrical sound design? Funny you should ask . . . Introduction to sound design attempts to answer that question, exploring what sound design is, how to look at a text and launch your creative process, and how to take the ideas based on that creative process and turn them into sounds to be used in a show. This is all done through a series of introductory lab projects and then a complete design for a short play, all while learning three new pieces of software. This is a highly interactive class, where student participation is key; students will be expected to take part in each other's projects, as well as creating their own work.
Robert Kaplowitz
Visiting Lecturer in Sound Design (at the University of Massachusetts in the Five College Program)

Smith: Theater
Advanced Sound Design
Robert Kaplowitz
Visiting Lecturer in Sound Design (at the University of Massachusetts in the Five College Program)

Women's Studies

Fall 2009

UMass: Women's Studies 290A
Introduction to the Biology of Difference
The course centrally examines our understanding of the "body". While humans have many similarities and differences, we are organized around certain axes of "difference" that have profound consequences—sex, gender, race, class, sexuality, religion, nationality, etc. These differences can shape not only group affiliation and identity, but also claims about intellectual and behavioral capacities. This course will explore popular claims, critiques and understandings of "difference" as well as academic research, its claims, debates

and critiques. This is an interdisciplinary course that will draw from the biological and social sciences and the humanities. We will explore principles of human biology—anatomy, physiology, sex/gender/sexuality, reproductive biology, genetics, as well as the scientific method(s) and experimental designs. The course will give students the tools to analyze scientific studies, to understand the relationship of nature and culture, science and society, biology, and politics. Gen Ed U, SI.
Sarah Richardson
Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program)

Spring 2010

Hampshire: NS 2XX
Sex, Gender, and Evolutionary Biology
Evolutionary biology is said to explain human gender roles, sexual preferences, and sex differences in behavior and cognition, including rape, monogamy, pornography, homosexuality, physical attraction, and maternal instinct. This course examines these and other controversial claims. We will read the scientific literature and its critiques and consider the social, historical, and ideological dimensions of evolutionary concepts of human sex and gender difference.
Sarah Richardson
Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program)

Mount Holyoke: Gender Studies 333s
Medical Management of the Female Body
This course examines how Western medical knowledge, practices, and institutions define female health and normality and manage diseased and gender-variant female bodies. We will explore how medicine conceives of the female body as a medical problem or mystery and consider how race, class, and sexuality inflect medical conceptions of the female body. Topics include "female maladies," including PMS, pain disorders, and autoimmunity, medicalization of childbirth and the pregnant body, medical management of transgender and intersex bodies, medical conceptions of ideal body weight and fitness, gender norms and cosmetic surgery, women and disability, and pharmaceutical marketing toward women.
Sarah Richardson
Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program)

Faculty

Key to superscripts:

1 = on leave for academic year
2 = on leave for first semester
3 = on leave for second semester
4 = teaching first semester
5 = teaching second semester

[2]Martha A. Ackmann
Senior Lecturer in Gender Studies
Ph.D., University of Massachusetts; M.A., Middlebury College; B.A., Lindenwood College

Sarah W. Adelman
Assistant Professor of Economics
Ph.D., M.A., University of Maryland; B.A., Stanford University

Siraj Dean Ahmed
Assistant Professor of English
Ph.D., Columbia University; B.A., University of Pennsylvania

Waquar Ahmed
Visiting Assistant Professor of Geography
Ph.D., Clark University; M.Phil, B.A., Jawaharal Nehru University

[1]Katherine Aidala
Clare Boothe Luce Assistant Professor of Physics
Ph.D., M.A., Harvard University; B.S., Yale University

Patricia J. Albright
Archives Librarian, Level III (P)
M.A., Brown University; M.L.S., Wayne State University; B.A., Oakland University

Nigel Alderman
Assistant Professor of English
Ph.D., Duke University; M.A., College of William and Mary; B.A., Cambridge University

David M. Allen
Senior Lecturer in Physical Education and Athletics
M.A., University of Minnesota; M.S., University of Wisconsin; B.S., Bridgewater State College

Douglas J. Amy
Professor of Politics
Ph.D., University of Massachusetts; M.A., B.A., University of Washington

Christine Geisler Andrews
Visiting Assistant Professor of Art History
Ph.D., M.A., Northwestern University

Bruce M. Arnold
Associate Professor of Classics
Ph.D., M.A., B.A., University of Washington

Roger Babb
Professor of Theatre Arts
Ph.D., City University of New York; B.A., Empire State University

Sarah J. Bacon
Associate Professor of Biological Sciences
Ph.D., University of Chicago; A.B., Mount Holyoke College

Lisa A. Ballesteros
Associate Professor of Computer Science
Ph.D., M.S., University of Massachusetts; B.S., Union College

[1]Patricia Ann Banks
Assistant Professor of Sociology
Ph.D., M.A., Harvard University; B.A., Spelman College

Susan R. Barry
Professor of Biological Sciences
Ph.D., M.A., Princeton University; B.A., Wesleyan College

Alison Bass
Visiting Senior Lecturer in English
B.A. Brandeis University

[3]Debbora Battaglia
Professor of Anthropology
Ph.D., M.Lit., Cambridge University; B.A., University of California, Santa Barbara

Ilona Ben-Moshe
Visiting Lecturer in Jewish Studies
M.A., The Hebrew University; B.A., University of Tel-Aviv

Christopher Benfey
Mellon Professor of English
Ph.D., Harvard University; A.B., Guilford College

Eric J. Benjamin
Director of Instrumental Ensembles and Lecturer in Music
M.M., B.M., New England Conservatory

Peter Berek
Professor of English
Ph.D., M.A., Harvard University; A.B., Amherst College

[1]Bettina Bergmann
Helene Phillips Herzig '49 Professor of Art History
Ph.D., M.Phil., Columbia University; M.A., Archaeological Institute, W. Germany; B.A., University of California, Berkeley

Katherine Binder
Associate Professor of Psychology
Ph.D., M.A., University of South Carolina; B.A., Southern Illinois University

Robin Blaetz
Associate Professor of Film Studies
Ph.D., M.A., New York University; B.A., Ohio University

Catherine Bloom
Visiting Lecturer in French
M.A., Smith College

D. Ellen Bonner
Head of Technical Services; Librarian, Level III
M.S., Columbia University; B.A., Framingham State College

Lee Bowie
Professor of Philosophy
Ph.D., Stanford University; B.A., Yale University

[2]Renae J. Brodie
Associate Professor of Biological Sciences
Ph.D., University of Washington; B.A., University of California, Santa Barbara

Fumiko Brown
Five College Lecturer in Japanese
M.A., University of Massachusetts

Lois A. Brown
Associate Professor of English
Ph.D., Boston College; B.A., Duke University

Sheila Ewing Browne
Bertha Phillips Rodger Professor of Chemistry
Ph.D., University of California, Berkeley; B.S., University of Tennessee

Frank W. Brownlow
Gwen and Allen Smith Professor of English
Ph.D., University of Birmingham; B.A., Liverpool University

Jeanne Brownlow
Visiting Senior Lecturer in English
Ph.D., University of Massachusetts; A.M., Mount Holyoke College; A.B., Smith College

[1]Jill Bubier
Marjorie Fisher Professor of Environmental Studies
Ph.D., McGill University; M.S., University of Vermont; J.D., University of Maine School of Law; B.A., Bowdoin College

[4]Anthony Butterfield
Visiting Professor of Complex Organizations
Five College Faculty Exchange (University of Massachusetts, Amherst)

Nancy Campbell
Professor of Art
M.F.A., University of Michigan; B.F.A., Syracuse University

Lenore R. Carlisle
Coordinator of Educational Programs; Assistant Professor of Education
Ed.D., University of Massachusetts; M.A., Simmons College; B.A., Wheaton College

Esther Castro
Lecturer in Spanish; Spanish Language Program Director
Ph.D., University of Massachusetts; M.A., Universidad Antonio De Nebrija Madrid; B.A., Universidad Complutense de Madrid

Calvin P. Chen
Associate Professor of Politics
Ph.D., M.A., B.A., University of California, Berkeley

Wei Chen
Professor of Chemistry
Ph.D., University of Massachusetts; M.S., Yale University; A.B., Smith College

Jens Christiansen
Professor of Economics
Ph.D., Stanford University; M.B.A., Hamburg University

Cheryl Cobb
Visiting Lecturer in Music
M.S.W., Boston College; M.M., New England Conservatory; M.M., Eastman School of Music; B.M., Houghton College

Joan Cocks
Professor of Politics
Ph.D., University of Massachusetts; M.A., B.A., University of Wisconsin, Madison

Joseph Cohen
Class of 1929 Dr. Virginia Apgar Professor of Psychology; Dean of Studies
Ph.D., M.A., University of Pennsylvania; B.A., Columbia College

James Coleman
Professor of Dance
M.F.A., University of Utah; B.A., University of California, Santa Cruz

Sara Colglazier
Electronic Resources/Technical Services Librarian, Level I
M.S., Simmons College; M.A., Kent State College

Faith R. Conant
Five College Visiting Instructor in Music
M.A., Tufts University; B.A., Wesleyan University

W. Donald Cotter
Associate Professor of Chemistry
Ph.D., California Institute of Technology; B.A., Grinnell College

Christiana Croegaert
Visiting Assistant Professor of Gender Studies
Ph.D., Northwestern University; B.A., Mount Holyoke College

[3]Jane Crosthwaite
Professor of Religion
Ph.D., A.M., Duke University; A.B., Wake Forest University

[2]Edwina Cruise
Professor of Russian on the Alumnae Foundation
Ph.D., M.A., Columbia University; B.A., Barnard College

Justin Crumbaugh
Associate Professor of Spanish
Ph.D., Emory University; B.A., Kalamazoo College

[1]Daniel J. Czitrom
Professor of History
Ph.D., M.A., University of Wisconsin, Madison; A.B., State University of New York

[1]Kavita Saraswathi Datla
Assistant Professor of History
Ph.D., University of California, Berkeley; M.A., Jawaharlal Nehru University, New Delhi; B.A., University of Michigan

Giuliana Davidoff
Professor of Mathematics
Ph.D., M.S., New York University; B.S., Rollins College

Gabriele A. Davis
Professor of German Studies
Ph.D., Stanford University; M.A., B.A., University of New Hampshire

Michael T. Davis
Professor of Art
Ph.D., A.M., A.B., University of Michigan

Iyko Day
Assistant Professor of English
Ph.D., University of California, Berkeley; M.A., Dalhousie University; B.A., University of Calgary

[2]Paula Debnar
Professor of Classics
Ph.D., M.Phil., Yale University; A.B., Colby College

Corinne M. Demas
Professor of English
Ph.D., M.Phil., AM, Columbia University; A.B., Tufts University

Tom R. Dennis
Professor of Astronomy
Ph.D., A.M., Princeton University; A.M., A.B., University of Michigan

Francine M. Deutsch
Professor of Psychology and Education
Ph.D., Columbia University; A.B., Carnegie-Mellon University

Ranjaana Devi
Visiting Artist in Dance
M.A., B.A., University of Delhi

Nancy Devine
Senior Librarian
M.L.S., A.B., Western Reserve University

Angela F. Dickens
Clare Boothe Luce Assistant Professor of Chemistry
Ph.D., University of Washington; B.A., Carleton College

[5]Paul A. Dobosh
Professor of Computer Science
Ph.D., M.S., B.S., Carnegie-Mellon University

Marianne Doezema
Director of the Art Museum; Lecturer in Art History
Ph.D., Boston University; M.A., University of Michigan; B.A., Michigan State University

Amber N. Douglas
Assistant Professor of Psychology and Education
Ph.D., M.A., University of Connecticut; B.A., Barnard College

[1]Kimberly I. Dunn Adams
Director of Choral Ensembles and Lecturer in Music
M.M., Yale School of Music; B.M., B.A., Oberlin College

[3] Steven R. Dunn
Professor of Geology
Ph.D., M.S., University of Wisconsin, Madison; B.S., Humboldt State University

Alan Durfee
Professor of Mathematics on the John Stewart Kennedy Foundation
Ph.D., Cornell University; A.B., Harvard University

[3]Melinda Darby Dyar
Associate Professor of Astronomy
Ph.D., Massachusetts Institute of Technology; A.B., Wellesley College

Robert Eisenstein
Director of the Five College Early Music Program; Visiting Lecturer in Music
M.F.A., Sarah Lawrence College; B.A., Antioch College

Joseph J. Ellis
Professor of History on the Ford Foundation
Ph.D., M.Phil., M.A., Yale University; B.A., College of William and Mary

[5]Virginia R. Ellis
Professor Emeritus of English
Ph.D., Brandeis University; M.A., B.A., St. Anne's College, Oxford; A.B., Wellesley College

[4]Natalie Ermolaev
Visiting Lecturer in Russian and Eurasian Studies
M.Phil., M.A., Columbia University; B.A., Rutgers University

Miriam W. Esber
Lecturer in Physical Education and Athletics
M.S., Ithaca College; B.A., College of Wooster

Janet L. Ewing
Reference Librarian, Level III
M.L.S., University of Maryland; B.A., Bucknell University

Timothy Farnham
Leslie and Sarah Miller Director of the Center for the Environment; Associate Professor of Environmental Studies
Ph.D., Yale University; M.S., University of Michigan; B.A., Williams College

Miguel Felipe
Interim Choral Director and Visiting Lecturer in Music
Ph.D., M.M., Boston University; B.M., University of Cincinnati

Vincent A. Ferraro
Ruth Lawson Professor of Politics
Ph.D., Massachusetts Institute of Technology; M.I.A., Columbia University; B.A., Dartmouth College

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Lawrence Fine
Irene Kaplan Leiwant Professor of Jewish Studies
Ph.D., M.A., Brandeis University; M.A., The Jewish Theological Seminary of America; B.A., Alfred University

Rachel Fink
Professor of Biological Sciences
Ph.D., Duke University; B.A., Cornell University

Charles Flachs
Associate Professor of Dance
M.A., University of Cincinnati; B.A., West Chester State University

Rose Marie Flachs
Associate Professor of Dance

[4]John O. Fox
Visiting Professor of Complex Organizations
L.L.M., Georgetown University; L.L.B., University of California, Berkeley; A.B., Harvard University

Amy Frary
Associate Professor of Biological Sciences
Ph.D., Cornell University; A.B., Mount Holyoke College

Ombretta Frau
Associate Professor of Italian
Ph.D., A.M., Harvard University; M.A., Boston College; Laurea, University of Cagliari

Elena Garcia Frazier
Visiting Lecturer in Spanish
Ph.D., University of Massachusetts; M.Ed., Boston College; B.A., Universidad Autonoma de Guadalajara

Terese Freedman
Professor of Dance
B.A., University of Colorado

Sarah C. Frenette
Visiting Instructor in Psychology and Education
M.Ed, A.B., Smith College

Jeanne Friedman
Senior Lecturer in Physical Education and Athletics
M.S., University of Washington; B.S., Boston University

[5]Jenny Fulton
Guest Artist in Theatre Arts
M.F.A., Yale University; B.A., Brandeis University

Satyananda Gabriel
Professor of Economics
Ph.D., M.A., University of Massachusetts; B.S., B.A., Portland State University

Samba Gadjigo
Professor of French
Ph.D., University of Illinois; M.A., B.A., Universite de Dakar, Senegal

Amity Gaige
Visiting Assistant Professor of English
M.F.A., University of Iowa; B.A., Brown University

Barbara Garbin
Visiting Lecturer in Italian
M.A., Yale University; Laurea, Ca' Foscari Universita di Venezia

[2]R. Harold Garrett-Goodyear
Professor of History
Ph.D., A.M., A.B., Harvard University

Elissa D. Gelfand
Dorothy Rooke McCulloch Professor of French
Ph.D., A.M., Brown University; A.B., Barnard College

Jane F. Gerhard
Visiting Associate Professor of History
Ph.D., A.M., Brown University; B.A., Hampshire College

Janice Anne Gifford
Professor of Statistics
Ed.D., M.Ed., University of Massachusetts; B.A., University of Rochester

Penny Gill
Dean of the College; Mary Lyon Professor of Humanities; Professor of Politics
Ph.D., M.Phil., M.A., Yale University; B.A., Northwestern University

Reighan Gillam
Five College Fellow in Anthropology
M.A., Cornell University; B.A., University of Virginia

[2]Gary B. Gillis
Associate Professor of Biological Sciences
Ph.D., University of California, Irvine; B.S., Pacific Lutheran University

Tatiana Ginsberg
Visiting Artist in Art and Art History
M.F.A., University of California, Santa Barbara; B.A., Saint Lawrence College

[2]Leah Glasser
Dean of First-Year Studies; Lecturer in English
Ph.D., Brown University; M.A., B.A., State University of New York

[1]Maria A. Gomez
Associate Professor of Chemistry
Ph.D., Brown University; B.A., Rhode Island College

Bryan Goodwin
Reference Librarian, Level III
M.L.S., Columbia University; M.A., Wesleyan College; M.A., Brown University; B.A., Villanova University

John Grayson
Professor of Religion on the Alumnae Foundation
Ph.D., M.Phil., Columbia University; M.A., Andrews University Seminary; B.A., Atlantic Union College

[2]Adrianne Greenbaum
Professor of Music
M.M., Yale School of Music; B.M., Oberlin College

Laura Ann Greenfield
Coordinator of the Speaking, Arguing, and Writing Program; Associate Director of the Weissman Center; Lecturer in English
Ph.D., George Washington University; B.A., Washington University

[1]Sue Ellen F. Gruber
Christianna Smith Professor of Biological Sciences
Ph.D., University of Wisconsin; B.S., Glenville State College

Lowell Gudmundson
Professor of Latin American Studies and History
Ph.D., University of Minnesota; M.A., Stanford University; B.A., Macalester College

Melanie Guldi
Assistant Professor of Economics
Ph.D., University of California, Davis; M.A., Michigan State University; B.S., University of Florida

Christian Gundermann
Associate Professor of Spanish; Associate Professor of Gender Studies
Ph.D., Rutgers University; Ph.D., Cornell University; B.A., Friedrich-Alexander Universitat Erlangen

Rie Hachiyanagi
Associate Professor of Art
M.F.A., University of California, Santa Barbara; B.F.A., University of Iowa

Britt Halvorson
Visiting Assistant Professor of Anthropology
Ph.D., University of Michigan; B.A., Albion College

[1]Darren G. Hamilton
Associate Professor of Chemistry
Ph.D., University of Southampton; B.S., Royal Holloway College, University of London

Kanae Haneishi
Lecturer in Physical Education and Athletics
M.S., Smith College; M.S., University of Memphis; B.A., Juntendo University

[2]Holly E. Hanson
Associate Professor of History
Ph.D., M.A., University of Florida; B.A., University of Wisconsin, Madison

James Harold
Director of the Harriet L. and Paul M. Weissman Center for Leadership and the Liberal Arts; Associate Professor of Philosophy
Ph.D., University of Minnesota; B.A., Oberlin College

James Hartley
Professor of Economics; Director of First-Year Seminars
Ph.D., M.A., B.A., University of California

Sohail Hashmi
Associate Professor of International Relations on the Alumnae Foundation
Ph.D., A.M., Harvard University; M.A., Princeton University; A.B., Harvard University

Taviare L. Hawkins
Mount Holyoke Fellow and Visiting Assistant Professor of Physics
M.S., M.S., Syracuse University; B.S., University of Iowa

Susan C. Hawthorne
Visiting Assistant Professor of Philosophy
Ph.D., M.A., B.A., University of Minnesota

[4]Steven Heim
Visiting Instructor in Asian Studies
M.A., B.A., University of California, Santa Barbara

Chaia Heller
Visiting Assistant Professor of Gender Studies
Ph.D., University of Massachusetts; M.A., Antioch N. E. Graduate School; B.A., Grinnell College

Eugene D. Hill
Professor of English
Ph.D., Princeton University; A.B., Columbia College

[3]Nancy Holden-Avard
Senior Lecturer in French
Ph.D., M.A., University of Wisconsin, Madison; A.B., Smith College

[1]Karen Hollis
Professor of Psychology and Education
Ph.D., University of Minnesota; B.A., Slippery Rock State College

Beth Hooker
Visiting Assistant Professor of Biological Sciences
Ph.D., M.S., University of Connecticut; B.S., B.A., Connecticut College

Martha F. Hoopes
Assistant Professor of Biological Sciences
Ph.D., University of California, Davis; M.A., Williams College

[3]Gail A. Hornstein
Professor of Psychology and Education
Ph.D., A.M., Clark University; B.A., University of Pittsburgh

Lilian M. Hsu
Elizabeth Page Greenawalt Professor of Biochemistry
Ph.D., University of Michigan; B.A., Rutgers University

Janice A. Hudgings
Associate Professor of Physics
Ph.D., M.S., University of California, Berkeley; M.S., Oxford University; B.S., B.A., Swarthmore College

[3]Vanessa James
Professor of Theatre Arts
C.I.D., University of Bristol, England; Wimbledon College of Art

[4]Alice G. Jarrard
Visiting Professor of Art
Ph.D, M. Phil., M.A., Columbia University; B.A., Duke University

Lamis Z. Jarvinen
Visiting Assistant Professor of Biological Sciences
Ph.D., Dartmouth College; M.S., Purdue University; B.S., University of Michigan

Himali Jayathilake
Visiting Assistant Professor of Chemistry
Ph.D., Wayne State University; B.S., University of Peradeniya

Luis F. Jimenez
Visiting Assistant Professor of Politics
Ph.D., University of Pittsburgh; M.A., B.A., University of Arizona

Mohammed Jiyad
Five College Senior Lecturer in Arabic
Ph.D., University of Texas, Austin; M.A., B.A., University of Baghdad

Peter T. Jones
Lecturer and Accompanist in Dance
B.A., University of Massachusetts

[2]Stephen F. Jones
Professor of Russian Studies
Ph.D., M.S., University of London; B.A., University of Essex

Shin-Yi Alice Kao
Visiting Lecturer in Asian Studies
M.A., University of Massachusetts; B.A., Fu-Jen University, Taiwan

Girma Kebbede
Professor of Geography
Ph.D., Syracuse University; B.A., Addis Ababa University, Ethiopia

Shahrukh Rafi Khan
Visiting Professor of Economics
Ph.D., University of Michigan; M.A., Williams College; B.S., University of London

Kavita Khory
Professor of Politics; Acting Director of the McCulloch Center for Global Initiatives
Ph.D., M.A., University of Illinois; A.B., Mount Holyoke College

Jennifer Gunter King
Director of Archives and Special Collections; Librarian, Level III
M.L.S., M.A., B.A., University of Maryland

Jeremy King
Associate Professor of History
Ph.D., M.Phil., M.A., Columbia University; B.A., Yale University

[4]Elizabeth A. Klarich
Five College Assistant Professor of Anthropology
Ph.D., M.A., University of California, Santa Barbara; B.A., University of Chicago

[4]Rachel Louise Pillar Klima
Visiting Assistant Professor of Astronomy
Ph.D., M.S., Brown University; M.S., University of Illinois; A.B., University of Chicago

Sarah K. Knapp-Oliver
Visiting Assistant Professor of Psychology
Ph.D., M.A., Stony Brook University; B.S., State University of New York at Brockport

Jeffrey A. Knight
Professor of Biological Sciences
Ph.D., M.S., Ohio State University; B.A., Oberlin College

Fang-chun Kuo
Lecturer in Asian Studies
M.A., National Taiwan Normal University; B.A., Fujen Catholic University, Taiwan

Linda Laderach
Professor of Music
M.Mus., Ohio University; B.Mus., Indiana University

Megan Lambert
Visiting Instructor in English
M.A., Simmons College; A.B., Smith College

[4]Mark E. Landon
Visiting Assistant Professor of Classics
Ph.D., M.A., University of California, Berkeley; M.A., B.A., University of Cambridge; B.A., University of California, Berkeley

[4]Colin A. Lang
Visiting Assistant Professor of Art History
Ph.D., M.Phil., M.A., Yale University; B.A., Johns Hopkins University

[5]Diana Wolfe Larkin
Visiting Associate Professor of Art and Art History
Ph.D., M.A., New York University; B.A., Wellesley College

Andrew Lass
Professor of Anthropology
Ph.D., University of Massachusetts; M.A., Charles University, Czechoslovakia

Mark Lauer
Lecturer in German Studies
Ph.D., Georgetown University; B.A., University of Trier, Germany

Sandra M. Lawrence
Professor of Psychology and Education
Ed.D., Harvard University; M.A., Salem State College; B.A., Salem State College

[2]Anthony W. Lee
Professor of Art
Ph.D., University of California, Berkeley; M.A., University of California, Davis; M.A., University of North Carolina, Chapel Hill; B.A., Holy Cross

Christine A. Lee
Senior Lecturer in Physical Education and Athletics
M.S., University of Oregon; B.S., University of North Carolina

Audrey Lee-St. John
Visiting Assistant Professor of Computer Science
Ph.D., M.S., University of Massachusetts; B.A., Wellesley College

Catherine LeGouis
Professor of French
Ph.D., M.Phil., Yale University; B.A., Sorbonne-Paris IV

John W. Lemly
Professor of English
Ph.D., M.Phil., Yale University; A.B., Carleton College

[2]Barbara Lerner
Associate Professor of Computer Science
Ph.D., Carnegie-Mellon University; B.S., Moravian College

Joanna L. Levine
Visiting Assistant Professor of Astronomy
Ph.D., M.S., University of Florida; B.S., University of Massachusetts

Jonathan N. Lipman
Felicia Gressitt Bock Professor of Asian Studies and Professor of History
Ph.D., M.A., Stanford University; B.A., Harvard University

[1]Louise Litterick
Professor of Music
Ph.D., New York University; A.B., Wellesley College

Sara London
Visiting Lecturer in English
M.F.A., B.A., University of Iowa

[4]Thom Long
Five College Assistant Professor of Architectural Studies
M.S.AAD, Columbia University; B.Arch., Roger Williams University

Jesse Lytle
Assistant to the President and Secretary of the College; Adjunct Lecturer in Educational Studies
Ed.D., University of Pennsylvania; B.A., Amherst

Catherine S. Manegold
Visiting Senior Lecturer in English
B.A., Carleton College

[4]Nathan Margalit
Visiting Associate Professor of Art and Art History
M.F.A., Maryland Institute College of Art; B.A., University of Cape Town, S. Africa

[4]Nadia Margolis
Visiting Professor of French
Ph.D., Stanford University; B.A., University of New Hampshire

Michelle J. Markley
Associate Professor of Geology
Ph.D., University of Minnesota; B.A., Oberlin College

Elizabeth K. Markovits
Assistant Professor of Politics
Ph.D., M.A., University of North Carolina at Chapel Hill; B.A., Rhodes College

Roberto Marquez
William R. Kenan, Jr. Professor of Latin American and Caribbean Studies
Ph.D., M.A., Harvard University; B.A., Brandeis University

[1]Amy E. Martin
Associate Professor of English
Ph.D., M.Phil., M.A., Columbia University; B.A., Sarah Lawrence College

Valerie Martin
Visiting Professor of English
M.F.A., University of Massachusetts; B.A., University of New Orleans

Pamela B. Matheson
Visiting Associate Professor of Statistics
Ph.D., M.A., Hofstra University; B.A., Hope College

Lara Jean Matta
Visiting Lecturer in French
M.A., Paul Valery University, France; B.A., Lebanese University

Susannah Ruth McCandless
Visiting Instructor in Environmental Studies
Ph.D., M.A., Clark University; B.A., Swarthmore College

[1]Frederick J. McGinness
Professor of History
Ph.D., M.A., University of California, Berkeley; B.A., University of Detroit

Matthew McKeever
Associate Professor of Sociology
Ph.D., M.A., University of California, Los Angeles; B.A., Haverford College

Jillian McLeod
Assistant Professor of Mathematics
Ph.D., M.S., Howard University; B.A., Hunter College

Mark McMenamin
Professor of Geology
Ph.D., University of California, Santa Barbara; B.S., Stanford University

Bernadine Mellis
Visiting Assistant Professor of Film Studies
M.F.A., Temple University; A.B., Smith College

Marilyn M. Middleton-Sylla
Visiting Artist in Dance

Will J. Millard
Professor of Psychology and Education
Ph.D., University of Massachusetts; A.M., Hollins College; A.M., McGill University; A.B., Knox College

[4]Marion G. Miller
Professor of Art
M.F.A., Indiana University; B.A., Stanford University

Thomas L. Millette
Associate Professor of Geography
Ph.D., A.M., Clark University; M.S., McGill University; B.A., University of Massachusetts

[2]Rogelio Miñana
Associate Professor of Spanish
Ph.D., Penn State; M.A., University of Ottawa

Samuel Mitchell
Associate Professor of Philosophy
Ph.D., University of California, San Diego; M.A., University of Kansas; B.A., University of Stirling, Scotland

Molly Monet-Viera
Visiting Lecturer in Spanish
Ph.D., M.A., Yale University; B.A., Princeton University

Dana Jill Monsein
Visiting Lecturer in Spanish
B.A., University of Vermont

Richard Moran
Professor of Sociology
Ph.D., University of Pennsylvania; M.A., Northeastern University; B.A., University of Massachusetts

Lynda Morgan
Associate Professor of History
Ph.D., University of Virginia; M.A., B.S., Western Carolina University

[1]Lynn M. Morgan
Mary E. Woolley Professor of Anthropology
Ph.D., M.A., University of California, Berkeley; B.A., Columbia University

[1]Charlene Morrow
Codirector, SummerMath; Lecturer in Psychology and Education
Ph.D., M.S., Florida State University; A.B., Miami University

[1]James Morrow
Codirector, SummerMath; Lecturer in Mathematics
Ph.D., Florida State University; M.A., B.A., University of Miami

[4]Dorothy E. Mosby
Associate Professor of Spanish
Ph.D., M.A., University of Missouri, Columbia; B.A., Hood College

[1]Fred Moseley
Professor of Economics
Ph.D., University of Massachusetts; B.S., Stanford University

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Susanne Mrozik
Associate Professor of Religion
Ph.D., Harvard University; M.T.S., Harvard Divinity School; B.A., Wesleyan University

[5]David Myers
Visiting Associate Professor of History
Ph.D., M.Phil., M.A., Yale University; B.A., University of Notre Dame

Filippo Naitana
Visiting Assistant Professor of Italian
Ph.D., M.Phil., Yale University

Naoko Nemoto
Associate Professor of Asian Studies
Ph.D., University of Connecticut; M.A., Ohio State University; B.A., West Virginia University

[1]Howard W. Nicholson
Kennedy-Schelkunoff Professor of Physics
Ph.D., California Institute of Technology; B.S., Massachusetts Institute of Technology; B.A., Hamilton College

Kathleen Egan Norton
Director of Collection Development and Project Planner; Librarian, Level IV
M.L.S., Columbia University; A.B., Mount Holyoke College

Megan Elizabeth Nùñez
Associate Professor of Chemistry
Ph.D., California Institute of Technology; A.B., Smith College

Brooke O'Harra
Visiting Assistant Professor of Theatre Arts
M.F.A., Tulane University; B.A., Lafayette College

Donal B. O'Shea
Dean of Faculty and Vice President for Academic Affairs; Elizabeth T. Kennan Professor of Mathematics and Statistics
Ph.D., M.S., Queen's University, Kingston; A.B., Harvard University

Sarah Oelker
Science Librarian, Level II
M.L.S., Rutgers University; B.A., Yale University

Olabode Festus Omojola
Five College Assistant Professor of Music
Ph.D., University of Leicester, England; M.A., University of Ibadan, Nigeria; B.A., University of Nigeria, Nsukka

Karen Osborn
Visiting Assistant Professor of English
M.F.A., University of Arkansas; B.A., Hollins College

Becky Wai-Ling Packard
Associate Professor of Psychology and Education
Ph.D., Michigan State University; B.A., University of Michigan

Beatriz Pariente-Beltrán
Visiting Lecturer in Spanish
M.A., University of Massachusetts; B.A., University of Valladolid

[1]Eva Paus
Professor of Economics; Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives
Ph.D., M.A., B.A., University of Pittsburgh

Gayle Pemberton
Visiting Professor of English
Ph.D., M.A., Harvard University; B.A., University of Michigan

Michael Penn
Associate Professor of Religion and Gender Studies
Ph.D., M.A., Duke University; A.B., Princeton University

[1]Jenny Perlin
Five College Visiting Artist in Film Studies
M.F.A., School of the Art Institute of Chicago; B.A., Brown University

Ellen Perrella
Senior Lecturer in Physical Education and Athletics
M.S., University of Colorado; B.S., University of Utah

[2]Indira V. Peterson
David B. Truman Professor of Asian Studies
Ph.D., A.M., Harvard University; B.A., Bombay University, India

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Ph.D., Massachusetts Institute of Technology; B.S., Union College

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Visiting Assistant Professor of Biological Sciences
Ph.D., Duke University; B.A., St. Johns College

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Ph.D., Duke University; A.B., Bowdoin College

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M.A., University of Massachusetts; Licenciatura, Universidad de la Republica, Uraguay

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Ph.D., M.S., University of Michigan; B.A., Scripps College

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M.M., B.M., Yale School of Music

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B.A., Warren Wilson College; M.A., M.Phil., Drew University

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