KEY TO COURSE LISTINGS

Catalog Updates

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

Course Classification

Introductory courses are numbered 100–199; intermediate courses, 200–299; advanced courses, 300–399; graduate courses, 400–499. With permission, graduate credit may be given for 300-level courses, and 200-level courses may be taken at the 300 level.

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

Anatomy of a Course Listing

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

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

Key to Abbreviations and Symbols

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<td>Frances Perkins student</td>
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Prerequisites

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

AFCNA-140 When People Met Power: Political Accountability in Africa Before 1750
Fall. Credits: 4
This course traces the long history of political accountability in Africa. How did Africans wrest good governance from their leaders? How did they understand civic virtue and social responsibility? What principles of political logic did kingdoms share with societies without kings and royal women? How did gender contribute to structures of authority? What sources and methods enable us to productively approach a period of time distant from our own?
Crosslisted as: HIST-140
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
H. Hanson

AFCNA-181 Introduction to African Diaspora Religions
Fall. Credits: 4
Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas.
Crosslisted as: RELIG-181, CST-149AD
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

AFCNA-200 Foundations of Africana Studies
Spring. Credits: 4
This reading- and writing-intensive course draws upon the intellectual traditions of African American, African, and African diasporic studies in order to explore the connections and disjunctures among people of African descent. While the course pays attention to national, regional, and historical contexts, it asks this question: what do African descended people have in common and when and how are their experiences and interests different? What can we glean from contemporary discourses grounded in the consideration of global black lives?
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
K. J. Brown

AFCNA-206 African Cities: Development Dreams and Nightmares in the Twentieth Century
Spring. Credits: 4
African cities demonstrate the failure of models of development with the aim and ideal of industrialization. This course examines the empty promises of modernity through the lens of African urban history using fiction, film, and city archives. Beginning with Timbuktu and Cairo, the course explores the emergence and decline of trade 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.
Crosslisted as: HIST-206
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson

AFCNA-208 Introduction to Twentieth-Century Critical Race Theory
Fall. Credits: 4
This course examines the discursive relationship between race, power and law in contemporary U.S. society. Readings examine the ways in which racial bodies are constituted in the cultural economy of America where citizens of African descent dwell. We explore the rules and social practices that govern the relationship of race to gender, nationality, sexuality, and class in U.S. courts and other cultural institutions. Thinkers covered include W.E.B. DuBois, Kimberle Crenshaw, Derrick Bell, and Richard Delgado, among others.
Crosslisted as: CST-253
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Wilson
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Critical Social Thought 248, 249, or 250 recommended but not required

AFCNA-221 Engaging Ghana: Inquiry and Action
Not Scheduled for This Year. Credits: 2
This course prepares students to pursue curated internships in Ghana. It provides the historical, social, economic, political and cultural context crucial for powerful student learning experiences and ethical engagement with Ghanaian organizations and communities. Guest lectures, readings, and class discussion will provide an intellectual orientation to the country, as well as contextualize student work in curated internships across a range of fields and sites. The course begins a journey of reflection on personal and internship organizations goals that will continue when instructor and students are on site in Ghana in summer 2019.
Applies to requirement(s): Meets No Distribution Requirement
P. Smith
Instructor permission required.
AFCNA-222 Engaging Ghana: Experience and Reflection
Fall. Credits: 2
This course facilitates a structured reflection for students to interrogate their intellectual preparation and subsequent experiential learning during high-value internships the previous summer in Ghana. The course concludes, momentarily, a journey of reflection on personal and internship organizations goals that began with a pre-departure course the previous spring continuing on site in Ghana in the summer. It will present a platform where students can explore a new understanding of themselves in the world after their summer experience in Ghana. Ultimately, the course will help students think about their next steps in their academic program of study and future careers. The course will culminate in students sharing what they learned during their summer internships in Ghana with the wider community through public presentations.
Applies to requirement(s): Meets No Distribution Requirement
Instructor permission required.
Prereq: AFCNA-221.

AFCNA-234 Black Metropolis: From MLK to Obama
Spring. Credits: 4
Black Metropolis" refers to the more than half a million black people jammed into a South Side ghetto in Chicago at mid-twentieth century that featured an entrenched black political machine, a prosperous black middle class, and a thriving black cultural scene in the midst of massive poverty and systemic inequality. This course will follow the political, economic, and cultural developments of what scholars considered to be the typical urban community in postwar United States. We will examine such topics as Martin Luther King’s failed desegregation campaign; Harold Washington, first black mayor; William Julius Wilson’s urban underclass thesis; and the rise of Barack Obama.
Crosslisted as: POLIT-234
Applies to requirement(s): Social Sciences; Multicultural Perspectives
P. Smith

AFCNA-241 Topics in Africana Studies

AFCNA-241AF Topics in Africana Studies: ‘Afro-Latin America: From Slavery to Invisibility’
Fall. Credits: 4
Exploration of the history of Afro-Latin American populations since Independence within and outside the nation-state. We will question why and how to study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Readings include early twentieth-century Latin American racialist theorizing; research using census, economic, criminal, and marriage records; autobiographical works, and analysis of race in textual and musical representations of peoples, regions, and nations.
Crosslisted as: LATAM-260, HIST-287AF
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

AFCNA-241AW Topics in Africana Studies: ‘African Women’s Work’
Not Scheduled for This Year. Credits: 4
The power to produce food and reproduce society gave women significant public voice in African societies in the past. But over 200 years they lost that public voice and control over subsistence. Why, when women are still producing food and people, is the social and political voice of women so much less significant than it was before? We explore African women’s work of governing, production, and social reproduction across the tumultuous changes of the 20th century. The class seeks to provide an achievable yet challenging set of learning experiences for those who have no prior experience studying Africa, but also for those who have substantial previous engagement with African issues.
Crosslisted as: HIST-296AW, GNDST-206AW
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson

AFCNA-241BN Topics in Africana Studies: ‘Black Abolitionists: American Revolution to Reconstruction’
Not Scheduled for This Year. Credits: 4
Slavery existed throughout the U.S. at the time of the American Revolution; afterwards, gradual emancipation plans freed the children of the formerly enslaved in the northern states. Runaways from the South increased their numbers. These nineteenth-century African Americans built the first edifices of freedom, chiefly through the institutions of family and religion, and furnished both leaders and foot soldiers for the abolitionist movement. They acted in the hope that their efforts would end slavery and bring full citizenship for black people. We will examine their unique contributions to the history of freedom, and the many obstacles they faced as they mobilized for emancipation.
Crosslisted as: HIST-274
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
L. Morgan

AFCNA-241FW Topics in Africana Studies: ‘African American Women and United States History’
Not Scheduled for This Year. Credits: 4
How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women’s history through an investigation of selected topics in the field.
Crosslisted as: GNDST-206FW, HIST-280AA
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Renda

AFCNA-241HS Topics in Africana Studies: ‘African American History, Precolonial to Emancipation’
Fall. Credits: 4
This course will examine the cultural, social, political, and economic history of African Americans through the Civil War. Topics covered include the African background to the African American experience, the Atlantic slave trade, introduction and development of slavery, master-slave relationships, the establishment of black communities, slave revolts, the political economy of slavery, women in slavery, the experiences of free blacks, the crisis of the nineteenth century, and the effect of the Civil War.
Crosslisted as: HIST-281
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan
AFCNA-241PE Topics in Africana Studies: ‘African Performance Aesthetics’
Fall. Credits: 4
This class explores African approaches to performance, premised on the interdisciplinarity of theatre in many African societies. We take our inspiration from centuries of apprentice-style artist training in some indigenous West African societies. The evolution of oral and popular performance traditions into literary theatre has also necessitated a similar trend in the training of the modern actor. The primary object of this class is to be able to embody a plethora of idiomatic expressions. Thus, we will move to the energy of the drums, we will train the ears to transmit the complex musicality of several sonic elements and raise our voices in song and apply them in scene explorations. Ultimately, we intend to unlock new ways of using our minds, bodies, and voices as conduits of exciting storytelling.
Crosslisted as: THEAT-215PE
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Ofori

AFCNA-241SA Topics in Africana Studies: ‘Slavery in the Americas’
Not Scheduled for This Year. Credits: 4
A course, organized topically rather than geographically or nationally, that offers a comparative analysis of African American slavery as a dominant social system in Brazil, the Caribbean, and the U.S. South. Topics include: why slavery?; sugar and slavery; historical demography; culture and the law; kinship and family; long-run economic development; patterns of race relations; master class and racist ideologies; resistance to slavery; and abolition and its aftermath. Readings include historical and anthropological studies, as well as a major documentary collection on slavery in Brazil.
Crosslisted as: LATAM-289, HIST-289
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

AFCNA-243 Rural Prosperity in the African Past
Not Scheduled for This Year. Credits: 4
This course seeks to understand what relationships engendered rural prosperity in African communities in the past, and what processes of change have led millions of rural people to abandon their homes and livelihoods to join flows of migrants to cities and other nations. We examine African patterns of production over the long term and the transformation of African agriculture in the last two centuries, considering famine, the social and political organization of access to productive resources, and the relationship of rural and urban communities. We ask how rural prosperity might be recreated in the 21st century.
Crosslisted as: HIST-243, ENVST-243
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson

AFCNA-250 African American Literature I
Not Scheduled for This Year. Credits: 4
African American literature, particularly in the early part of the formation of the United States, reflects the dichotomy between citizenship and American identity. This course will study the literary works of African Americans from the late-eighteenth century to 1865. Beginning with slave narratives and early poetry, we will consider issues of genre, literary tradition, and historical context while gaining experience in analyzing literary texts. Themes of alienation, communion, haunting, and upward mobility will be covered to illuminate the expansive world of early African American literature. Authors include: Harriet Jacobs, Frederick Douglass, David Walker, Phillis Wheatley, and William Wells Brown.
Crosslisted as: ENGL-250
Applies to requirement(s): Humanities; Multicultural Perspectives
The department
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English Department 1700-1900 requirement

AFCNA-251 Contemporary African American Literature II
Spring. Credits: 4
This course will examine African American literature and culture in the postwar period as American identities are coalescing around the concept of the US as a world power. Specifically, our task during the semester will be to discuss the myriad ways black authors and artists attempt to interrogate the structure of racial hegemony by creating poetry and prose meant to expand notions of culture and form. We will also examine music, visual art, and advertisements from this era to have a greater sense of the black experience through various cultural representations. Writers will include James Baldwin, Toni Morrison, Ralph Ellison, Michael S. Harper and bell hooks.
Crosslisted as: ENGL-251
Applies to requirement(s): Humanities; Multicultural Perspectives
K. J. Brown

AFCNA-282 African American History from Emancipation to Obama
Not Scheduled for This Year. Credits: 4
This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.
Crosslisted as: HIST-282
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan

AFCNA-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

AFCNA-301 The Abolition Movement
Not Scheduled for This Year. Credits: 4
This course will examine the maturation of North American slave regimes after the American Revolution and the diverse activities of people who worked to abolish slavery. The assorted motives of white opponents of slavery and the actions of both free and enslaved African Americans to achieve freedom will be highlighted. We will analyze the mechanics of biracial coalition building and assess the historical legacy of these activists for subsequent social movements.
Crosslisted as: HIST-301AB
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan
AFCNA-302 Urban Policy
Not Scheduled for This Year. Credits: 4
Gentrification, unemployment, crime, failing schools, disinvestment, mass incarceration—what comes to mind when you think of the inner city? In response to a constrained fiscal environment, cities have increasingly adopted neoliberal policy approaches to address seemingly intractable urban problems. The seminar will study current research to assess the political and economic impact of this neoliberal policy regime on housing, education, and public safety.
Crosslisted as: POLIT-302
Applies to requirement(s): Social Sciences; Multicultural Perspectives
P. Smith
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in the department.

AFCNA-308 Luminous Darkness: African American Social Thought After DuBois
Not Scheduled for This Year. Credits: 4
Examines the causes of and proposed solutions to 'the Negro problem' in post-Civil War American public policy. Focuses on the life, work, and legacies of DuBois. Drawing on domestic and diasporic fictional and nonfictional depictions of black life in the 'DuBoisian century' the course considers different responses to his 1903 question, 'How does it feel to be a problem?' Examining theories, arguments, movements and policies targeting blacks and their environment allows us to criticize black modernity, assess the changing role of black intellectuals in society, evaluate 'race theory' and consider dominant and marginal attempts to analyze and overcome the 'color line' in America.
Crosslisted as: CST-349LD
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Wilson
Instructor permission required.
Prereq: 8 credits in Africana Studies.

AFCNA-339 The Visual Culture of Protest
Not Scheduled for This Year. Credits: 4
This course examines social protests from the perspective of the visual. Examining cultural productions from 1948-2015 we will focus on the geographical specificity of planned and spontaneous protests that have mobilized people into action. We will use a black studies framework to engage the possibilities present in resisting disparate power structures of race, gender, sexuality, class, and region. Artists, musicians, activists, writers, and grassroots organizers of social movements have been ever cognizant of the role of the visual in subverting power structures. We will use this opportunity to place visual culture at the center of a conversation concerning resistance, human rights, political agency, citizenship, and freedom.
Crosslisted as: ENGL-339, CST-339
Applies to requirement(s): Humanities; Multicultural Perspectives
K. J. Brown
Prereq: ENGL-199/ENGL-200 or AFCNA-200.

AFCNA-341 Topics in Africana Studies

AFCNA-341AF Topics in Africana Studies: 'African American Spiritualities of Dissent'
Not Scheduled for This Year. Credits: 4
This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissentive qualities of selected African American activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, 'What is spirituality?'; 'What is dissent?'; and 'Has blackness required resistive spiritual communities?'
Crosslisted as: RELIG-331AF, CST-349AF
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

AFCNA-341AT Topics in Africana Studies: 'African Theatre'
Not Scheduled for This Year. Credits: 4
This course introduces the oral traditions, important playwrights, and aesthetic innovations in postcolonial literary theatre in some African societies. The oral theatre traditions of Africa are an example of the innate human quest to perform and will eventually be the basis for understanding some of the innovations made in African literary theatre. We shall also focus on writings by African writers and writers of African descent who deal with the post-colonial conditions of Black Africa and the African Diaspora. This class is designed to serve as a window into the continent of Africa: its people, its ideas, triumphs, struggles, and the complex histories emerging from its vastness and diversity.
Crosslisted as: THEAT-350AT
Applies to requirement(s): Humanities; Multicultural Perspectives
The department
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Theatre Arts or Africana Studies.

AFCNA-341EM Topics in Africana Studies: 'The Age of Emancipation'
Not Scheduled for This Year. Credits: 4
This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of the African Diaspora. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups—freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example—will be covered. African American viewpoints and histories will receive particular emphasis.
Crosslisted as: HIST-301EM
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Morgan
AFCNA-341FH Topics in Africana Studies: 'Food and Hunger in the Modern World'
Not Scheduled for This Year. Credits: 4
At a time when rapidly rising food prices are causing distress, starvation and food riots around the world, we will focus our enquiry on the creation of markets for food and the industrialization of agriculture. What changed when food became a commodity traded over long distances? What changed when food began to be produced using industrialized methods? What are the social consequences of these transformations? What was the role of colonial rule in the loss of food security in Africa? What factors explain famine, and people's responses to it? We will explore these questions globally, with a focus on Africa.
Crosslisted as: HIST-301FH
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
H. Hanson
Restrictions: Course limited to sophomores, juniors and seniors

AFCNA-341PW Topics in Africana Studies: 'Power and Exchange in the African Past'
Not Scheduled for This Year. Credits: 4
Did African nations become poorer in the 20th century because development initiatives were badly executed? inherently exploitative? ill-timed? Looking beyond the caricatures of evil colonial officers, lazy peasants, or greedy elites, who do we see engaged in productive activity and what are they doing? What concepts and categories illumine our understanding of their actions? How does a careful exploration of the nature of exchange and production in Africa revise our perception of the global economy in the present? We will explore three centuries of exchange in Africa and elsewhere: students may focus their research on
Crosslisted as: HIST-341PW
Applies to requirement(s): Humanities; Multicultural Perspectives
H. Hanson
Prereq: 8 credits of history or other significant preparatory coursework relevant to the topic.

AFCNA-341TM Topics in Africana Studies: 'Toni Morrison'
Fall. Credits: 4
This course will examine the work and the centralized black world of the last American Nobel laureate in literature, Toni Morrison. Morrison is the author of eleven novels and multiple other works, including nonfiction and criticism. In a career that has spanned over forty years and has informed countless artists and writers, Morrison's expansive cultural reach can hardly be measured accurately. In this course we will endeavor to critically analyze the arc and the import of many of Morrison's writings. Readings include: The Bluest Eye, Sula, Song of Solomon, Jazz, Playing in the Dark, Paradise, and A Mercy.
Crosslisted as: ENGL-350TM, GNDST-333TM
Applies to requirement(s): Humanities; Multicultural Perspectives
K. J. Brown
Prereq: ENGL-199.

AFCNA-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

Related Courses

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Anthropology

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Critical Social Thought

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CST-253 | Critical Race Theory | 4
CST-339 | The Visual Culture of Protest | 4
CST-349AF | Advanced Topics: 'African American Spiritualities of Dissent' | 4
CST-349LD | Advanced Topics: 'Luminous Darkness: African American Social Thought After DuBois' | 4

Dance

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<td>ENVST-243</td>
<td>Rural Prosperity in the African Past</td>
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<td>FLMST-370SE</td>
<td>Topics in National/Transnational Cinemas: 'A Rebel with a Camera: the Cinema of Ousmane Sembène'</td>
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<td>FREN-219</td>
<td>Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World</td>
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<td>FREN-341FS</td>
<td>Courses in Francophone Studies: 'Women and Writing in French-Speaking Africa'</td>
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<td>FREN-341HT</td>
<td>Courses in Francophone Studies: 'The Haitian Literary Tradition: Revolution, Diaspora, and Writing in French Now'</td>
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<td>Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'</td>
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<td>Women and Gender in History: 'African Women's Work'</td>
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<td>When People Met Power. Political Accountability in Africa Before 1750</td>
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<td>Introduction to Latin American Cultures</td>
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<td>History of Global Inequality</td>
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<td>Rural Prosperity in the African Past</td>
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<td>Black Abolitionists: American Revolution to Reconstruction</td>
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<td>Topics in North American History: 'African American Women and United States History'</td>
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<td>African American History, Precolonial to Emancipation</td>
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<td>African American History from Emancipation to Obama</td>
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<td>Topics in Latin American Studies: 'Afro-Latin America: From Slavery to Invisibility'</td>
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<td>Slavery in the Americas</td>
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<td>Colloquium: 'The Age of Emancipation'</td>
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<td>Afro-Latin America: From Slavery to Invisibility</td>
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<td>World Music</td>
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<td>African Opera in Theory and Practice</td>
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<td>Black Metropolis: From MLK to Obama</td>
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<td>Psychology of Racism</td>
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<td>Introduction to African Diaspora Religions</td>
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<td>RELIG-216</td>
<td>Whose Social Justice is it Anyway? Spirituality, Religion, and Civic Engagement</td>
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<td>Womanist Religious Thought</td>
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<td>Advanced Topics in Religion: 'African American Spiritualities of Dissent'</td>
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<td>Race in America: Inequality, Immigration, and Other Issues</td>
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<td>Special Topics in Sociology: 'Black Cultural Production and Consumption'</td>
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<td>SOCI-316RM</td>
<td>Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'</td>
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### Course Preview 2019-20 as of 03-22-19 - page 9

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<td>SPAN-230SP</td>
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<td>THEAT-350AT</td>
<td>Seminar: 'African Theatre'</td>
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ANTHRO-105 Introduction to Cultural Anthropology
Fall and Spring. Credits: 4
Introduces the analysis of cultural diversity, including concepts, methods, and purposes in interpreting social, economic, political, and belief systems found in human societies.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Morgan, J. Roth, W. Girard, P. Mangan
Restrictions: This course is limited to first-years, sophomores, and juniors

ANTHRO-204 Anthropology of Modern Japan
Not Scheduled for This Year. Credits: 4
Since the mid-nineteenth century, Americans have viewed Japan as the Orient's most exotic and mysterious recess, alternately enticing and frightening in its difference. Intense economic relations and cultural exchange between Japan and the U.S. have not dispelled the image of Japanese society and culture as fundamentally different from our own. In this course, we will strive for greater understanding of shared experiences as well as historical particularities. Issues covered may vary from one semester to another, but frequently focus on work, women, minorities, and popular culture. Films and anthropological works provide ethnographic examples of some key concepts.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
J. Roth

ANTHRO-212 Shopping and Swapping: Cultures of Consumption and Exchange
Not Scheduled for This Year. Credits: 4
We shop for our food, for our clothes, for our colleges. We purchase cars, manicures, and vacations. It seems that there is little that cannot be bought or sold. But we also give and receive gifts, exchange favors, 'go Dutch' in restaurants, and invite friends for potlucks. This course examines exchange systems cross-culturally, in order to understand their cultural significance and social consequences. It explores how our own commodity exchange system, which appears to be no more than an efficient means of distributing goods and services, in fact contains intriguing symbolic dimensions similar to the gift exchange systems of Native North America, Melanesia, and Africa.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
J. Roth
Prereq: ANTHR-105.

ANTHRO-216AF Special Topics in Anthropology: 'Archaeology of Food'
Not Scheduled for This Year. Credits: 4
This course explores the study of ancient foodways with a focus on how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution" in a variety of regions. The second half explores a number of themes within the archaeology of food that investigate the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.
Applies to requirement(s): Social Sciences
E. Klarich
Prereq: ANTHR-105.

ANTHRO-216AU Special Topics in Anthropology: 'Peoples and Cultures of Indigenous Australia'
Not Scheduled for This Year. Credits: 4
Indigenous peoples of Australia have long been objects of interest and imagination by outsiders—for their ceremonial practices, social structures, religious forms, aesthetic expressions, and relationships to land. This course will explore how Aboriginal peoples have struggled to reproduce and represent themselves and their lifeways on their own terms—via visual media (pigment designs on bark, acrylic paintings on canvas); performances (cultural festivals, plays, other forms); archival interventions (photographic, textual, digital); museum exhibition; and various textual genres (autobiography, fiction, poetry). We will examine "traditional" and "contemporary" productions as all part of culture and culture-making in the present, emphasizing that this is ongoing and intercultural work.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Thorner
Prereq: ANTHR-105.

ANTHRO-216CA Special Topics in Anthropology: 'Collecting the Past: Art and Artifacts of the Ancient Americas'
Fall. Credits: 4
Early European explorers, modern travelers, collectors, curators, and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities, and international law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery collections from the Mount Holyoke Art Museum.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
E. Klarich
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: One course in archaeology, anthropology, history of Latin America, museum studies, or art history.
ANTHR-216PY Special Topics in Anthropology: 'Anthropology of Play'
Spring. Credits: 4
We associate play with childhood, a time of spontaneous and creative activity, in contrast to the boring routine of adult responsibilities. And yet play is more than just fun and games. It is through play that children develop lasting cognitive and social skills. For adults too, there can be serious play – play that has real consequence – play that shapes the intimate lives of individuals, as well as entire social formations. In this course, we will explore play cross-culturally, from the Balinese cockfight to American football, from gambling to roll playing. We will design games based on the anthropological readings in order to appreciate the game-like qualities of many domains of life.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
J. Roth
Prereq: ANTHR-105.

ANTHR-216RK Special Topics in Anthropology: 'Risk'
Not Scheduled for This Year. Credits: 4
People in all societies face uncertainty. Dangers, many of our own making, confront us at every turn - in the form of global warming, market collapses, tainted food, epidemics, and accidents at work and on roads. Terrorist attacks and crime have led to the increased control of urban public spaces. Modern institutions and technologies of risk (probability, insurance, audits, sundry regulation) strive to tame chance, to make it manageable, and even potentially profitable, and have contributed to emergent cultures of risk. In this course, we will examine these technologies of risk and associated cultural forms, in relation to other means by which people have dealt with uncertainty in the past.
Applies to requirement(s): Social Sciences
J. Roth
Prereq: ANTHR-105.

ANTHR-221 Anthropology of Media
Fall. Credits: 4
This course critically examines how media make a difference in diverse peoples' lives. How are media produced, circulated, and consumed? Together, we will explore the material forms through which subjectivities, collectivities, and histories are produced; and the social practices of constructing and contesting national identities, forging alternative political visions, transforming religious practice, and producing new relationships. In this 21st century, media are not just indispensable to what is known, but also, to how we know. Case studies will include film, TV, photography, art, archives, journalism, and digital platforms; ethnographic examples will be drawn from around the world.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
S. Thorner
Prereq: ANTHR-105.

ANTHR-230 Language in Culture and Society
Not Scheduled for This Year. Credits: 4
Language is integral to human experiences across cultures. Interpersonal communication holds social worlds together, lending them significance. This course examines language as a complex, embodied field of cultural practice and performance. It bridges core concepts within linguistic anthropology and semiotics – such as relativity, indexicality, performance, and language ideology – with critical analyses of social fields including race, gender, and sexuality. Illustrative examples are drawn from Western and non-Western societies.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
M. Watson
Prereq: ANTHR-105.
ANTHR-235 Development of Anthropological Thought
Spring. Credits: 4
This course will review the key issues and paradigm shifts in the development of anthropology from its foundations in classical thought through its emergence as an independent discipline to its coming-of-age in the 1960s. The readings will include works from the American, British, and Continental traditions.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
M. Watson
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 8 credits in Anthropology.

ANTHR-240 Medical Anthropology
Fall. Credits: 4
This course provides an introduction to medical anthropology. Core topics will include the culture of medicine, the interaction of biology and society, the experience of illness, caregiving, addiction, violence, and humanitarian intervention. We will explore how ethnographic research and social theory can enrich understanding of illness and care, raising issues for and about medicine and public health often left out of other disciplinary approaches. Throughout, we will emphasize the vantage point of the local worlds in which people experience, narrate, and respond to illness and suffering; and the ways in which large-scale forces contribute to such local experience. Biocultural aspects of disease and healing are examined through case studies of nonindustrialized societies, including the relationship between malaria and sickle cell anemia in West Africa and ritual cannibalism, AIDS, and a degenerative nervous-system disorder (kuru) in highland New Guinea. This course surveys the cultural construction of suffering and healing, the medicalization of human social problems, and inequities in the distribution of disease and therapy.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Morgan
Prereq: ANTHR-105.

ANTHR-245 Global Health and Humanitarianism
Spring. Credits: 4
This course examines global health disparities and the unequal distribution of disease, focusing on the health consequences of poverty, structural violence, and globalization. In addition, we critically examine the foundations of global humanitarianism and the complexities, constraints, and prospects for working collaboratively across borders to resolve global health problems. Readings will address how global health is constructed and represented, and why humanitarian endeavors (charitable, philanthropic, NGO, religious, etc.) have emerged as the preferred manner of addressing global health problems in the contemporary era.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Morgan
Prereq: ANTHR-105.

ANTHR-246 Magic, Witchcraft, and Religion
Not Scheduled for This Year. Credits: 4
Religion counts among anthropology's most central and enduring areas of interest. This course traces a history of anthropological attention to belief and ritual from the nineteenth century to the present. We will read classic and contemporary ethnographic studies of religious systems, covering topics that include spirits and animism, totemism, magic, witchcraft, mythology, taboo, sacrilege, orthodoxy and orthopraxy, religion and modernity, and secularism. The course will scrutinize "religion" itself as a cultural and analytical category, and it will question how an anthropological perspective alters perceptions of the global politics of religion today.
Crosslisted as: RELIG-225MG
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
M. Watson
Prereq: ANTHR-105.

ANTHR-275 Research Methods in Cultural Anthropology
Spring. Credits: 4
This course examines anthropological fieldwork techniques, including interviewing and participant observation, as well as qualitative approaches to the analysis of cultural data. Topics include cross-cultural field techniques, research design, ethical dilemmas, and the difference between academic and applied research. Research projects are an integral part of this course.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
E. Babül
Restrictions: This course is limited to Anthropology majors.
Coreq: ANTHR-275L.

ANTHR-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

ANTHR-306 Anthropology of Reproduction
Spring. Credits: 4
This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of procreation and parenthood, fertility control and abortion, crosscultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.
Crosslisted as: GNDST-333AR
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Morgan
Prereq: 8 credits in Anthropology or Gender Studies.
ANTHR-316 Special Topics in Anthropology

ANTHR-316EG Special Topics in Anthropology: 'Eggs and Embryos: Innovations in Reproductive and Genetic Technologies'
**Fall. Credits: 4**
This seminar will focus on emerging innovations in the development, use and governance of reproductive and genetic technologies (RGTs). How do novel developments at the interface of fertility treatment and biomedical research raise both new and enduring questions about the 'naturalness' of procreation, the politics of queer families, the im/possibilities of disabilities, and transnational citizenship? Who has a say in what can be done and for which purposes? We will engage with ethnographic texts, documentaries, policy statements, citizen science activist projects, and social media in order to closely explore the diversity of perspectives in this field.
Crosslisted as: GNDST-333EG
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 8 credits in gender studies or anthropology.

ANTHR-316LA Special Topics in Anthropology: 'Race and Religion in Latin America'
**Spring. Credits: 4**
The course will begin with an investigation of the proto-racial and religious categories through which Europeans in the early modern era understood human difference. From there, we will trace how these notions were re-conceptualized in the centuries following the encounter between Europeans, Africans, and the Indigenous Peoples of the Americas. As we examine this history -- including the emergence of slavery, eugenics, mestizaje, and Liberation Theology -- we will pay particular attention to how interwoven racial and religious hierarchies were both constructed and resisted. The final section of the course will concentrate on the contemporary entanglements of race and religion in the region.
Crosslisted as: RELIG-331LA
Applies to requirement(s): Social Sciences; Multicultural Perspectives
W. Girard
Prereq: 8 credits in Anthropology.

ANTHR-316LW Special Topics in Anthropology: 'Ethnographies of Law'
**Not Scheduled for This Year. Credits: 4**
This seminar focuses on the anthropological study of the legal field. The class will begin with a survey of some classical texts that underpin the legal thought in the modern era. We will then see how anthropologists contributed to the study of law by conceptualizing it as part of larger socio-political processes and as a field that includes social relations, processes, and practices. The students will learn how some key legal issues such as dispute management, decision making, and reconciliation are actualized in diverse cultural and social settings, to think critically and evaluate legal processes in a multicultural setting and in plural societies.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
E. Babül
Prereq: 8 credits in Anthropology.

ANTHR-316ME Special Topics in Anthropology: 'Anthropology of the Political in the Contemporary Middle East'
**Not Scheduled for This Year. Credits: 4**
This seminar focuses on anthropological studies of how power - both in its open and hidden forms - manifests itself and shapes everyday life in the contemporary Middle East. It explores how authority is established and contested in various domains including bureaucracy and the state; sexuality and the family; religion and civil society; markets and the media. We will trace how experiences of colonization, imperialism, modernization, nationalism, capitalism, occupation, war and revolt mold the conditions of living for peoples of the Middle East. We will also examine how specific forms of knowledge production attribute coherence to the region, allowing its imagination as an object of intervention in the name of development and security.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
E. Babül
Prereq: 8 credits in Anthropology.

ANTHR-316MU Special Topics in Anthropology: 'Anthropology in/of Museums'
**Not Scheduled for This Year. Credits: 4**
What is a museum, and how is it relevant to all of our lives? This course considers "the museum" as an object of ethnographic inquiry, examining it as a cultural institution perpetually under negotiation and reconfiguration. We reflect on how museum principles of classification, practices of collection and exhibition, and the uptake of digital technologies are central to what and how we know. We investigate and analyze museums as social actors in anthropological debates on power, representation, materiality, value, authenticity, state-making, Indigenous sovereignty, and the preservation and activation of contemporary cultures. The museum is never simply a repository of artifacts, artworks, histories, or scientific inventions, but also a site of tremendous creativity and a field of complex social relations.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Thorner
Prereq: 4 credits in Anthropology.

ANTHR-316RK Special Topics in Anthropology: 'Risk'
**Not Scheduled for This Year. Credits: 4**
We live in an age of uncertainty. Dangers, many of our own making, confront us at every turn - in the form of global warming, market collapses, tainted food, epidemics, and accidents at work and on roads. Terrorist attacks and crime have led to the increased control of urban public spaces. Modern institutions and technologies of risk (probability, insurance, audits, sundry regulation) strive to tame chance, to make it manageable, and even potentially profitable, and have contributed to emergent cultures of risk. In this course, we examine these technologies of risk and associated cultural forms, in relation to other means by which people have dealt with uncertainty in the past.
Applies to requirement(s): Social Sciences
J. Roth
Prereq: 4 credits in Anthropology.
ANTHR-316SE Special Topics in Anthropology: 'Anthropology of Secularism'
*Fall. Credits: 4*
What is secularism? For many of us, the answer is obvious: the world without religious belief, or the separation of church and state, or even the "really real" world. In recent years, scholars in number fields have begun to question these common sense notions about secularism. In this course, we will investigate this rapidly expanding literature and the critical lines of inquiry it has opened up: Under what specific cultural and historic conditions did secularism first emerge? Is secularism experienced today in the same way throughout the world? If not, how do they vary? What ways of being and living does secularism encourage or allow to flourish? Which does it stunt, block, or prohibit?
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*
W. Girard
*Prereq: 8 credits in Anthropology.*

ANTHR-316SP Special Topics in Anthropology: 'Space, Place, and Wayfinding'
*Not Scheduled for This Year. Credits: 4*
What makes a home feel like home? What makes a neighborhood feel alive and vibrant? Architects and urban planners develop elaborate designs meant for specific kinds of human uses, and yet we find that people often use spaces for purposes quite different from those that planners intended. In this course, we will explore the ways in which people dwell in the abstract spaces of planners, turning them into inhabited places. We will also explore the ways that people navigate through and between these spaces that have been compartmentalized into politically and socially bounded units. A variety of theoretical perspectives will be applied in diverse cultural cases to better understand the ways in which peoples inhabit the world.
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*
J. Roth
*Prereq: 4 credits in Anthropology department.*

ANTHR-316WC Special Topics in Anthropology: 'Writing Capitalism's Ruins'
*Not Scheduled for This Year. Credits: 4*
There's a low buzz; we feel nervous. Is this capitalism's end? Have zombie silhouettes hit the horizon yet? Keep checking. Anthropology narrates collective feelings, gives form to the ambience. But what's the ambience of late industrialism; what's it feel like to collapse? As we watch factory buildings crumble, we wonder whether the tap water's clean. The question of how to write the world (anthropologically-speaking) must also be a question of how to survive, thrive, and even flourish. Archaeologists have long explored decadence, collapse, and ruins. Cultural anthropologists now find themselves in the archaeologists' shoes. Drawing from archaeology, cultural anthropology, ecology, and literary theory, this course will be an open-ended, writing-oriented examination of contemporary experiences of ruins and ruination. One area of focus is the effects of capitalism and post-industrialism on people of color and non-English speakers in North America.
*Crosslisted as: CST-349WC*
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*
M. Watson
*Prereq: ANTHR-105.*

ANTHR-342 Science as Culture
*Not Scheduled for This Year. Credits: 4*
What is science? The progressive discovery of Nature's laws? The process of honing claims about the universe? Is science the act of postulating and testing hypotheses? Or is it tinkering, experimentation? This course offers an advanced introduction to cultural and anthropological studies of science. Through careful readings of work in areas such as the sociology of scientific knowledge, actor-network theory, feminist science studies, and affect theory, we will explore the sciences as complex systems of cultural production. The course will culminate in a series of critical ethnographic studies of how the sciences shape concepts and experiences of race, the body, gender, and sexuality.
*Applies to requirement(s): Social Sciences; Multicultural Perspectives Other Attribute(s): Writing-Intensive*
M. Watson
*Prereq: 8 credits in the department.*

ANTHR-350 Issues in Contemporary Anthropological Theory
*Spring. Credits: 4*
This course explores the major theoretical frameworks developed and debated by anthropologists of the past two decades. It covers core issues in anthropological epistemology, the relationship of ethnography to social and cultural theory, trends in anthropological analysis, and the place of anthropological theory in broader academic and public discourses.
*Applies to requirement(s): Social Sciences; Multicultural Perspectives Other Attribute(s): Speaking-Intensive, Writing-Intensive*
M. Watson
*Restrictions: This course is limited to seniors. Prereq: 8 credits in Anthropology.*

ANTHR-352 Digital Cultures
*Fall. Credits: 4*
In the last decades, digital media have become integral to our quotidian lives as well as to myriad translocal processes. "New" technologies are hailed in celebratory narratives of democratization and participation, access and innovation, enchantment and possibility; and newly-available gadgets, devices, and platforms are taken up with great speed and facility. This course is designed to ethnographically explore "the digital," as both a site and subject of scholarly inquiry, in which we think through how this form is shifting the ways in which we know ourselves, our social networks, our bodies, and the dynamic cultural and political contexts in which we live.
*Applies to requirement(s): Social Sciences*
S. Thorner
*Prereq: 8 credits in the department.*

ANTHR-395 Independent Study
*Fall and Spring. Credits: 1 - 8*
The department
*Instructor permission required.*
ARCHITECTURAL STUDIES (ARCH)

ARCH Courses

ARCH-203 Scene Design
Fall. Credits: 4
An introduction to the art and work of the set designer in the performing arts. Students will learn how a designer approaches a script, how this work impacts a production, and what means are used in the execution of the process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussion, renderings, models, and some hand drafting.
Crosslisted as: THEAT-222
Applies to requirement(s): Humanities
V. James
Notes: lab; $50 materials fee. Any additional design supplies and materials are the responsibility of the student.

ARCH-205 Introduction to Architecture

ARCH-205AD Introduction to Architecture: 'Design'
Spring. Credits: 4
This studio course introduces a series of design investigations around particular themes and approaches to architecture and the built environment. Students will develop visual communication and architectural design skills (sketches, plans, elevations, sections, projected drawings and model making) to tackle interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural and design issues involving site, inhabitation, function, form, materiality, light and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.
Applies to requirement(s): Humanities
N. Darling
Advisory: One semester of design or drawing is recommended
Notes: Students enrolled in this course will be responsible for some of the cost of materials.

ARCH-225 Intermediate Studies in Architectural Design

ARCH-225ED Intermediate Studies in Architecture: 'Environmental Principles'
Fall. Credits: 4
This hybrid studio addresses human comfort with lectures and problem work sessions integrated with design projects. We start with an in-depth study of the world’s climate regions, the sun, and the earth’s tilt and spin. Primary methods of heat transfer are investigated as students research two architectural solutions (vernacular and contemporary) within each climate. Using daylight, the sun’s movement, and sun-path diagrams students will design, draw and build a functioning solar clock. Issues in day-lighting and thermal comfort will then drive an extended design problem. Students will be asked to solve numerical problems and present design solutions using both drawings and models.
Applies to requirement(s): Humanities
N. Darling
Prereq: ARCH-205
Advisory: Knowledge of algebra and trigonometry. A digital design studio is recommended.
Notes: Students enrolled in this course will be responsible for some of the cost of materials.

ARCH-280 Topics in Architectural Studies

ARCH-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required

ARCH-305 Advanced Topics in Architecture

ARCH-305CS Advanced Topics in Architecture: 'Capstone Studio'
Not Scheduled for This Year. Credits: 4
This studio provides a structured creative environment for students to explore and design in both an individual and collaborative setting. Students develop their own individual design projects, identifying their approach, then executing their creative acts throughout the semester. This course is highly interdisciplinary in nature, yet designed for students developing projects in various areas of architecture and design, environmental studies, and urban planning. Discussion and writing are integral to this studio. The semester culminates in a collective exhibition. Students must have an individual project in mind or in progress at the start of the term.
Applies to requirement(s): Humanities
N. Darling
Notes: A considerable amount of self-directed work outside of class hours is expected from students.

ARCH-311 Design-Build Studio
Fall. Credits: 4
The rise of digital fabrication processes has blurred the traditional division of labor enabling architects and designers not only to draw but to also fabricate projects, often using the very same programs. Following the rise in CAD/CAM has been a burgeoning Maker movement as more and more individuals have rediscovered the joys (and sometimes frustrations) of realizing projects within a collaborative environment. This class will introduce students to both traditional and digital making through a series of exercises that will enable students to realize projects using the facilities of the Fimbel Lab.
Applies to requirement(s): Humanities
N. Darling
Instructor permission required.
Prereq: ARCH-205, and Digital Design Studio at Hampshire College or Smith College.
Notes: Non-architectural studies majors can take this course at the 200 level without the background in architectural representation with instructor permission.

ARCH-395 Independent Study

ARCH-395P Independent Study with Practicum
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

Related Courses

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

Current courses in architectural studies are offered throughout the Five Colleges. Check listings in the Five College course schedule (https://www.fivecolleges.edu/academics/courses):

- Amherst College: Department of Art and the History of Art
- Hampshire College: Humanities, Arts, and Cultural Studies (HACU), Lemelson Center (HCLC)
- Smith College: Department of Art, Landscape Studies Program
ART HISTORY (ARTH)

ARTH-100 Image and Environment

ARTH-100PW Image and Environment: ‘The Power of Images’

Not Scheduled for This Year. Credits: 4
Bombarded daily by thousands of images, we often lack sufficient visual literacy to understand fully how they shape our reality. The course explores roles that images have played in earlier cultures and in our own, how people view, analyze, and articulate their understanding of the visual world. Topics include living statues, votive offerings, voodoo figures, relics, idolatry, iconoclasm, propaganda, and censorship.

Applies to requirement(s): Humanities
B. Bergmann

ARTH-100SE Image and Environment: ‘Ways of Seeing’

Fall. Credits: 4
This course explores how artists, images, and objects have sparked revolution, defined identity, changed how people think and act, reflected and made history. We will examine moments of major change in the arts through close attention to specific themes, individuals, and works from the last seven centuries. The goal is not a fact-filled, comprehensive, strictly chronological overview, but rather an understanding of the ways in which the western visual legacy has profoundly shaped how we see the world around us.

Applies to requirement(s): Humanities
J. Maier

ARTH-100WA Image and Environment: ‘Western Art: 1400-2000’

Fall. Credits: 4
An introduction to painting, sculpture, and architecture in Europe and America from the Renaissance to the present. Classes are organized around five focused topics: Renaissance Florence; the artist in the seventeenth century; art and revolution; nineteenth-century realism and abstraction. Lectures will be complimented by class discussion.

Applies to requirement(s): Humanities
P. Staiti

ARTH-101 The Built Environment

Spring. Credits: 4
This course surveys architecture from the ancient world to the present as both a functional response to human activity and as a medium that expresses cultural values. In the service of domestic life, religious ritual, political agendas, commerce, and leisure, architecture reflects and shapes the natural environment, technology, economics, and aesthetic taste. While the history of Western architecture constitutes the primary touchstone, we will pursue themes that include buildings, cities, and sites from around the world.

Applies to requirement(s): Humanities
J. Maier

ARTH-105 Arts of Asia

Fall. Credits: 4
This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.

Applies to requirement(s): Humanities; Multicultural Perspectives
A. Sinha

ARTH-202 Talking Pictures: An Introduction to Film

Spring. Credits: 4
Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: Battleship Potemkin, Citizen Kane, Contempt, The Bicycle Thief, Ugetsu, Rear Window, Woman in the Dunes, The Marriage of Maria Braun, Days of Heaven, and Moulin Rouge.

Crosslisted as: FLMST-202
Applies to requirement(s): Humanities
P. Staiti

ARTH-216 Empire: The Visual World of Ancient Rome

Not Scheduled for This Year. Credits: 4
At its height, the Roman Empire spanned a vast area, from modern Scotland to Libya and Iraq. Within that territory lived peoples of multiple races, languages, and religions. The course explores the art and architecture created in this global culture from its beginning in 30 BCE to the dedication of the first Christian capital, Constantinople, in 330 CE. Subjects include the arts of engineering and city planning, public propaganda, arena spectacles, homes of life and the afterlife, and mystery religions.

Applies to requirement(s): Humanities
B. Bergmann

Restrictions: Course limited to sophomores, juniors and seniors

ARTH-222 Age of the Cathedrals: Gothic Art in Europe, 1100-1500

Fall. Credits: 4
A historical survey of medieval architecture, monumental sculpture, and painting of France, England, Germany, and Italy. The course concentrates on the great church as a multimedia environment and on the religious, political and social roles of art in society.

Applies to requirement(s): Humanities
M. Davis

Restrictions: Course limited to sophomores, juniors and seniors

ARTH-230 Italian Renaissance Art

Not Scheduled for This Year. Credits: 4
This survey outlines the arts in Italy from the late thirteenth to sixteenth centuries, a time of major cultural transformation. To trace these developments, we will take a geographic approach, focusing on cities and societies in order to understand the diverse social networks that linked artists like Leonardo da Vinci and Michelangelo with their publics. We will also address themes such as the role of women in the arts as both patrons and producers; the rise of print; and the expanding networks of cross-cultural contact that linked Italian cities like Florence, Rome, and Venice to places throughout western Europe and beyond.

Applies to requirement(s): Humanities
J. Maier

Restrictions: Course limited to sophomores, juniors and seniors
ARTH-231 Northern Renaissance Art
Not Scheduled for This Year. Credits: 4
This course covers the arts in Northern Europe during a time of upheaval. We will look at developments in panel painting, manuscript illumination, printmaking, and sculpture from the fourteenth to sixteenth centuries--examining shifting patterns of patronage and production along with shifting styles, techniques, and media. We will consider major artists like Jan van Eyck, Albrecht Durer, and Pieter Bruegel, as well as seismic cultural shifts such as the print revolution, the emergence of the woman artist, the Reformation, and the origins of the art market.
Applies to requirement(s): Humanities
J. Maier
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-233 Renaissance and Baroque Architecture in Italy
Fall. Credits: 4
This course focuses on architecture in Italy--including churches, palaces, villas, and urban planning--from the 1400s to the 1600s. In this period, architects took their cues from the classical tradition even as they carved out their own territory, developing new techniques and perfecting old ones to realize their designs. We will trace shifting architectural practice through key figures from Brunelleschi to Bernini, and through the lens of larger cultural forces. We will also examine buildings in light of the painted and sculpted decorative programs that were often integral to their overall effect.
Applies to requirement(s): Humanities
J. Maier
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: First-year students may seek permission if they have 4 credits in Art History.

ARTH-241 Nineteenth-Century European Art: Neoclassicism to Impressionism
Fall. Credits: 4
This course will survey art in Europe from the French Revolutionary era to the last quarter of the nineteenth century -- or, in the language of art history, from the neo-classical painters (David and his atelier) to the great painters of modern life in Paris (Manet and his followers). This chronology represents one of the most important transformations in the history of art: the origins and early development of what we today call "modern art." We will spend considerable time tracing this difficult passage, pausing here and there to readjust ourselves to the shifting language of art and to orient art's relationship to the modern public.
Applies to requirement(s): Humanities
A. Lee
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-243 Architecture 1890-1990
ARTH-243AR Architecture 1890-1990: 'Building the Modern Environment'
Fall. Credits: 4
An exploration of major movements and personalities in architecture from the late nineteenth century to the present. Emphasizing the United States against the background of European developments, the course considers the search by architects, including Frank Lloyd Wright, Le Corbusier, and Frank Gehry, for a language of form and space that captures the contemporary spirit as it elevates society to a higher plane of existence. Discussion focuses on issues of technology and utopia, the skyscraper, and the collision of tradition, modernity, and postmodernity in architecture since 1945.
Applies to requirement(s): Humanities
M. Davis
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-244 Global Modernism
Not Scheduled for This Year. Credits: 4
This course examines the great ruptures in late 19th and early 20th century art that today we call modernist. It relates aspects of that art to the equally great transformations outside the studio: political revolution, the rise and consolidation of industrial capitalism, colonization and its discontents, and world war. It compares different kinds of modernisms, including those in Austria, France, Germany, Mexico, Spain and Russia.
Applies to requirement(s): Humanities
A. Lee
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-245 Art of Cold War Modernity
Spring. Credits: 4
This course traces the different paths of painting, sculpture, and mixed media in the United States and, to a lesser extent, Western Europe between 1945 and 1989 -- that is, between the end of World War II and the fall of the Berlin Wall. We will begin with both the "climax" and "crisis" of modernism in midcentury and the movements and works that the crisis spawned. In the second half of the course, we will follow art's relationship to a variety of postmodern subjects and debates. Throughout, we will measure the effects of geopolitical tensions on the visual arts. On a weekly basis, we will read a wide range of primary and secondary sources, with essays by art historians, critics, and artists. Overall, we will try to understand ambitious art's relationship with key social, political, and cultural developments during an intense four decades of worldwide change and uncertainty.
Applies to requirement(s): Humanities
A. Lee
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-250 American Art
Spring. Credits: 4
A survey of painting and sculpture, this course introduces students to the work of individual artists. Classes also develop ways of looking at and thinking about art as the material expression of American social, political, and cultural ideas, including the depictions of nature, race, revolution, and country life. The course focuses on 'American Masters': Copley, Stuart, Cole, Church, Eakins, Homer, Sargent, Whistler, and Cassatt are some of the key artists.
Applies to requirement(s): Humanities
P. Staiti
Restrictions: Course limited to sophomores, juniors and seniors
ARTH-261 Arts of China  
Not Scheduled for This Year. Credits: 4  
This course will survey arts of China from the neolithic period to the twentieth century. Class lectures will analyze ceramics, bronze vessels, sculpture, architecture, calligraphy, and painting in relation to various religious ideas and political formations that took place in China’s long history.  
Applies to requirement(s): Humanities; Multicultural Perspectives  
A. Sinha  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-265 Arts of India  
Spring. Credits: 4  
The multicultural course will survey architecture, sculpture, painting, and other arts of India from the earliest times to the twenty-first century. Students will explore the various arts as material expressions of a relationship between religious beliefs, geography and cultural conditions of the subcontinent of India in different historical periods. Class sessions will also provide opportunities for an examination of cross-cultural issues relating to the study of non-Western art in a Western academic discipline. Students will develop strategies for visual analysis and critical thinking through written assignments, class discussions, and close reading of scholarly articles.  
Applies to requirement(s): Humanities; Multicultural Perspectives  
A. Sinha  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-271 Arts of Islam: Book, Mosque, and Palace  
Not Scheduled for This Year. Credits: 4  
Through investigation of major works produced in the Muslim world between the seventh and seventeenth centuries from Spain to India, this course explores the ways in which art and architecture were used to embody the faith, accommodate its particular needs, and express the power of its rulers. Topics include the calligraphy of the Qur’an, illustrated literature, the architecture of the mosque, and the aristocratic palace.  
Applies to requirement(s): Humanities; Multicultural Perspectives  
M. Davis  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-290 Issues in Art History  
Not Scheduled for This Year. Credits: 4  
The course treats the themes, techniques, and contexts of painting and mosaic in the ancient Mediterranean. From Bronze Age palaces to early Byzantine churches, surfaces were embellished with frescoes, pebbles, glass and jewels. These might be rendered in complex geometric shapes or with mythological scenes. Portable vases displayed elegantly drawn figures. We will examine the unique effects of each medium by working with original objects in the Mount Holyoke College Art Museum.  
Applies to requirement(s): Humanities  
B. Bergmann  
Restrictions: Course limited to sophomores, juniors and seniors  
Advisory: Some exposure to the classical world of Greece and Rome or art history.

Spring. Credits: 4  
Indian popular film, known commonly as Bollywood, is usually understood to have weak storylines interrupted with overblown cinematic spectacles and distracting dance numbers. The course explores the narrative and visual structure of Bollywood for what scholar Lalitha Gopalan has called a “constellation of interruptions.” We will analyze a selection of films closely, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers. We will learn to develop provocative historical and theoretical approaches to Indian films both, as a vibrant cultural form as well as intelligent filmmaking that challenges us and contributes to our understanding of world cinema.  
Crosslisted as: FLMST-270BC  
Applies to requirement(s): Humanities; Multicultural Perspectives  
A. Sinha

ARTH-290CM Issues in Art History: ‘Classical Myth in Ancient Art’  
Not Scheduled for This Year. Credits: 4  
The aim of the course is to acquaint students with the stories of gods and mortals represented in Greek and Roman art. We will examine visual modes of storytelling in sculpture, mosaic, fresco, lamps, and gems. In which contexts did such stories appear, why, and what do we know about their reception among ancient viewers?  
Applies to requirement(s): Humanities; Multicultural Perspectives  
B. Bergmann  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-290CR Issues in Art History: ‘The City of Rome From Romulus to Constantine’  
Not Scheduled for This Year. Credits: 4  
A detailed survey of the archaeology of the city of Rome from its origin in the early Iron Age to the beginning of the fourth century CE. The principal monuments and architectural development of the ancient city will be discussed against a broader cultural and historical background, with an emphasis on the powerful families and individuals responsible for the shaping of the urban landscape, and the specific social and political circumstances that gave the monuments meaning.  
Crosslisted as: CLASS-230  
Applies to requirement(s): Humanities  
M. Landon  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-290AP Issues in Art History: ‘Ancient Painting and Mosaic’  
Not Scheduled for This Year. Credits: 4  
The course treats the themes, techniques, and contexts of painting and mosaic in the ancient Mediterranean. From Bronze Age palaces to early Byzantine churches, surfaces were embellished with frescoes, pebbles, glass and jewels. These might be rendered in complex geometric shapes or with mythological scenes. Portable vases displayed elegantly drawn figures. We will examine the unique effects of each medium by working with original objects in the Mount Holyoke College Art Museum.  
Applies to requirement(s): Humanities  
B. Bergmann  
Restrictions: Course limited to sophomores, juniors and seniors  
Advisory: Some exposure to the classical world of Greece and Rome or art history.

ARTH-290FM Issues in Art History: ‘American Films That Matter’  
Not Scheduled for This Year. Credits: 4  
Certain American films stand out as works of art by combining strong narrative structure with striking visual presence. Ten of those films, from the silent era to the present, will be studied. In addition to weekly discussion, students will be responsible for analyzing opening sequences. Among the films to be considered are: The Grapes of Wrath, It’s a Wonderful Life, Sunset Boulevard, Touch of Evil, Vertigo, Chinatown, Blade Runner, Do the Right Thing, and Beasts of the Southern Wild.  
Crosslisted as: FLMST-270FM  
Applies to requirement(s): Humanities  
P. Staiti  
Restrictions: Course limited to sophomores, juniors and seniors  
Prereq: A previous Film Studies course.
**ARTH-290MU Issues in Art History: 'Museumized The History, Ethics, and Workings of Art Museums'**
*Not Scheduled for This Year. Credits: 4*
This course will look at the history, theory and practice of art museums as well as the numerous issues they face today. Students will be introduced to issues such as community access, cultural ownership, and repatriation. We will consider the biases that are present in any exhibition through the work of artists such as Andrea Fraser and Fred Wilson. Through hands on projects and field trips students will gain valuable insight and experience in the museum field. The class will give an idea of the variety of careers available in the art world and help students become critical viewers of exhibitions.
*Applies to requirement(s): Humanities*
K. Martineau
*Restrictions: Course limited to sophomores, juniors and seniors*

**ARTH-290NE Issues in Art History: 'Nature and Environment in the Ancient World'**
*Spring. Credits: 4*
The course examines landscape design and images of nature in ancient societies, including not only Egypt, Greece, and Rome, but cultures along the Silk Road. How was the natural world conceived, and what roles did it play in religion, politics, and social life? The historical meanings of landscape provide a basis for discussing current issues of technology, tourism, and climate change. The course emphasizes looking and describing, as we move between the classroom, museums, and the outdoors.
*Applies to requirement(s): Humanities*
B. Bergmann

**ARTH-290PM Issues in Art History: 'Pompeii'**
*Fall. Credits: 4*
Buried in the volcanic eruption of 79 CE, Pompeii provides an astounding level of preservation of temples, baths, houses, shops, theaters, and streets and the arts that embellished them: fresco, mosaic, sculpture, and gardens. The rediscovery of the ancient site since the eighteenth century had a significant impact upon European art and literature. The course examines the surviving environment and artifacts created in the late republic and early empire. It also considers the history of archaeological and art historical methods, and the romantic visions of Pompeii in art, theatre, and film up to the present.
*Applies to requirement(s): Humanities*
B. Bergmann
*Advisory: Some exposure to the classical world of Greece and Rome or art history*

**ARTH-290TH Issues in Art History: 'The City of Athens from Theseus to Alaric'**
*Not Scheduled for This Year. Credits: 4*
A detailed survey of the principal surviving monuments and the overall architectural development of the city of Athens from its origins in the Bronze Age to the end of the 4th century C.E. The archaeological evidence will be discussed against a broader cultural and historical background, with an emphasis on the specific people and events that helped to shape the city and the general social and political circumstances that gave the monuments meaning.
*Crosslisted as: CLASS-231*
*Applies to requirement(s): Humanities*
M. Landon

**ARTH-295 Independent Study**
*Fall and Spring. Credits: 1 - 4*
The department
*Instructor permission required.*

**ARTH-300 Seminar**

**ARTH-300CR Seminar: 'Critical Approaches to Art Historical Study'**
*Not Scheduled for This Year. Credits: 4*
Intended as a kind of ‘boot camp’ for Art History majors, this course gives a major overview of the field, its methods, and its professional possibilities. Students will design their own research projects, conceptualize exhibitions, and hear from professionals working in various sectors of the art world. They will hone their research, writing, and speaking skills, while learning what it means to interpret art through lenses such as formalism, Marxism, gender, and postcolonialism. Students will also write applications for internships, jobs, and graduate programs—the goal being to consider how the art history skills they have acquired as undergraduates can translate into life after college, in the art world and beyond.
*Applies to requirement(s): Humanities*
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*
J. Maier
*Restrictions: This course is open to juniors and seniors*
*Prereq: 8 credits in Art History*

**ARTH-301 Topics in Art History**

**ARTH-301BK Topics in Art History: 'The Art of the Book: From Manuscript to Incunabula'**
*Not Scheduled for This Year. Credits: 4*
The subject of this course is the book, from its invention in the late antique era to the advent of printing in the fifteenth century, in Europe and Western Asia. We will study books made for devotion, instruction, entertainment, and pleasure, from the earliest accounts of Christ’s life, to jewel-encrusted books painted with gold for emperors, to student-copied textbooks of the oldest universities, to vernacular literature, legends, and histories. Topics include technology and materials, integration of text and image, makers (monastic, courtly, and commercial), and readers and collectors, via first-hand study of manuscripts in nearby collections and independent research.
*Applies to requirement(s): Humanities*
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*
C. Andrews

**ARTH-301DE Topics in Art History: 'Destroying Art Past and Present'**
*Not Scheduled for This Year. Credits: 4*
In this course, we will investigate the destruction of artworks and monuments for religious or political reasons, called iconoclasm. The seminar addresses the current debates involving the removal and destruction of confederate monuments in the U.S. and responses from government, media, and social critics. Concurrently, we will study key historical moments of iconoclasm ranging from the Byzantine era to the Protestant Reformation and the French Revolution. Studying iconoclasts in different historical periods raises the issue of the power of art in society. Through class discussion, group work, original research, and writing, we will explore how past iconoclasts may inform our understanding of the present. The work also involves an inquiry into art historical methodology as well as approaches from fields such as critical race theory, and a consideration of the role of the art historian in the present debates and social justice movements.
*Crosslisted as: RELIG-331DE*
*Applies to requirement(s): Humanities*
C. Andrews
ARTH-301FS Topics in Art History: ‘Founding Sisters: The Origins of College Collections’
Not Scheduled for This Year. Credits: 4
The seminar explores the early history of liberal arts college collections and the pioneering women who founded them. Research in the college archives and museum and department files will supply answers to how and when marble sculpture, plaster casts, and scientific specimens came to Mount Holyoke. The course illuminates a major, forgotten role of women in shaping of the liberal arts in the late 19th and 20th centuries. Final projects will culminate in a virtual exhibition and WordPress site that will be linked to museum and department websites.
Applies to requirement(s): Humanities
B. Bergmann
Prereq: 8 credits in Art History.

ARTH-301MH Topics in Art History: ‘Making History’
Fall. Credits: 4
This research seminar looks at the relationship between historical painting and the history it depicts. How much is fact; how much is fiction; and how do we explain the differences? To what ends was it painted? The first half of the semester will examine these questions using critical theory and real examples. Students will then develop a major American, British, or French history painting for sustained research and analysis. Possible pictures include Turner’s Slave Ship, Gericault’s Raft of the Medusa, Copley’s Watson and the Shark, Eakins’s Gross Clinic, Leutze’s Washington Crossing the Delaware, and others.
Applies to requirement(s): Humanities
P. Staiti
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Art History.
Advisory: A course in American or modern art is recommended.
Notes: Four class presentations, four short papers, and one term paper.

ARTH-302 Great Cities

ARTH-302PA Great Cities: ‘Reimagining Paris’
Not Scheduled for This Year. Credits: 4
This seminar studies medieval Paris, the largest city in Europe, royal capital of France, and home to a renowned university. We meet the city through its surviving buildings, visual arts, and literature. Using digital tools we will reconstruct key lost buildings in a process that casts participants in the role of builder, demands careful evaluation of evidence and encourages creative imagination.
Applies to requirement(s): Humanities
M. Davis
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Art History, Computer Science, or Medieval Studies.

ARTH-302RM Great Cities: ‘Rome, the Eternal City’
Spring. Credits: 4
This seminar will survey the past, present, and future of the Eternal City through its remarkable art, architecture, and urbanism. We will examine the material traces of Rome’s journey from ancient capital to center of Christianity, seat of the caesars to that of the popes and prime ministers, beacon to pilgrims and tourists, then finally modern capital and – perhaps – sustainable city. Despite its problems, this “mother of all cities” continues to be a model of urban relevance and staying power.
Applies to requirement(s): Humanities
J. Maier
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Art History, Classics, or History.

ARTH-310 Seminar in Ancient Art

ARTH-310BA Seminar in Ancient Art: ‘The Body in Classical Art’
Not Scheduled for This Year. Credits: 4
This course interrogates the representation of human, divine, and "other" bodies in Classical art. Through the body, we will engage with questions regarding the roles and perceptions of divinities, humans, and "others" in visual culture from both the ancient and contemporary world. We will also unpack ancient attitudes and expectations of males and females, human and the divine, citizens and "others", and engage with questions of ancient perceptions of beauty, masculinity and femininity, and social and sexual normativity and deviation. Through the investigation of the ancient world and a critical engagement with contemporary America, students will develop a deeper appreciation for how representations of the body can communicate essential cultural information for both the past and the present.
Applies to requirement(s): Humanities
C. Feldman
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in art history.

ARTH-310CA Seminar in Ancient Art: ‘Collecting Global Antiquity’
Not Scheduled for This Year. Credits: 4
The seminar considers the collecting and display of ancient objects from antiquity to the present. We will look at current and past controversies about excavation, plunder, and cultural patrimony. Students will engage in firsthand study of objects. A focus will be an exciting new gift to the Mount Holyoke College Art Museum of ancient artifacts from Afghanistan, Pakistan, and the Indus Valley, which introduce issues of cross-cultural exchange along the Silk Route.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
B. Bergmann
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: Courses in Art History, Classics, or Ancient History.

ARTH-310GA Seminar in Ancient Art: ‘Designing a Global Gallery of Ancient Art’
Fall. Credits: 4
The goal of the seminar is to redesign the Ancient Gallery in the Mount Holyoke College Art Museum to present a more global selection of artifacts and themes of cross-cultural exchange. Students will engage in firsthand study of ancient artifacts from Greece, Rome, Afghanistan, Pakistan, India, and China. In the process, we consider the collecting and display of ancient objects from antiquity to the present and current and past controversies about excavation, plunder, and cultural patrimony.
Applies to requirement(s): Humanities
B. Bergmann
Restrictions: This course is open to juniors and seniors
Prereq: Courses in Art History, Classics, Ancient History, or Asian History.
ARTH-310LM Seminar in Ancient Art: ‘Love and Metamorphosis: Storytelling in Greek and Roman Art’

Spring. Credits: 4

The course examines the most popular mythical love tales in Greek and Roman art and compares them with narratives in literature and in (records of) performance. The aim is to acquaint students with visual modes of storytelling and with the major media of Greek and Roman art. In which contexts did such stories appear, why, and what do we know about their reception among ancient viewers? How were such stories interpreted by later artists, in particular those of the Renaissance and Baroque periods? Do they find parallels in non-Western cultures?

Applies to requirement(s): Humanities

B. Bergmann

Restrictions: This course is open to juniors and seniors
Prereq: Courses in Art History, Classics, or Ancient History.

ARTH-310RL Seminar in Ancient Art: ‘Roman Luxury’

Not Scheduled for This Year. Credits: 4

The conquest of the Mediterranean introduced a spectacular array of precious materials, flora, and fauna into Rome, and wealthy homeowners spared no expense in collecting and displaying exotica and virtuoso feats of artistry, many accomplished by captive Greeks. The seminar explores patterns of consumption in houses, villas, and sanctuaries in the late Republic and early Empire, and how they were sustained by slave labor, political affiliations, and land ownership. Focus will be on spring exhibition at Smith College, “Leisure and Luxury in the Age of Nero”, and on original works of art in our own museum.

Applies to requirement(s): Humanities

B. Bergmann

Prereq: Courses in art history, classics, or ancient history.

ARTH-332 Seminar in Renaissance and Baroque Art

ARTH-332DV Seminar in Renaissance and Baroque Art: ‘Leonardo da Vinci’

Not Scheduled for This Year. Credits: 4

Leonardo da Vinci ushered in the High Renaissance in painting and established an archetype for the visionary that persists to this day. Artist, architect, military engineer, scientist, and author, he has been credited with inventing the helicopter and corkscrew, not to mention new modes of representation. His best known works—the Mona Lisa, the Last Supper, the Vitruvian Man—are among the foremost icons of western culture. In this seminar, our goal is to look at these paradigms, and Leonardo himself, with fresh eyes. By peering into the mind and achievements of one extraordinary individual, we will open a window onto the broader intellectual and artistic concerns of the Renaissance.

Applies to requirement(s): Humanities

J. Maier

Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in art history.

ARTH-340 Seminar in Modern Art

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

Not Scheduled for This Year. Credits: 4

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

Applies to requirement(s): Humanities

A. Lee

Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in art history.

ARTH-342 Seminar in Contemporary Art

ARTH-350 Seminar in American Art

ARTH-360 Seminar in Asian Art

ARTH-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.
ART - STUDIO (ARTST)

ARTST-120 Drawing I

ARTST-120FR Drawing I: 'Form, Structure, and Space'
Fall and Spring. Credits: 4

This intensive drawing course will challenge students' assumptions about the world around them. The course will begin from the beginning, using an embodied connection to the tools of drawing to explore foundational elements of space, line, plane, surface, and tone. This course is grounded in hands-on methods where students will work with a variety of drawing media to tap into both the analytic and expressive capacities of the medium.

Applies to requirement(s): Humanities
A. Maciuba, J. Rhoads
Advisory: No previous studio experience required. A student may take only one ARTST-120 or ARTST-131.
Notes: In ARTST-120FR-01, students will be asked to draw from nude models. In ARTST-120FR-02, students will NOT be asked to draw extensively from nude models. Along with ARTST-116 and ARTST-131, this 120 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-131 Studio Art Foundations

ARTST-131SE Studio Art Foundations: 'Seeing, Making, and Being'
Fall and Spring. Credits: 4

This hands-on interdisciplinary introduction to the tools and practices of 2D, 3D, and 4D art will include drawing, object making, and time-based exploration. Studio work is grounded in an embodied approach to process, and explores the relationship between perception and cognition. The course culminates with a final project which links conceptual exploration and personal expression to formal skill-building. Studio assignments will be supplemented with critiques, discussion, and collaboration, as well as study of relevant contemporary and historical artists.

Applies to requirement(s): Humanities
G. Siepel
Restrictions: This course is limited to first-year students.
Advisory: No previous studio experience is required. A student may take only one ARTST-120 or ARTST-131.
Notes: Along with ARTST-116 and ARTST-120, this 131 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-137 Topics in Studio Art

ARTST-137CB Topics in Studio Art: 'Costumes Beyond Clothing'
Not Scheduled for This Year. Credits: 4

This course will explore areas of costuming that do not include clothing: millinery, armor making, masks, fabric painting, and dyeing, as well as body sculpting. This class requires both research work and a lot of hands-on work. We will explore the materials used for these types of projects and the safe handling of these materials. Students will create a project in each area covered.

Crosslisted as: THEAT-120CB
Applies to requirement(s): Humanities
E. Bergeron
Advisory: Students must have machine and hand sewing skills.
Notes: Materials fee $50

ARTST-220 Drawing II

Further exploration and investigation into the techniques and conceptual issues of drawing. The human figure is used as a departure point for developing perceptual skills and personal expression.

ARTST-220DT Drawing II: 'Drawing As Thinking'
Not Scheduled for This Year. Credits: 4

In this intensive drawing class, we will undertake an in-depth study of the human figure and other natural forms. We will draw extensively from nude figure models, using a variety of techniques and media. The focus will be on developing perceptual skills toward a more refined and complex understanding of the expressive and empathic power of the human body and other forms from nature. We will study human anatomy, and will work to develop an embodied connection to the drawing process. Relevant contemporary and historical artists will be discussed.

Applies to requirement(s): Humanities
G. Siepel
Prereq: ARTST-120 or ARTST-131.
Notes: Students will be asked to draw extensively from nude models in this course. Students enrolled in this course will be responsible for some of the cost of materials.

ARTST-220HF Drawing II: 'The Human Figure and Other Natural Forms'
Spring. Credits: 4

Not Scheduled for This Year.

In this intensive drawing class, we will undertake an in-depth study of the human figure and other natural forms. We will draw extensively from nude figure models, using a variety of techniques and media. The focus will be on developing perceptual skills toward a more refined and complex understanding of the expressive and empathic power of the human body and other forms from nature. We will study human anatomy, and will work to develop an embodied connection to the drawing process. Relevant contemporary and historical artists will be discussed.

Applies to requirement(s): Humanities
G. Siepel
Prereq: ARTST-120 or ARTST-131.

ARTST-221 Digital Photography I

Not Scheduled for This Year. Credits: 4

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

Applies to requirement(s): Humanities
K. Stewart
Prereq: ARTST-120 or ARTST-131.
Notes: Students interested in taking this course should possess a digital SLR or an advanced compact camera. Students enrolled in this course will be responsible for some of the cost of materials. Five College students require permission of instructor to enroll.

ARTST-226 Topics in Studio Art

Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.
ARTST-226PM Topics in Studio Art: 'Expanded Print Media'

Fall Credits: 4
This course will explore how to integrate digital processes with traditional printmaking techniques. Students will learn the basics of Adobe Photoshop and Illustrator, and develop and create imagery through these programs. They will then use digital devices such as laser cutter, router and plotter to turn a digital file into a physical printing block. The final art form will be hand-printed work, utilizing relief printing, engraving on wood, collographs, and monoprinting. This course also covers print-based digital animation.

Applies to requirement(s): Humanities
A. Maciuba
Prereq: ARTST-120 or ARTST-131.
Advisory: Five College students require permission of instructor to enroll.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-237DV Painting II: 'Development and Exploration'

Not Scheduled for This Year. Credits: 4
Through a series of increasingly complex color, spatial, and compositional problems, this course consolidates and builds upon the principles and techniques studied in Painting I. Students use these skills to establish their own lines of inquiry, and to explore the formal and conceptual issues that arise from them. To this end, course assignments require increasing degrees of self-direction as the semester progresses, and material and technical experimentation is encouraged. Group critiques play an important role in helping each student formulate her own concerns and ways of working. Subjects include still life, interiors, landscapes, and figures.

Applies to requirement(s): Humanities
J. Rhoads
Prereq: ARTST-120 or ARTST-131, and ARTST-236.
Notes: Students enrolled in this course will be responsible for some of the cost of materials.

ARTST-236 Painting I

Fall Credits: 4
This course introduces the basic principles and techniques of painting. Students will learn to use a variety of painting tools, to accurately see and mix colors, to analyze surface qualities, and to prepare supports. Working primarily from direct observation, they will strive to articulate form, to capture spatial relationships, to create purposeful compositions, and to make meaningful images. Subjects will include still life, figure, interiors, and the landscape.

Applies to requirement(s): Humanities
J. Rhoads
Prereq: ARTST-120 or ARTST-131.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials. Five College students require permission of instructor to enroll.

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

Not Scheduled for This Year. Credits: 4
This course will explore how to integrate digital processes with traditional printmaking techniques. Students will learn the basics of Adobe Photoshop and Illustrator, and develop and create imagery through these programs. They will then use digital devices such as laser cutter, router and plotter to turn a digital file into a physical printing block. The final art form will be hand-printed work, utilizing relief printing, engraving on wood, collographs, and monoprinting. This course also covers print-based digital animation.

Applies to requirement(s): Humanities
A. Maciuba
Prereq: ARTST-120 or ARTST-131.
Advisory: Five College students require permission of instructor to enroll.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-236 Painting I

Fall Credits: 4
This course introduces the basic principles and techniques of painting. Students will learn to use a variety of painting tools, to accurately see and mix colors, to analyze surface qualities, and to prepare supports. Working primarily from direct observation, they will strive to articulate form, to capture spatial relationships, to create purposeful compositions, and to make meaningful images. Subjects will include still life, figure, interiors, and the landscape.

Applies to requirement(s): Humanities
J. Rhoads
Prereq: ARTST-120 or ARTST-131.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials. Five College students require permission of instructor to enroll.

ARTST-246 Sculpture I

Fall Credits: 4
In Sculpture I, demonstrations and introductory projects will familiarize students with the tools and processes used to form and manipulate materials such as wood, metal, plaster, paper, wax, and glass. Students will also be asked to explore the potential of combining new technologies in media and fabrication with traditional approaches into immersive sculptural experiences. Each project will present students with a series of conceptual problems to solve. In this way, art-making is positioned as a process of finding individual and independent solutions to three-dimensional problems.

Applies to requirement(s): Humanities
L. Bouton
Prereq: ARTST-120 or ARTST-131.
Advisory: Five College students require permission of instructor to enroll.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials. Five College students require permission of instructor to enroll.

ARTST-256 Printmaking I

Fall Credits: 4
This course is an introduction to the four basic areas of printmaking: relief, intaglio, screen printing and lithography. Students will begin the semester learning the basics of each technique through attending demonstrations and working on small projects in each area. Students will then choose to focus on one of the four processes, spending the remainder of the semester learning more advanced methods within their chosen area and completing a series of in-depth projects.

Applies to requirement(s): Humanities
A. Maciuba
Prereq: ARTST-120 or ARTST-131.
Advisory: Five College students require permission of instructor to enroll.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials.
ARTST-266 Body and Space

Fall. Credits: 4
This course focuses on the issues surrounding body and space through installation, performance, and public arts. Students explore the possibilities of body as an energetic instrument, while investigating the connotations of various spaces as visual vocabulary. The self becomes the reservoir for expression. The course examines the transformational qualities of the body as the conduit that links conceptual and physical properties of materials and ideas.

Applies to requirement(s): Humanities
R. Hachiyanagi
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: No previous studio experience required.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-267 Papermaking with Local Plants

Fall. Credits: 4
Students collect usable local plants. They examine and record them before and after drying, then cook and crush them to make paper pulp. As they learn how to process those plants, they study how their methods directly connect to papermaking techniques in various indigenous cultures, especially in Africa, the Pacific, Latin America & Asia. Students conceive and construct their art projects inspired by historical/cultural/biological/ecological/personal aspects of plants as well as their physical qualities.

Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hachiyanagi
Prereq: At least one 200-level studio art course.
Advisory: Five College students require instructor’s permission for this course.
Email the professor with a list of all the studio courses previously taken.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-269 Japanese Papermaking and Aesthetics

Spring. Credits: 4
In this course, students learn traditional practice and history of Japanese hand papermaking, while exploring contemporary applications of the method. Thin, translucent, resilient paper is great for drawing and printmaking, as well as for sculptural construction and paper casting. This fluidity of medium naturally encourages students to become interdisciplinary in their art making. The apparent fragility, structural strength, and surprising longevity of the material will be grounds for philosophical investigations into the nature of creativity. Students learn and write about Japanese history, culture, traditional art, and unique aesthetics, as well as about paper.

Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hachiyanagi
Prereq: At least one 200-level studio art course.
Advisory: Five College students require instructor’s permission for this course.
Email the professor with a list of all the studio courses previously taken.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-280 Topics in Studio Art

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

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

Spring. Credits: 4
This course will introduce basic mold-making practices in relief casting, multi-part plaster mold building, life casting, vacuum forming, and more. These molds will then be used to mass produce objects in wax, plaster, concrete, pewter, and glass, as well as non-traditional materials like candy. Throughout this initial skill-building portion of the course, students will work closely with partnering institutions on campus (such as the Botanical Gardens and the Williston Library) to propose, fabricate, and ultimately install large-scale installations of their cast objects.

Applies to requirement(s): Humanities
L. Boutsen
Prereq: ARTST-120 or ARTST-131.
Advisory: Five College students require instructor’s permission for this course.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-280NP Topics in Studio Art: ‘Narrative Painting’

Fall. Credits: 4
In the past few years, many contemporary painters have shown renewed interest in one of painting’s oldest functions – telling stories. Students in this course will first explore historical forms of narrative painting before considering its many uses today: to advance political agendas, to reimagine or recover histories, to memorialize, to cultivate attention, to entertain, and to impart values. They will create paintings in relationship to historical and contemporary events, found texts, myths, literature, and stories they write themselves.

Applies to requirement(s): Humanities
J. Rhoads
Prereq: ARTST-120 or ARTST-131.
Advisory: Five College students require instructor’s permission for this course.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-295 Independent Study

Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

ARTST-390 Advanced Studio

Fall and Spring. Credits: 4
Concentration on individual artistic development. Emphasis will be placed on experimentation, thematic development, and critical review. Students may elect to take this course more than once.

Applies to requirement(s): Humanities
L. Boutsen, R. Hachiyanagi
Restrictions: This course is limited to Art Studio majors only.
Prereq: At least four 200-level studio art courses.
Advisory: Mount Holyoke studio art majors only. Minors require permission of instructor.
Notes: Repeatable for credit. Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-392 Five College Advanced Studio Seminar

ARTST-395 Independent Study

Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
Notes: Senior studio majors may elect to become candidates for an honors thesis with approval of the studio faculty. Students enrolled in all studio courses will be responsible for some of the cost of course materials.
ARTST-395SS Senior Studio
Fall and Spring. Credits: 4
L. Bouton, R. Hachiyanagi
Restrictions: Limited to Mount Holyoke Art Studio majors in their senior year
Instructor permission required.
Notes: Repeatable for credit. Students enrolled in all studio courses will be responsible for some of the cost of course materials.
Asian Culture Courses

ASIAN-214 Philosophical Foundations of Chinese Thought: the Ancient Period
Spring. Credits: 4
An introduction to Chinese thought in the classical period roughly between 500 and 221 BCE, a time of social and political furor. We will survey different philosophical responses to this upheaval, with an eye to the contemporary relevance of ancient Chinese wisdom. We will conclude the course by looking at how classical Chinese thought changes and adapts with the arrival of Buddhism. The course format consists of lecture and discussion preceded by extensive reading of primary texts (in translation).
Crosslisted as: PHIL-212
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
J. Harold
Advisory: No familiarity with Chinese history, philosophy, or language is assumed.

ASIAN-215 Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater
Fall. Credits: 4
Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China’s social changes and the women’s movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including Romance of the Western Bower, Peony Pavilion, and Butterfly Lovers. Students will also learn the basics of traditional Chinese opera.
Crosslisted as: GNDST-204CW, THEAT-234CW
Applies to requirement(s): Humanities; Multicultural Perspectives
Y. Wang
Notes: Taught in English

ASIAN-247 Chinese Women Writers in the 20th and 21st Centuries
Spring. Credits: 4
In the last hundred years, China witnessed the emergence of many talented Chinese women writers. Not only did they take part in every stage of important socio-political changes in modern and contemporary China, they were and still are the avant-garde of literary reform and innovation. Many of their works, in particular, take gender and gender ideology/politics as issue, while deviating from the traditional discourse that marginalized or trivialized women, exploring creative and effective ways of literary dialogue and imagination. This course will cover women writers from both modern (1911-1949) and contemporary (1949-present) times. Some of the representative women writers include: Ding Ling, Xiao Hong, Zhang Ailing, Zong Pu, Yang Jiang, Wang Anyi, Tie Ning, etc.
Applies to requirement(s): Humanities; Multicultural Perspectives
Y. Wang
Notes: Taught in English. This class may be especially suitable for students who do not identify as native speakers of English.

ASIAN-248 Contemporary Chinese Fiction: From 1949 to the Present
Not Scheduled for This Year. Credits: 4
A study of representative Chinese fictional writings from 1949 to the present focusing on the ways in which issues of individual and national identity, modernity, and gender have been probed and represented by different generations of Chinese writers. A particular emphasis will be placed on the novels and short stories published since the 1980s, in which both traditional ideology and literary styles are seriously questioned and challenged. Readings include works by Nobel Prize winners Gao Xingjian, Mo Yan and other famous writers, such as Zhang Xianliang, Zhang Jie, Wang Anyi, Yu Hua, Su Tong, Han Shaogong, etc.
Applies to requirement(s): Humanities; Multicultural Perspectives
Y. Wang
Notes: Taught in English. All readings are also English translations of Chinese fictional works.

ASIAN-339 The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature
Not Scheduled for This Year. Credits: 4
Setting their historical novels in the Middle Ages, contemporary Arab writers such as Radwa Ashour, Jurij Zaydan, Gamal al-Ghitani and Bensalem Himmich have reflected into the past the problems of present Middle-Eastern societies. Writing from Egypt, Lebanon and Morocco, they revisited with nostalgia the extraordinary medieval heritage of the Arab-Islamic world, educating their readers while taking them on journeys to Medieval Andalusia, to the last years of the Baghdad of the caliphs, and to Cairo on eve of the Ottoman conquest. By looking into the medieval mirror, these authors challenged conservative readings of this heritage. In doing so, they contributed to the modernization of their countries and were able to escape censorship, uphold feminist values, and to criticize Western imperialism and oppressive Arab rulers. In this course, we will read their works in valuable English translations, while discussing their extraordinary lives as twentieth-century writers, intellectuals, and activists.
Crosslisted as: CST-349MR
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Lovato
Notes: Taught in English. A special Arabic track will be available for upper-intermediate, advanced, and native students of Arabic.

ASIAN-340 Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone
Spring. Credits: 4
A seminar on the eighteenth-century Chinese masterpiece The Story of the Stone and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociological, philosophical, and literary milieu of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of pre-modern Chinese vernacular fiction in particular.
Crosslisted as: GNDST-333HH
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
Y. Wang
Advisory: Intended for East Asian Studies majors and Asian Studies minors.
Notes: Taught in English.
Asian Languages Courses

ASIAN-110 First Year Chinese I

Fall. Credits: 6

This is an intensive course with emphasizing the rapid development of listening and speaking ability and intended for students with no prior knowledge of Mandarin Chinese. Points of focus include pronunciation and tones, basic syntax, high-frequency vocabulary words, conversational flow, and an introduction to reading and writing Chinese characters. Relevant cultural knowledge and activities will be incorporated into the curriculum. The class will initially be conducted in both English and Chinese, with the proportion of Chinese steadily increasing over the first two months, after which the great majority of instruction will be in Chinese. Supplements class work with lab.

Applies to requirement(s): Humanities; Language

L. Xu

Coreq: ASIAN-110L.

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

ASIAN-111 First Year Chinese II

Spring. Credits: 6

This course continues Asian Studies 110, First Year Chinese I, with an introduction to Mandarin Chinese and the development of oral proficiency as well as gradual acquisition of reading and writing skills. Supplements class work with lab.

Applies to requirement(s): Humanities; Language

N. Nemoto

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

Coreq: ASIAN-111L.

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

ASIAN-120 First Year Japanese I

Fall. Credits: 6

Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.

Applies to requirement(s): Humanities; Language

N. Nemoto

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

Coreq: ASIAN-120L.

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

ASIAN-121 First Year Japanese II

Spring. Credits: 6

This continues Asian Studies 120, First Year Japanese I. Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.

Applies to requirement(s): Humanities; Language

N. Nemoto

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

Advisory: Students with previous training in Japanese should contact Naoko Nemoto, nnemoto@mtholyoke.edu, for placement.

ASIAN-130 First Year Arabic I

Fall. Credits: 4

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

Applies to requirement(s): Humanities; Language

H. Arafah

Advisory: Students with previous language study should contact Mohamed El-Sawi Hassan (Amherst College) for placement.

ASIAN-131 First Year Arabic II

Spring. Credits: 4

This course is a continuation of ASIAN-130, First Year Arabic I. It covers chapters 6-13 of Al-Kitaab I, 3rd edition, with a focus on improving students’ speaking, listening, reading, and writing skills. Students will expand their vocabulary and learn to read and analyze a range of authentic texts. In addition, they will write short essays, and participate in role plays, debates, and conversations.

Applies to requirement(s): Humanities; Language

H. Arafah

Prereq: ASIAN-130 or equivalent.

ASIAN-160 First Year Korean I

Fall. Credits: 4

First Year Korean I is the first half of an introductory two-semester course. It is designed to provide students who have little or no knowledge of Korean with basic proficiency in Korean speaking, listening, reading, writing, and culture. The course will cover the foundations of Korean vocabulary, grammar, and pronunciation and how these can be used in context.

Applies to requirement(s): Humanities; Language

K. Park

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

Advisory: Students with previous training in Korean should contact Kyae-Sung Park for placement. Juniors and seniors are not allowed to pre-register. If space is available, they may be able to register during add/drop.

ASIAN-161 First Year Korean II

Spring. Credits: 4

This course is a continuation of ASIAN-160, First Year Korean I. It is designed to consolidate and solidify the language skills acquired in First Year Korean I and to continue developing students’ proficiency in Korean speaking, listening, reading, writing, and culture. The course will continue to cover the foundations of Korean vocabulary, grammar, and pronunciation and how these can be used in context.

Applies to requirement(s): Humanities; Language

K. Park

Prereq: ASIAN-160 or equivalent.

Advisory: Contact Kyae-Sung Park for placement.
ASIAN-212 Second Year Chinese I  
*Fall. Credits: 6*

This is an intensive course to consolidate and expand students’ competencies in the four fundamental areas of language learning—speaking, listening, reading, and writing. Students will improve their oral fluency, study more complex grammatical structures, and enlarge their vocabulary. Emphasis on facilitating daily-life interactions will be supplemented and expanded by increasing discussion of broader issues in society. Students will develop a deeper and broader understanding of relevant aspects of Chinese culture. This course is conducted mostly in Chinese. Supplements class work with lab.  

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

L. Xu  

*Prereq: ASIAN-121 or equivalent. Coreq: ASIAN-222L.*  

*Advisory: Asian Studies 121 or equivalent (consult Naoko Nemoto for placement).*

ASIAN-213 Second Year Chinese II  
*Spring. Credits: 6*

This course continues Asian Studies 212, Second Year Chinese I. There is equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and extensive reading materials.  

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

L. Xu  

*Prereq: ASIAN-212 or equivalent. Coreq: ASIAN-213L.*  

*Advisory: Contact Lisha Xu, lxxu@mtholyoke.edu, for placement.*

ASIAN-222 Second Year Japanese I  
*Fall. Credits: 6*

This course emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.  

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

J. Chang  

*Prereq: ASIAN-121. Coreq: ASIAN-222L.*  

*Advisory: Asian Studies 121 or equivalent (consult Naoko Nemoto for placement)*

ASIAN-223 Second Year Japanese II  
*Spring. Credits: 6*

This course continues Asian Studies 222, Second Year Japanese I. Emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.  

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

J. Chang  

*Prereq: ASIAN-222 or equivalent. Coreq: ASIAN-223L.*  

*Advisory: Contact Naoko Nemoto, nnemoto@mtholyoke.edu, for placement.*

ASIAN-229 Analyzing Japanese: Intro to Linguistics  
*Not Scheduled for This Year. Credits: 4*

This course introduces basic linguistics methodologies to analyze the Japanese language. These methodologies include phonology, syntax, semantics, and pragmatics. We will introduce them by comparing Japanese to English and other languages.  

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

N. Nemoto  

*Prereq: ASIAN-120.*

ASIAN-232 Second Year Arabic I  
*Fall. Credits: 4*

This course is the continuation of ASIAN-131, First Year Arabic I. Students will further their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will use Al Kitaab, Book 2 (3rd edition), completing Chapter 4 by the end of the semester.  

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

H. Arafah  

*Prereq: ASIAN-131.*  

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

ASIAN-233 Second Year Arabic II  
*Spring. Credits: 4*

This course is the continuation of ASIAN-232, Second Year Arabic I. Students will further their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will continue using Georgetown Textbook Al Kitaab, Book 2, 3rd edition.  

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

H. Arafah  

*Prereq: ASIAN-232 or equivalent.*

ASIAN-262 Second Year Korean I  
*Fall. Credits: 4*

Second Year Korean I is the first half of a two-semester intermediate Korean course. It is designed to provide students with intermediate proficiency in Korean speaking, listening, reading, writing, and culture. The course will strengthen students’ communicative skills on familiar topics related to everyday events and situations. Students will also develop discourse/pragmatic competence in various social contexts of communication.  

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

The department  

*Prereq: ASIAN-161 or equivalent.*  

*Advisory: Contact Kyae-Sung Park for placement.*

ASIAN-263 Second Year Korean II  
*Spring. Credits: 4*

This course is the continuation of ASIAN-131, First Year Arabic I. Students will further their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will use Al Kitaab, Book 2 (3rd edition), completing Chapter 4 by the end of the semester.  

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

H. Arafah  

*Prereq: ASIAN-131.*  

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

ASIAN-265 Second Year Korean II  
*Spring. Credits: 4*

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

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

K. Park  

*Prereq: ASIAN-262 or equivalent.*  

*Advisory: Contact Kyae-Sung Park for placement.*
ASIAN-310 Third Year Chinese I
Fall. Credits: 4
This course helps students to build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.
Applies to requirement(s): Humanities; Language
A. Kao
Prereq: ASIAN-311 or equivalent.
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-311 Third Year Chinese II
Spring. Credits: 4
This course continues Asian Studies 310, Third Year Chinese I, in helping students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.
Applies to requirement(s): Humanities; Language
A. Kao
Prereq: ASIAN-310 or equivalent.
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-312 Newspaper Reading and Journalistic Practice in China
Fall. Credits: 4
This course advances students' Chinese reading, writing, listening, and speaking skills by studying journalistic reports on the most pressing issues in China and the U.S. It also introduces the formal expressions, writing styles, and terminology commonly used in Chinese media. In addition, the course intends to help familiarize students with various media channels and agencies, understand the challenges of journalistic practice in the internet age, and enhance students' critical thinking and analytical skills by broadening their perspective and comparing Chinese and English media sources. Conducted mainly in Chinese with the addition of relevant English materials.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Prereq: ASIAN-311 or equivalent.
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-314 Learning Chinese Through Film
Spring. Credits: 4
This course will improve students' four communication skills (reading, writing, listening, and speaking) by studying contemporary Chinese films, including several prize winners/nominees by internationally acclaimed directors such as Zhang Yimou, Li An, and Chen Kaige. The class will watch the films and then use the synopses and selected dialogues from the scripts as reading materials to facilitate both linguistic and cultural learning. Social and cultural issues reflected in the films will be discussed. The class will be conducted mainly in Chinese.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Prereq: ASIAN-311 or equivalent.
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-315 Business Culture and Communication in China
Not Scheduled for This Year. Credits: 4
An advanced speaking- and writing-intensive Chinese course focusing on Chinese business communication and culture. Will further improve students' Chinese proficiency and oral communication by using Chinese as a tool to investigate topics in business and business culture in China. As well as the textbook, the course will make use of a variety of supplementary materials, including some in English. Through lectures and other activities, students will gain experience and comfort in reading and discussing business news, producing analytic and technical forms of business writing, translating business-related documents, and other skills for future work in China.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Prereq: ASIAN-311 or equivalent.
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.
Notes: Taught entirely in Chinese.

ASIAN-316 Introduction to Translation Between Chinese and English
Not Scheduled for This Year. Credits: 4
This is an introductory course on Chinese-English translation. The course develops the student's ability to think deeply about the texts and to produce natural and accurate translation from Chinese to English and vice versa. Both oral and written translation skills are emphasized; students will conduct translations at different linguistic levels, from expressions to sentences to discourses. The class materials include Metaphors and idioms, economic text, news and reportage, business, governmental, legal documents, film subtitles, fiction, song, and poetry. Students will be assigned a real translation project at the end of the course. Technology will be used to assist learning and publishing of translated texts.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Prereq: ASIAN-311 or equivalent.
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-317 Media and Translation
Not Scheduled for This Year. Credits: 4
This course develops the student's ability to think deeply about the texts and to produce natural and accurate translation from Chinese to English and vice versa. Both oral and written translation skills are emphasized; students will conduct translations at different linguistic levels, from expressions to sentences to discourses. The class materials include Metaphors and idioms, economic text, news and reportage, business, governmental, legal documents, film subtitles, fiction, song, and poetry. Students will be assigned a real translation project at the end of the course. Technology will be used to assist learning and publishing of translated texts.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Prereq: ASIAN-311 or equivalent.
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.
ASIAN-324 Third Year Japanese I  
Fall. Credits: 4  
This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.  
 Applies to requirement(s): Humanities; Language 
N. Nemoto  
Prereq: ASIAN-223.  
Advisory: Asian Studies 223 or equivalent (contact Naoko Nemoto for placement)  

ASIAN-326 Third Year Japanese II  
Spring. Credits: 4  
This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.  
 Applies to requirement(s): Humanities; Language  
N. Nemoto  
Prereq: ASIAN-324.  

### Independent Study Courses

ASIAN-295 Independent Study  
Fall and Spring. Credits: 1 - 4  
The department  
Instructor permission required.  

ASIAN-395 Independent Study  
Fall and Spring. Credits: 1 - 8  
The department  
Instructor permission required.  

### Related Courses

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ASTRONOMY (ASTR)

Five College Course Offerings

Astronomy students will probably take multiple courses off-campus as part of the integrated curriculum of the Five College Astronomy Department. In addition to the courses listed in the Mount Holyoke course catalogue, the following courses are offered at other institutions. Students should consult these course listings at the home institution where they are offered. Enrollment is done through the Five College Interchange.

223 Planetary Science
Fall
This intermediate-level course covers fundamentals of spectroscopy, remote sensing, and planetary surfaces. Discussions will include interiors, atmospheres, compositions, origins, and evolution of terrestrial planets; satellites, asteroids, comets, and planetary rings.
Offered at the University of Massachusetts and Mount Holyoke College.
Prereq. Physics 110, Physics 201 or concurrent enrollment, and Math 102

226 Cosmology
Fall
The course introduces cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems will be covered, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. We will discuss questions concerning the foundations of cosmology and its future as a science.
Offered at Mount Holyoke College.
Prereq. Mathematics 101 and a physical science course

228 Astrophysics I: Stars and Galaxies
Spring
This course is a calculus-based introduction to the properties, structure, formation, and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.
Offered at Hampshire, Smith, the University of Massachusetts, and Mount Holyoke Colleges.
Prereq. Physics 110, Physics 201 or concurrent enrollment, and Math 102

301 Writing about Astronomy
Spring
The goal of this course is to teach the writing techniques and styles that are appropriate for the types of careers that might be pursued by an astronomy major. The course will be composed of both a set of short writing assignments and longer assignments, and some of these assignments will be orally presented to the class. All students will critique the talks, and some written assignments will be exchanged between students for peer editing and feedback. Some papers will require analysis of astrophysical data.
Offered at the University of Massachusetts.
Prereq. completion of 200-level or higher astronomy class, an English writing course, and at least the first two semesters of physics.

335 Astrophysics II: Stellar Structure
Fall
How do astronomers determine the nature and extent of the universe? Centering around the theme of the “Cosmic Distance Ladder,” we explore how astrophysics has expanded our comprehension to encompass the entire universe. Topics include: the size of the solar system; 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 largescale structure in the universe; quasars and the Lyman-Alpha Forest.
Offered at the University of Massachusetts.
Prereq. Astronomy 228 or instructor approval.

337 Observational Techniques in Optical and Infrared Astronomy
Fall
This course is an introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics will be discussed, along with instrumentation for imaging, photometry, and spectroscopy. Topics will include astronomical detectors, computer graphics and image processing, error analysis and curve fitting, and data analysis and astrophysical interpretation, with an emphasis on globular clusters.
J. Lowenthal (offered at Smith College), K. Ward-Duong (offered at Amherst College).
Prereq. at least one 200-level astronomy course.

339 Astronomy in a Global Context
Spring
In this course, the class will operate as a ‘think tank’ and consider an important problem for the semester. Like problems presented to a real think tank, the questions for study will be considered to have come from a specific customer who has specific requirements and reasons for requesting the study. The work will consist of three phases: (1) reflection on the question itself and preparation of a workplan to address it; (2) scientific study of the problem; and (3) formulation of recommendations and a final work product for the customer. We elaborate on each of these phases below. Satisfies the Integrative Experience requirement for BA-Astron and BS-Astron majors.
M. Yun (offered at the University of Massachusetts).

341 Observational Astronomy
Spring
An immersive research experience in observational astrophysics for students who have completed ASTR 337. Students begin the semester with a January trip to the WYNN 0.9m telescope on Kitt Peak, AZ, where they collect data that they will use to design and carry out independent research projects. The semester is spent reducing and analyzing the data and preparing scientific results for presentation. Professional techniques of CCD imaging, photometry, astrometry and statistical image analysis are applied using research-grade software. Weekly class seminar meetings are supplemented by individual and team-based tutorial sessions.
K. Ward-Duong (offered at Amherst College).
The department

Applies to requirement(s): Math Sciences

Introductory course is for students who are planning to major in science.

universe -- its origin, large-scale structure and ultimate destiny. This

atmospheres; stars -- their formation, structure and evolution; and the

covering planets--their origins, orbits, interiors, surfaces and

A comprehensive introduction to the study of modern astronomy,

Fall.

Fall and Spring.

ASTR-100 Stars and Galaxies

M. Dyar, J. Young

Prereq. Astronomy 335 or two physics courses at the 200 or 300 level.

Applies to requirement(s): Math Sciences

Offered at the University of Massachusetts.

Prereq. Astronomy 335 or two physics courses at the 200 or 300 level.

Mount Holyoke Course Offerings

ASTR-100 Stars and Galaxies

Fall. Credits: 4

Discover how the forces of nature shape our understanding of the

cosmos. Explore the origin, structure, and evolution of the earth, moons

and planets, comets and asteroids, the sun and other stars, star clusters,

the Milky Way and other galaxies, clusters of galaxies, and the universe

as a whole.

Applies to requirement(s): Math Sciences

M. Dyar, J. Young

ASTR-102 Solar Systems

Spring. Credits: 4

Travel through our solar system using results of the latest spacecraft.

Explore the origins of our worlds through the study of planet formation,

meteorites, asteroids, and comets. Discover the processes that shape

planetary interiors, surfaces, and atmospheres. Compare our solar

system to others by learning about newly discovered exoplanets. Trace

the conditions that may foster life throughout the solar system and

beyond.

Applies to requirement(s): Math Sciences

M. Dyar, J. Young

ASTR-105 The Sky

Fall and Spring. Credits: 4

A hands-on introduction to observing and understanding the

extraterrestrial sky. Daily and annual motions of the sun, moon, planets,

and stars; celestial coordinate systems; apparent brightnesses and

colors of the stars; time; calendars. Observations at the Williston

Observatory with the unaided eye, visually with the eight-inch telescope,

and by electronic camera with computer-controlled telescopes.

Applies to requirement(s): Math Sciences

T. Burbine

ASTR-115 Introduction to Astronomy

Not Scheduled for This Year. Credits: 4

A comprehensive introduction to the study of modern astronomy,

covering planets–their origins, orbits, interiors, surfaces and

atmospheres; stars – their formation, structure and evolution; and the

universe – its origin, large-scale structure and ultimate destiny. This

introductory course is for students who are planning to major in science

or math.

Applies to requirement(s): Math Sciences

The department

ASTR-223 Planetary Science

Spring. Credits: 4

This intermediate-level course covers fundamentals of spectroscopy,

remote sensing, and planetary surfaces. Discussions will include

interiors, atmospheres, compositions, origins, and evolution of terrestrial

planets; satellites, asteroids, comets, and planetary rings.

Applies to requirement(s): Math Sciences

E. McGowan

Prereq: 1 physical science course. MATH-100 or 101 is also suggested but not

required as a prerequisite.

ASTR-226 Cosmology

Not Scheduled for This Year. Credits: 4

Cosmological models and the relationship between models and

observable parameters. Topics in current astronomy that bear upon

cosmological problems, including background electromagnetic radiation,

nucleosynthesis, dating methods, determinations of the mean density of

the universe and the Hubble constant, and tests of gravitational theories.

Discussion of questions concerning the foundations of cosmology and

its future as a science.

Applies to requirement(s): Math Sciences

J. Young

Prereq: ASTR-100, ASTR-101, ASTR-102, or ASTR-115; one semester of

physics; and one semester of calculus at high school or college level.

ASTR-228 Astrophysics I: Stars and Galaxies

Spring. Credits: 4

A calculus-based introduction to the properties, structure, formation, and

evolution of stars and galaxies. The laws of gravity, thermal physics, and

atomic physics provide a basis for understanding observed properties

of stars, interstellar gas, and dust. We apply these concepts to develop

an understanding of stellar atmospheres, interiors, and evolution, the

interstellar medium, and the Milky Way and other galaxies.

Applies to requirement(s): Math Sciences

J. Young

Prereq: PHYS-110 and MATH-102.

Advisory: PHYS-201 and MATH-203 strongly suggested.

ASTR-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

ASTR-330 Topics in Astrophysics

In-class discussions will be used to formulate a set of problems, each
designed to illuminate a significant aspect of the topic at hand. The
problems will be difficult and broad in scope: their solutions, worked
out individually and in class discussions, will constitute the real work
of the course. Students will gain experience in both oral and written
presentation. Topics vary from year to year.

ASTR-330AC Topics in Astrophysics: 'Asteroids and Comets'

Not Scheduled for This Year. Credits: 4

This course is an introduction to asteroids and comets from both an

astronomical and geological point of view. Topics that will be covered
will include how these objects are discovered, their orbits, the mineralogies
of asteroids and meteorites, how these objects are classified, impact hazard
scales, and space missions. This course is appropriate for any student
interested in the properties of these small bodies.

Applies to requirement(s): Math Sciences

T. Burbine
ASTR-330MA Topics in Astrophysics: 'Mars'  
_Not Scheduled for This Year. Credits: 4_
This course will survey the past, present, and future of Mars exploration and science. We will focus on the evolution of Mars as a paradigm for terrestrial planets, with specific units on missions, formation, volcanism, impacts, glaciers and water, spectroscopy and mineralogy, climate, and issues pertaining to the possibilities of life on Mars. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature, supported by many outside speakers. Weekly writing assignments focus on critical thinking.
_Applies to requirement(s): Math Sciences_  
M. Dyar  
_Prereq: Any intermediate-level Astronomy or Geology course. Advisory: ASTR-223 recommended._

ASTR-330MN Topics in Astrophysics: 'Moon'  
Fall. Credits: 4  
This course will survey the past, present, and future of the exploration and science of the Earth's Moon. We will have specific units on interiors, heat flow, thermal evolution, magnetism, volcanism, impacts, crustal composition and mineralogy, and spectroscopy of its surface. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature.
_Applies to requirement(s): Math Sciences_  
M. Dyar  
_Prereq: Any intermediate-level Astronomy or Geology course. Advisory: Astronomy 223 recommended._

ASTR-330VE Topics in Astrophysics: 'Venus'  
_Not Scheduled for This Year. Credits: 4_
This course will survey the past, present, and future of the exploration and science of the planet Venus. We will focus on the evolution of Venus as a paradigm for Earth's possible future. We will have specific units on interiors, heat flow, thermal evolution, magnetism, volcanism, impacts, crustal composition and mineralogy, and spectroscopy of its surface. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature.
_Applies to requirement(s): Math Sciences_  
M. Dyar  
_Prereq: Any intermediate-level Astronomy or Geology course. Advisory: ASTR-223 recommended._

ASTR-335 Astrophysics II  
Fall. Credits: 4  
How do astronomers determine the nature and extent of the universe? Centering around the theme of the "Cosmic Distance Ladder," we explore how astrophysics has expanded our comprehension to encompass the entire universe. Topics include: the size of the solar system; parallactic and spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and large-scale structure in the universe; quasars and the Lyman-Alpha Forest.
_Applies to requirement(s): Math Sciences_  
J. Young  
_Prereq: ASTR-228._

ASTR-352 Astrophysics III  
_Not Scheduled for This Year. Credits: 4_
Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the virial theorem will also be discussed, along with galaxy rotation and the presence of dark matter in the universe, as well as spiral density waves. The course concludes with quasars and active galactic nuclei, synchrotron radiation, accretion disks, and supermassive black holes.
_Applies to requirement(s): Math Sciences_  
J. Young  
_Prereq: ASTR-335 or two physics courses at the 200 or 300 level._

ASTR-395 Independent Study  
Fall and Spring. Credits: 1 - 8  
The department  
_Instructor permission required._
BIOCHEMISTRY (BIOCH)

Course Offerings

BIOCH-295 Independent Study
Fall and Spring. Credits: 1 - 4
Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments and program in neuroscience and behavior.
The department
Instructor permission required.
Notes: Students conducting an independent lab research project for credit in a department, program, or lab covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.

BIOCH-311 Protein Biochemistry and Cellular Metabolism
Fall. Credits: 4
This course is a rigorous introduction to the study of protein molecules and their role as catalysts in the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principles of thermodynamics.
The course is limited to Biochemistry majors only.
Crosslisted as: BIOL-311, CHEM-311
Applies to requirement(s): Math Sciences
K. McMenimen

BIOCH-312 Chemistry of Biomolecules
Fall. Credits: 4
An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. The focus will be on structure and reactivity of important biomolecules and the role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are covered, including those of proteins, carbohydrates, lipids, and nucleic acids.
The course is limited to Biochemistry majors only.
Crosslisted as: CHEM-312
Applies to requirement(s): Math Sciences
K. McMenimen
Prereq: CHEM-302.
Notes: Students conducting an independent lab research project for credit in a department, program, or lab covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.

BIOCH-314 Nucleic Acids Biochemistry and Molecular Biology
Not Scheduled for This Year. Credits: 4
This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.
The course is limited to Biochemistry majors only.
Crosslisted as: BIOL-314, CHEM-314
Applies to requirement(s): Math Sciences
C. Woodard
Prereq: BIOCH-311. Coreq: BIOCH-314L.

BIOCH-318 Laboratory Techniques in Protein Biochemistry
Fall. Credits: 1
This course covers fundamental laboratory techniques in protein biochemistry and data analysis. The aims of this course are: 1) to provide students with practical knowledge and hands-on experience with some of the most common experimental methods used in biochemical research, and 2) to develop the skills in written and oral scientific communication. The course focuses on protein overexpression and purification and also includes reagent preparation, proper use of instrumentation, SDS-PAGE gel analysis, enzyme activity assays, protein structure viewing, experimental design and utilizing computers to analyze and present data. Laboratorv safety is also emphasized.
Applies to requirement(s): Meets No Distribution Requirement
L. Lentz-Marino
Coreq: BIOCH-311 students must co-enroll in this lab course.
CHEM-312/ BIOCH-312 students may co-enroll.

BIOCH-330 Topics in Biochemistry and Molecular Biology
This course each year examines a number of important and exciting topics in biochemistry, molecular biology, and other related fields of biology. The intellectual and research development that formulated these fundamental concepts is traced through extensive readings of the primary literature. Discussions emphasize the critical evaluation of experimental techniques, data analysis, and interpretation. This is a seminar-style course in which students will bear responsibility for the synthesis and presentation of assigned papers; substantial student participation in the form of oral presentation is expected.

BIOCH-330MB Topics in Biochemistry and Molecular Biology
Not Scheduled for This Year. Credits: 4
This course each year examines a number of important and exciting topics in biochemistry, molecular biology, and other related fields of biology. The intellectual and research development that formulated these fundamental concepts is traced through extensive readings of the primary literature. Discussions emphasize the critical evaluation of experimental techniques, data analysis, and interpretation. Substantial student participation in the form of oral presentation is expected. This course will focus on antibiotic resistance and the emergence of drug-resistant bacteria.
Applies to requirement(s): Meets No Distribution Requirement
K. McMenimen
Prereq: CHEM-212 and either BIOCH-311 or BIOCH-314.

BIOCH-330RN Topics in Biochemistry and Molecular Biology: 'The RNA World: The Origin of Life to Modern Cells'
Not Scheduled for This Year. Credits: 4
RNA is believed by many to have been the first macromolecule to evolve. In a hypothesized "RNA world, " RNA would have simultaneously served the roles of carrying genetic information and catalyzing chemical reactions within early cells. The past three decades have been a renaissance for RNA biology, as researchers have uncovered the critical role RNA plays in eukaryotic and bacterial gene regulation and defense, as well as the potential for RNAs to perform catalysis. This seminar will introduce students to modern approaches to study the structure and function of RNA and will explore the chemical and biological roles RNA plays in modern cells as well as its role in the origin of life.
The course is limited to Biochemistry majors only.
Crosslisted as: BIOCH-330RN, CHEM-330RN
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive
K. Berry
Prereq: BIOCH-311, or BIOCH-314, or CHEM-312.
BIOCH-395 Independent Study

Fall and Spring. Credits: 1 - 8

Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments and program in neuroscience and behavior.

The department

Instructor permission required.

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


**BIOLOGICAL SCIENCES (BIOL)**

**BIOL-145 Introductory Biology**

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

*Fall. Credits: 4*

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

*Applies to requirement(s): Math Sciences*

*S. Bacon*

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

*Coreq: BIOL-145ABL.*

**BIOL-145BN Introductory Biology: 'Introduction to Biological Inquiry'**

*Not Scheduled for This Year. Credits: 4*

In this course students will explore the biological world from evolution to physiology to cellular dynamics, developing a basic understanding of how knowledge is generated. Laboratory experiences will help students acquire the skills necessary to conduct their own research and understand basic data analysis. Socially relevant science issues will generate discussion on the intersection of science and current events.

*Applies to requirement(s): Math Sciences*

*The department*

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

*Coreq: BIOL-145BNL.*

**BIOL-145GW Introductory Biology: 'A Green World'**

*Not Scheduled for This Year. Credits: 4*

This course examines the plant life in the woods and fields around us, the exotic plants in our greenhouses, and the plants we depend on for food. We will study plants living in surprising circumstances, settling into winter, escaping from gardens, reclaiming farmland, cooperating with fungi and insects, and fighting for their lives. We will find that plants challenge some conventional, animal-based assumptions about what matters to living things. In labs, students will seek to answer their questions about how plants grow in nature, by studying plant structure and function, ecology, and evolution.

*Applies to requirement(s): Math Sciences*

*A. Frary*

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

*Coreq: BIOL-145GWL.*

**BIOL-145HG Introductory Biology: 'Biology in the Genomic Era'**

*Not Scheduled for This Year. Credits: 4*

Genome projects are leading to great advances in our understanding of biology and in our ability to manipulate the genetic information of organisms, including humans. We will focus on the science behind genome projects, and the ways in which the resulting knowledge and technology affect our lives. In lab we will examine and analyze a variety of organisms such as microbes, plants and humans. This class will also serve as a general introductory biology course for biology majors as well as non-majors.

*Applies to requirement(s): Math Sciences*

*C. Woodard*

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

*Coreq: BIOL-145HGL.*

**BIOL-145NH Introductory Biology: 'Nature Harmoniously Confused'**

*Fall. Credits: 4*

Most organisms are notably unlike ourselves—a tapestry of bacteria, protozoans, algae, and, off by themselves, the plants, fungi, and 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.

*Applies to requirement(s): Math Sciences*

*S. Rachootin*

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

*Coreq: BIOL-145NHL.*

**BIOL-145RG Introductory Biology: 'Organismal Biology'**

*Spring. Credits: 4*

This course encompasses a broad range of concepts central to our understanding of how organisms function and evolve. We will investigate important biological processes, such as photosynthesis and metabolism, and systems, such as the cardiovascular and immune systems. We will also take a holistic view of biology and use our newly acquired knowledge to explore such diverse topics as: the evolution of infectious diseases, the consequences of development and design on the evolution of organisms, and how the physiology and behavior of animals might affect their responses to global climate change.

*Applies to requirement(s): Math Sciences*

*R. Brodie*

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

*Coreq: BIOL-145RGL.*

*Notes: Registration in one of the two corequisite labs is also required.*

**BIOL-145WN Introductory Biology: 'Life on the Wing'**

*Fall. Credits: 4*

Did you know a tiny bird that weighs only as much as two nickels (U.S. 5-cent coins) can fly without stopping for three straight days and cover a distance equal to that from Mount Holyoke College to South America? For this class we will explore foundational biological concepts by examining the wonderful world of birds. This course will take advantage of the diverse bird communities in our own back yard and will meet outside as much as possible for labs examining topics such as biodiversity, structure and function, ecology, evolution, hypothesis testing, and observation.

*Applies to requirement(s): Math Sciences*

*W. DeLuca*

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

*Coreq: BIOL-145WNL.*
BIOL-160 Integrated Introduction to Biology and Chemistry
**Fall. Credits: 4**
This 8-credit course serves as a gateway to both the biology and chemistry curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in chemistry (Chemistry 201) and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160L). Recommended for students interested in completing pre-health requirements or advanced study in biochemistry or neuroscience.
**Applies to requirement(s):** Math Sciences

J. Andras, K. Broaders

**Restrictions:** This course is limited to first-year students.
**Coreq:** CHEM-160 and CHEM-160L.
**Notes:** Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.

BIOL-200 Introductory Biology II: How Organisms Develop
**Spring. Credits: 4**
An overview of cells to tissues to organisms. Cellular components, the role of the nucleus, cell reproduction, and meiosis will be examined as part of our study of gamete production, fertilization, embryology, and development in an invertebrate (sea urchin), a vertebrate (chick), a fern, and a flowering plant. The basic molecular biology of DNA, RNA, and protein synthesis will be presented and examined in the context of building a fly embryo and a flower.
**Applies to requirement(s):** Math Sciences

R. Fink, A. Frary
**Prereq:** BIOL-145 or BIOL-160 or NEURO-100. Coreq: BIOL-200L.

BIOL-203 Teaching Children Science: College Students in the Elementary Classroom
**Not Scheduled for This Year. Credits: 4**
This course is designed for science students with interests in teaching and learning with children. It will focus on research, theory and practice pertinent to science education, linking scientific information gained in college classes to children’s learning of scientific phenomena. Weekly class meetings (from 1-3 hours) will include laboratory and off-site field investigations. Each student will also become a ‘Science Buddy’ at a local elementary school, assisting children with hands-on science experiences for at least 1 hour each week.
**Crosslisted as:** EDUST-203

**Applies to requirement(s):** Meets No Distribution Requirement
**Other Attribute(s):** Community-Based Learning

R. Fink
**Instructor permission required.**
**Prereq:** One year of any college science (in any discipline), at least one lab course.

BIOL-206 Local Flora
**Spring. Credits: 4**
This course offers plant identification and natural history, emphasizing native and introduced trees and wildflowers. On- and off-campus field trips.
**Applies to requirement(s):** Meets No Distribution Requirement

A. Frary
**Prereq:** 4 credits in the department.

BIOL-223 Ecology
**Fall. Credits: 4**
This course will cover the fundamental factors controlling the distribution and abundance of organisms, including interactions with the abiotic environment, fitness and natural selection, population growth and dynamics, species interactions, community dynamics, and diversity. We will address variation across space and time. The course will combine observational, experimental, and mathematical approaches to some of the applications of ecological theory, including conservation, disease dynamics, and biological control.
**Applies to requirement(s):** Math Sciences

M. Hoopes
**Prereq:** BIOL-145 or BIOL-160 and at least one semester of Calculus or Statistics. Coreq: BIOL-223L.

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

BIOL-226 Evolution
**Spring. Credits: 4**
The mechanisms of evolutionary change within populations and between species; patterns of change in space, time and form; and the origin of adaptations. These approaches make sense of the diversity of life. Then we turn to the evolution of developmental pathways, as a way of approaching the unity of life.
**Applies to requirement(s):** Math Sciences

S. Rachootin
**Prereq:** BIOL-200 or BIOL-223 or BIOL-230. Coreq: BIOL-226L.

BIOL-230 Molecular Genetics and Cell Biology
**Fall. Credits: 4**
Cells are the smallest common denominator of life: the simplest organisms are single cells, while others like ourselves are composed of vast communities of cells. In this course, we will learn how cellular structure and function is orchestrated by biological molecules, most notably the genome and the proteins it encodes. Topics will include genetic inheritance, gene and protein regulation, cellular processes including transport, energy capture, and signaling, the cellular and molecular basis for disease, and modern techniques including genomics, bioinformatics, and microscopy. The laboratory component will illustrate and analyze these topics through selected experimental approaches.
**Applies to requirement(s):** Math Sciences

R. Lijek, C. Woodard
**Prereq:** BIOL-200 and CHEM-201. Coreq: BIOL-230L.

BIOL-234 Biostatistics
**Not Scheduled for This Year. Credits: 4**
The statistics sections of biology articles have become so technical and jargon-filled that many biologists feel intimidated into skipping them or blindly accepting the stated results. But how can we ask relevant questions or push the boundaries of knowledge if we skip these sections? Using lectures, data collection, and hands-on analysis in R, this course will connect statistics to biology to help students develop a gut instinct for experimental design and analysis. We will explore sampling bias and data visualization and review methods and assumptions for the most common approaches with examples from current biological literature and our own data.
**Applies to requirement(s):** Math Sciences

M. Hoopes
**Prereq:** 8 credits in biological sciences or ENVST-200.
BIOL-236 Topics in Biological Sciences

BIOL-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.
Notes: Note: Any student conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College’s chemical hygiene plan must participate in a safety training session before beginning research.

BIOL-301 Regenerative Medicine: Biology and Bioethics
Spring. Credits: 4
What is regenerative medicine? What is the science that drives new medical therapies using stem cells? We will study the biology of adult, embryonic, and induced pluripotent stem cells, as well as the legal, ethical, and moral implications of using these cells in medical therapies. Each member of the class will participate in a staged debate on these issues for an introductory biology class.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive
R. Fink
Instructor permission required.
Prereq: BIOL-230 and instructor permission.

BIOL-302 Molecular Evolution
Not Scheduled for This Year. Credits: 4
This course examines the dynamics of evolutionary change at the molecular level, the effects of various molecular mechanisms on the structure and function of genes and genomes, and the methodology involved in dealing with molecular data from an evolutionary perspective. Lab work will be devoted to learning ways to analyze DNA sequence data and to create and evaluate trees that use molecular data.
Applies to requirement(s): Math Sciences
A. Frary
Prereq: BIOL-230 (or BIOL-210) and BIOL-226. Coreq: BIOL-302L.

BIOL-305 Cellular and Molecular Aspects of Development
Fall. Credits: 4
Examines the roles of cellular movement and cellular interaction in the development of multicellular organisms. Topics include cell recognition and adhesion during morphogenesis, the importance of extracellular matrices, and current theories of embryonic pattern formation. Self-designed laboratories include techniques such as microsurgery and time-lapse recording, using a wide variety of embryos and cell types.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive
R. Fink
Prereq: BIOL-200 and BIOL-230. Coreq: BIOL-305L.

BIOL-307 Vertebrate Anatomy
Spring. Credits: 4
We will study the structure, function and evolution of the diversity of structures that allow vertebrates, including humans, to perform basic functions. We will connect these functions with day-to-day challenges for vertebrates, and we will discuss functional disruption such as disease and trauma. In lab, we will dissect fresh-frozen and formaline-preserved vertebrates. A willingness to work with such preserved material is critical to success in class. Students are expected to work in groups during class time, as well as read the required chapters before class. This class requires you to memorize the names of several structures in a functional context.
Applies to requirement(s): Math Sciences
P. Brennan

BIOL-308 Darwin
Spring. Credits: 4
This course looks at the scientific content and intellectual context of Darwin’s theory of evolution - his facts, metaphors, hypotheses, and philosophical assumptions. Readings from Darwin and his sources, and examination of the organisms he studied. A background in eighteenth- and nineteenth-century history or whole organism biology is recommended.
Crosslisted as: HIST-301DW
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
S. Rachootin
Prereq: BIOL-226 or HIST-248.

BIOL-310 Invertebrate Zoology
Not Scheduled for This Year. Credits: 4
This course looks at the evolutionary relations of the profoundly different groups of animals in light of their structure, development, and fossil history. Emphasizes exceptional organisms that prove - and disprove - biological rules. Themes include coloniality, asexual reproduction, metamorphosis, and making skeletons.
Applies to requirement(s): Math Sciences
S. Rachootin
Prereq: BIOL-226. Coreq: BIOL-310L.

BIOL-311 Protein Biochemistry and Cellular Metabolism
Fall. Credits: 4
This course is a rigorous introduction to the study of protein molecules and their role as catalysts in the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principles of thermodynamics.
Crosslisted as: BIOCH-311, CHEM-311
Applies to requirement(s): Math Sciences
K. McMenimen
Restrictions: This course is limited to Biochemistry majors only.

BIOL-314 Nucleic Acids Biochemistry and Molecular Biology
Not Scheduled for This Year. Credits: 4
This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.
Crosslisted as: BIOCH-314, CHEM-314
Applies to requirement(s): Math Sciences
C. Woodard
Restrictions: This course is limited to Biochemistry majors only.
Prereq: BIOCH-311. Coreq: BIOCH-314L.
Advisory: CHEM-302 can be taken concurrently
Notes: Please sign up for this course as BIOCH-314
BIOL-315 Behavioral Ecology
Fall. Credits: 4
In this course, students learn to view and understand animal behavior within an evolutionary context. The mechanistic side of behavior is investigated and students explore how behavioral traits originate and evolve over time. Students will integrate their knowledge of how organisms work with an appreciation of why they work the way they do. At the end of the course, students will understand basic concepts in behavioral biology and know many of the experiments that have facilitated our understanding of this field. They will be able to construct hypotheses and design experiments that address behavioral phenomena. The laboratory portion of this course is based on individual projects.
Applies to requirement(s): Math Sciences
Other Attribute(s): Writing-Intensive
R. Brodie
Prereq: 8 credits of 200-level work from Biological Sciences Coreq: BIOL-315L. Advisory: BIOL-223 or BIOL-226 strongly recommended.

BIOL-316 Scanning Electron Microscopy
Not Scheduled for This Year. Credits: 2
Includes theory and operation of the scanning electron microscope and preparation of biological and geological materials for observation. The versatile use of the microscope will be emphasized and will include low magnification, high resolution, and back scattered (reflected) electron modes of operation as well as operation at different pressures. Energy dispersive X-ray microanalysis will be introduced.
Crosslisted as: GEO/L-316
Applies to requirement(s): Meets No Distribution Requirement
The department
Prereq: 4 credits at the 200 level from Biological Sciences or Geology.

BIOL-319 Immunology with Laboratory
Spring. Credits: 4
The immune system protects the sterile interior of our bodies from the vast diversity of microbes in the outside world, adapting and improving from each encounter. How does it achieve this remarkable feat? This course will investigate the cells, organs, and biochemical signals that comprise innate and adaptive immune systems, as well as how they interact to identify and remove foreign pathogens. Emphasis will be placed on the human immune response to infectious diseases, with examples from clinical case studies and experimental models. The laboratory portion will provide hands-on experience with the foundational techniques of immunology research. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, cancer, immune deficiency, and pathogen evasion strategies.
Applies to requirement(s): Math Sciences
R. Lijek
Prereq: BIOL-230. Coreq: BIOL-319L.

BIOL-320 Introduction to Transmission Electron Microscopy
Not Scheduled for This Year. Credits: 2
Basic principles of transmission electron microscopy (TEM) and potential uses in biological studies. Each student selects a project and learns the fundamentals of specimen preparation, operation of the TEM, and image acquisition. Preparation, assessment and interpretation of the resulting electron micrographs culminate in an individual portfolio.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Prereq: BIOL-230.
Notes: There will be an additional self-scheduled, weekly 1-2 hour lab during which students will receive microscope training.

BIOL-321 Conference Course
Selected topics from areas emphasized in the department according to needs of particular students. Study in small groups or by individuals.

BIOL-321AD Conference Course: 'Addiction, Superior Memory, and Diseases of the Brain'
Spring. Credits: 4
In this course, we will explore diseases of memory as well as extreme instances of phenomenal memory. We will review primary research literature and case studies to explore the changes that underlie addiction and memory. After reviewing the scientific literature, we will manipulate memory-related pathways in the brain of mice then evaluate the resulting changes in memory formation and behavior. This course will enable students to relate behavioral changes to changes in brain function.
Applies to requirement(s): Math Sciences
A. White
Prereq: 8 credits in Biological Sciences. Coreq: BIOL-321ADL.

BIOL-321EC Conference Course: 'Topics in Invasion Ecology'
Spring. Credits: 4
Invasive species have become a common focus for land managers and gardeners around the world because some invasive species have decimated local biodiversity. What can we learn about these species, their interactions with local communities, and the dynamics of invasions that will help us manage diversity in a changing world? We will discuss the science and politics behind invasive species and explore the secrets of their success their impacts. This course will include a whole class project or group research projects based on current issues in the literature or local invasive species.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Hoopes
Prereq: 8 credits above BIOL-200 with BIOL223 or BIOL-226 or ENVST-200.

BIOL-321ME Conference Course: 'Molecular Ecology'
Spring. Credits: 4
Over the past quarter century, molecular genetic methods have become increasingly important in ecological research. In this course, we will examine contemporary molecular genetic tools and learn how they can be used to answer ecological questions. Topics will include: reconstruction of ancestral relationships; measuring the size, diversity, and spatial structure of populations; characterization of migration and dispersal patterns; and identification of sensitive or threatened species and populations. We will explore these themes through foundational texts and current scientific literature, and we will analyze molecular genetic datasets in class to gain familiarity with available techniques.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Andras
Prereq: BIOL-230 (or BIOL-210), and BIOL-223 or BIOL-226.
BIOL-321RB Conference Course: 'Race and Biology'
Not Scheduled for This Year. Credits: 4
In this student-centered, discussion-based seminar, we will explore current hypotheses about the evolution of human variation, trace the history of how biology has been used in the construction of racial ideologies, and delve into the impacts of racial categorization on human health. We will investigate these themes through readings, videos, class discussions, student expert panels, and research papers. Students taking this course will improve their ability to: engage constructively in scholarly discussions; use verbal and written discourse to explore themes in science; use new knowledge to understand current issues; critically evaluate media information using evidence from scientific studies; and communicate new knowledge.
Applies to requirement(s): Math Sciences
R. Brodie
Prereq: 4 credits of Biological Sciences at the 200 level.

BIOL-321SC Conference Course: 'Landscape Ecology'
Spring. Credits: 4
Landscape ecology is the intersection between geography, ecology and spatial analysis. We will explore the spatial patterns of ecological processes. Where do the patterns originate? Why do these patterns and processes matter and how do they change over time? We will apply these inquiries to discover, for example, whether or not there are sufficient habitat corridors on the landscape to allow the northward shift of bird distributions given climate change. Topics will be explored in this course through short lectures, discussions of research papers and through interdisciplinary, project-based activities analyzing real data sets using state-of-the-art landscape analysis software.
Applies to requirement(s): Math Sciences
W. DeLuca
Prereq: BIOL-223 or GEOG-205.

BIOL-323 Plant Growth and Development
Not Scheduled for This Year. Credits: 4
This course is a study of the higher plant, its structure, organization, and development. We will examine the endogenous and environmental factors influencing plant growth and reproduction. Topics include anatomy, hormones and their mode of action, tropisms, photomorphogenesis, and flowering.
Applies to requirement(s): Math Sciences
A. Frary
Prereq: Two courses from BIOL-200, BIOL-223, BIOL-226, or BIOL-230.

BIOL-325 Plant Diversity and Evolution
Not Scheduled for This Year. Credits: 4
This course explores the tremendous diversity of the plant kingdom, emphasizing the local flora. Evolutionary relationships are discussed on the basis of comparisons of reproductive biology, morphology, anatomy, cell structure, and molecular biology.
Applies to requirement(s): Math Sciences
A. Frary
Prereq: 2 courses from BIOL-200, BIOL-210, BIOL-223, BIOL-226, or BIOL-230.
Coreq: BIOL-325L.
Notes: offered alternate years

BIOL-326 Ocean Blues: State of the World's Oceans
Not Scheduled for This Year. Credits: 4
Ocean ecosystems are of tremendous ecological importance and provide many billions of dollars worth of services annually, yet our marine systems face serious threats due to overfishing, climate change, ocean acidification, pollution, and the spread of invasive species. Conservation and management strategies aim to protect our remaining marine resources and restore those that have been lost or damage. In this course, we will study the scientific evidence documenting the most pressing threats to marine ecosystems and examine available strategies for mitigating these threats. We will also explore cultural, economic, and political issues relevant to marine conservation and management.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Andras
Instructor permission required.
Prereq: Any 200-level science.
Advisory: Preference will be given to juniors and seniors who are participating in the Coastal and Marine Sciences certificate program.
Notes: Ocean Blues can be applied to any of the course categories required for the Coastal and Marine Sciences certificate.

BIOL-327 Microbiology
Spring. Credits: 4
We share planet Earth with an unimaginable number of "invisible" microbial life forms. In this course we will explore the structure, metabolism, genetics, and ecology of microbes, most prominently bacteria. Other microbes, including archaea, eukaryotic microbes, and viruses will also be considered. Whenever possible, the relationship between microbes and humans will be highlighted. Other goals will be for students to become comfortable with scientific primary literature and to hone their communication skills through discussions and written assignments. Finally, the laboratory portion of this course will highlight classic and modern techniques in microbiology.
Applies to requirement(s): Math Sciences
A. Camp
Prereq: BIOL-230. Coreq: BIOL-327L.

BIOL-328 Human Physiology
Spring. Credits: 4
A consideration of the physiological processes involved in the control of human body functions. We will study the mechanisms for regulating individual organ systems and how these mechanisms respond to changing needs of the individual. Our examination of the physiological controls will include an analysis of the underlying cellular and molecular processes that drive the mechanisms and integrate the activities of the different systems.
Applies to requirement(s): Math Sciences
S. Bacon
Prereq: BIOL-230 or BIOCH-311. Coreq: BIOL-328L.
BIOl-330 Topics in Biochemistry and Molecular Biology

BIOl-331 Theory and Application of Conservation Biology
Not Scheduled for This Year. Credits: 4
This course focuses on advanced ecological theory applied to conservation. Class will combine lectures and discussions of primary scientific literature. Labs will include field trips to collect observational and experimental data and indoor exercises to explore the concepts of rarity, coexistence, and population viability with mathematical models. A community-based learning aspect is possible for the final project in this class.
Applies to requirement(s): Math Sciences
M. Hoopes
Prereq: BIOl-223, BIOl-226, BIOl-315, or ENVST-200. Coreq: BIOl-331L.

BIOl-332 Macroevolution
Fall. Credits: 4
This course presents the science of biological form and its relation to adaptation, development, and the modes of evolutionary change. Emphases include primary theoretical literature, whole organisms, and the emerging field of evolutionary developmental biology.
Applies to requirement(s): Math Sciences
S. Rachootin
Prereq: BIOl-226.
Notes: Biology majors who arrange a lab project in this class can count this course as a lab course.

BIOl-333 Neurobiology
Fall. Credits: 4
We will study the electrical and chemical signals underlying the generation of the nerve impulse and synaptic transmission. We will then explore neuronal circuits underlying learning and memory, movement, and sensory perception.
Applies to requirement(s): Math Sciences
A. White
Restrictions: This course is open to juniors and seniors
Prereq: BIOl-230 and 4 credits from Chemistry or Physics. Coreq: BIOl-333L.
Notes: Preference given to seniors

BIOl-337 Symbiotic Interactions
Fall. Credits: 4
From mutualism to parasitism, symbiotic interactions are a universal feature of life. In this seminar we will study the mechanisms underlying symbiotic interactions and consider their significance for the ecology and evolution of organisms. Through foundational texts and current scientific literature, we will explore some of the most spectacular and important examples of contemporary symbioses - from coral reefs, to infectious diseases, to the vast communities of microbes that live on and in our bodies - and we will learn how symbiosis is responsible for major milestones in the history of life, such as the origin of the eukaryotic cell, the emergence of land plants, and the evolution of sex.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Andras
Prereq: BIOl-223 or BIOl-226.

BIOl-338 Evolution and Human Sexual Behavior
Fall. Credits: 4
We will discuss patterns and variations of human sexual behavior and the likely role that evolution has played in shaping some of these patterns. We will discuss the evolution of sex, gender differences, principles of sexual selection, physiology, cultural differences in sexual behavior, mating systems, etc. We will follow a recently published book on this topic, and add readings from the primary literature. Students are expected to write one major research paper on any aspect of human sexual behavior of their choosing and to be ready to present their findings to the class towards the end of the semester.
Applies to requirement(s): Math Sciences
P. Brennan
Prereq: BIOl-226.

BIOl-339 Mechanisms of Hormone Action
Not Scheduled for This Year. Credits: 4
What are the molecular mechanisms by which hormones direct cellular processes? In this course, we will examine the nature of chemical communication between and within cells. We will study hormones, receptors, and signal transduction pathways, and the ways in which these signaling systems regulate development, programmed cell death, inflammatory responses, and other biological processes.
Applies to requirement(s): Math Sciences
C. Woodard
Prereq: BIOl-230. Coreq: BIOl-339L.

BIOl-340 Eukaryotic Molecular Genetics
Spring. Credits: 4
In this course we will examine the role of molecular genetic analysis in the study of phenomena such as human disease (e.g., breast cancer), animal development, and gene regulation. We will also discuss new techniques for genomic analysis, including the science as well as the health, legal, ethical and moral issues involved. There will be group discussions of original research articles and review articles.
Applies to requirement(s): Math Sciences
C. Woodard
Prereq: BIOl-200 and BIOl-230 (or BIOl-210). Coreq: BIOl-340L.

BIOl-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
Notes: NOTE: See safety training restrictions in description of Biological Sciences 295
BIOL-399 Journal Club / Data Hub

Not Scheduled for This Year. Credits: 1

Reading and understanding research reports from the primary scientific literature is an essential skill for any scientist. Likewise, critiquing experimental proposals and freshly-minted data is one of the core components of the pursuit of science. Using the Biology Department Seminar series as a springboard, this course seeks to familiarize students with the process of understanding, appreciating, and critiquing scientific manuscripts. Additionally, drawing on projects being proposed and executed under the auspices of Biology 395, this course seeks to help students develop comfort discussing 'fresh' scientific data. This course will provide a valuable way to connect with active scientists, both developing and experienced, from within and beyond Mount Holyoke.

Applies to requirement(s): Meets No Distribution Requirement

R. Lijek, The department

Prereq: 8 credits in Biological Sciences.

Notes: Repeatable for credit. Credit/no credit grading only. Reading materials will be drawn primarily from research and review articles in the primary scientific literature. Data will be presented by students actively engaged in research projects. We will discuss data and readings as a group in class meetings.
CHEMISTRY (CHEM)

CHEM-150 General Chemistry: Foundations of Structure and Reactivity
Fall and Spring. Credits: 4
This course provides an introduction to the fundamental concepts of chemistry, including the electronic structure of atoms and molecules, chemical bonding, molecular shape, functional groups, stoichiometry, chemical reactivity and equilibrium. The laboratory emphasizes basic skills, quantitative chemical measurements, and principles discussed in lectures.
Applies to requirement(s): Math Sciences
Coreq: CHEM-150L.

CHEM-160 Integrated Introduction to Biology and Chemistry
Fall. Credits: 4
This 8-credit course serves as a gateway to both the biology and chemistry core curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in chemistry (Chemistry 201) and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160). Recommended for students interested in completing pre-health requirements or advanced study in biochemistry or neuroscience.
Applies to requirement(s): Math Sciences
K. Broaders
Restrictions: This course is limited to first-year students.
Coreq: BIOL-160 and CHEM-160L.
Notes: Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.

CHEM-199 Introduction to Research
Spring. Credits: 4
This seminar is for first-year students who have a strong interest in the chemical sciences and will help to prepare them for scientific research. Students will be exposed to various research topics through reading, discussing, presenting, and writing about primary literature and attending selected department seminars. Throughout the semester students will carry out one research-style project in order to gain experience with the multifaceted nature of scientific inquiry. To jump start their research career on campus, each student will arrange meetings with at least two science faculty followed by a presentation and a written description on the faculty members' research topics.
Applies to requirement(s): Meets No Distribution Requirement
W. Chen
Restrictions: This course is limited to first-year students.
Instructor permission required.
Prereq: MATH-101.
Advisory: Students must take CHEM-201 concurrently. Interested students should complete the online application.

CHEM-202 Organic Chemistry I
Fall. Credits: 4
Introduces organic chemistry, emphasizing the principles governing broad classes of reactions. Topics include stereochemistry, nucleophilic substitution and elimination reactions, the chemistry of alkanes, alkenes, alkynes, alcohols, and ethers, and an introduction to infrared and nuclear magnetic resonance spectroscopy. Laboratory work includes synthesis, practice in the techniques of distillation, crystallization, chromatography, molecular modeling, and identifying unknown organic compounds by chemical and spectroscopic means.
Applies to requirement(s): Math Sciences
D. Hamilton
Prereq: CHEM-201 with grade of C or better. Coreq: CHEM-202L.

CHEM-208 Introduction to Materials
Not Scheduled for This Year. Credits: 4
This course provides an introduction to different types of materials, including metals, ceramics, polymers and composites, emphasizing structure and property relationships. The principles behind the design and implementation of materials as well as advances in materials in the areas of nano-, bio- and electronic technology will be presented. Class time is split among lecture, discussion and laboratory.
Applies to requirement(s): Math Sciences
W. Chen
Prereq: CHEM-202, PHYS-110, and MATH-101 with grades of C or better. Coreq: CHEM-208L.

CHEM-223 Analytical Chemistry
Fall. Credits: 4
This course serves as an introduction to quantitative analytical chemistry, with a combined emphasis on both classical analysis tools and fundamental instrumentation for the analytical chemist. Topics to be covered include figures of merit, statistical and error analysis, volumetric and gravimetric titrations, as well as commonly used sample preparation and analyte separation methods. In the laboratory, students will apply techniques covered in lecture to quantitation of analytes commonly seen in pharmaceutical, forensic, chemical and biological settings, as well as learn the fundamentals of method development and optimization.
Applies to requirement(s): Math Sciences
J. Ashby
Prereq: CHEM-201 with a grade of C or better. Coreq: CHEM-223L.

CHEM-226 Poisons: Death by Chemistry
Spring. Credits: 4
This course will look at the effect of poisons at the molecular, cellular, and physiological levels from the chemistry and biochemistry perspective. We will discuss: the classification of poisons and the common structural elements of the molecules within each class; the interaction of toxic molecules with proteins and nucleic acids present in the cell; the physiologic effect of toxins on different systems of the body; dosage effects and pharmacokinetics; the mechanisms by which antidotes work; and the analytical techniques that toxicologists use to determine which poisons are present in the body. The different classes of proteins will be discussed in the context of historical case studies.
Applies to requirement(s): Math Sciences
A. van Giessen
Instructor permission required.
Prereq: CHEM-201 with grade of C or better.
Advisory: When emailing the instructor to request permission for this class, be sure to include your class year.
CHEM-231 Inorganic Chemistry
Spring. Credits: 4
An introduction to the chemistry of elements. Topics include atomic structure and periodicity, symmetry, bonding theory, chemistry of the main-group elements and coordination chemistry. Laboratory introduces computational, preparative, and spectroscopic techniques.
Applies to requirement(s): Math Sciences
D. Cotter
Prereq: CHEM-201 with grade of C or better. Coreq: CHEM-231L.

CHEM-291 Scientific Illustration and Data Visualization
Not Scheduled for This Year. Credits: 2
Doing experiments and gathering data are important but far from the entirety of the scientific process. Understanding and communicating experimental outcomes are very often reliant on the ability to visually represent them. In this weekly seminar, we will explore how the choices we make in representing data influence the message they communicate. We will also develop a set of good design principles for scientific figures, and learn to prepare high quality plots and graphics for use in presentations, posters, reports, theses, and papers. Special focus will be placed on practical use of vector graphics editing software like Adobe Illustrator.
Applies to requirement(s): Meets No Distribution Requirement
K. Broaders
Instructor permission required.
Advisory: Junior and senior science majors, especially those doing independent research. Interested students should complete the online application.

CHEM-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.
Notes: Note: Students conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.

CHEM-302 Organic Chemistry II
Spring. Credits: 4
A continuation of Chemistry 202 that addresses the chemistry of aromatic compounds, the carbonyl group, and a number of other functional groups. Examples drawn from compounds of biological interest. The laboratory includes organic synthesis and the identification of unknown compounds by chemical and spectroscopic means.
Applies to requirement(s): Math Sciences
K. Broaders, K. McMenimen
Prereq: CHEM-202 with grade of C or better. Coreq: CHEM-302L.

CHEM-307 Chemical Thermodynamics
Not Scheduled for This Year. Credits: 4
A consideration of the contribution of thermodynamics to the understanding of the 'driving forces' for physical chemical changes and the nature of the equilibrium state.
Applies to requirement(s): Math Sciences
M. Gomez
Prereq: MATH-203 or PHYS-205, and CHEM-202, all with grade of C or better. Coreq: CHEM-308L.

CHEM-310 Chemical Thermodynamics with Lab
Fall. Credits: 4
An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. The focus will be on structure and reactivity of important biomolecules and the role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are covered, including those of proteins, carbohydrates, lipids, and nucleic acids.
Crosslisted as: BIOCH-311, BIOL-311
Applies to requirement(s): Math Sciences
K. McMenimen
Restrictions: This course is limited to Biochemistry majors only.

CHEM-311 Protein Biochemistry and Cellular Metabolism
Fall. Credits: 4
This course is a rigorous introduction to the study of protein molecules and their role as catalysts of the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principle of thermodynamics.
Crosslisted as: BIOCH-311, BIOL-311
Applies to requirement(s): Math Sciences
K. McMenimen
Restrictions: This course is limited to Biochemistry majors only.

CHEM-312 Chemistry of Biomolecules
Fall. Credits: 4
An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. The focus will be on structure and reactivity of important biomolecules and the role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are covered, including those of proteins, carbohydrates, lipids, and nucleic acids.
Crosslisted as: BIOCH-312
Applies to requirement(s): Math Sciences
K. McMenimen
Prereq: CHEM-302.
Advisory: This course is NOT intended for biochemistry majors, who must take BIOCH-311 and BIOCH-314. CHEM-312 students may take BIOCH-318 concurrently.

CHEM-314 Nucleic Acids Biochemistry and Molecular Biology
Not Scheduled for This Year. Credits: 4
This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.
Crosslisted as: BIOCH-314, BIOL-314
Applies to requirement(s): Math Sciences
C. Woodward
Restrictions: This course is limited to Biochemistry majors only.
Prereq: BIOCH-311. Coreq: CHEM-314L.
Advisory: CHEM-302 can be taken concurrently.
CHEM-316 Chemical Biology
Not Scheduled for This Year. Credits: 4
The field of chemical biology applies chemical perspectives and tools to the study of biological systems. In this course, we will examine the ways that synthetic chemistry has provided techniques that support, complement, and expand on those used in biochemistry, drug discovery, and molecular and cell biology. Topics may include solid phase biomolecule synthesis, combinatorial chemistry, bioconjugation, molecular probes, protein engineering, drug delivery, and synthetic biology.
Applies to requirement(s): Math Sciences
K. Broaders
Prereq: CHEM-302 and any other 300-level chemistry or biochemistry course.

CHEM-317 Principles of Polymer Chemistry
Spring. Credits: 4
An introduction to the study of molecules of high molecular weights with emphasis on synthetic rather than naturally occurring polymers. Topics include polymerization, structures, molecular weight determination, molecular weight distribution, chain configurations, rubber elasticity, and thermodynamics and statistical mechanics of polymer solutions.
Applies to requirement(s): Math Sciences
W. Chen
Prereq: CHEM-302 with grade of C or better.

CHEM-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering
Fall. Credits: 4
The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Basic scientific principles will be developed along side of basic engineering principles through project/case studies.
Crosslisted as: PHYS-328
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
M. Gomez
Prereq: MATH-102 and any chemistry or physics course with grade of C or better.

CHEM-330 Advanced Topics in Chemistry

CHEM-330RN Advanced Topics in Chemistry: 'The RNA World: The Origin of Life to Modern Cells'
Not Scheduled for This Year. Credits: 4
RNA is believed by many to have been the first macromolecule to evolve. In a hypothesized "RNA world," RNA would have simultaneously served the roles of carrying genetic information and catalyzing chemical reactions within early cells. The past three decades have been a renaissance for RNA biology, as researchers have uncovered the critical role RNA plays in eukaryotic and bacterial gene regulation and defense, as well as the potential for RNAs to perform catalysis. This seminar will introduce students to modern approaches to study the structure and function of RNA and will explore the chemical and biological roles RNA plays in modern cells as well as its role in the origin of life.
Crosslisted as: BIOCH-330RN, BIOL-330RN
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive
K. Berry
Prereq: BIOCH-311, or BIOCH-314, or CHEM-312.

CHEM-336 Organic Synthesis
Fall. Credits: 4
This course emphasizes recent developments in synthetic organic chemistry and deals with general synthetic methods and specific examples of natural product synthesis. It covers such topics as new methods of oxidation and reduction, stereospecific olefin formation, ringforming reactions, and methods of carbon-carbon bond formation. The application of these reactions to the synthesis of naturally occurring compounds is examined. A general strategy for the synthesis of complex molecules is also presented.
Applies to requirement(s): Math Sciences
W. Chen
Prereq: CHEM-302.

CHEM-339 The Organic Chemistry of Biological Pathways
Not Scheduled for This Year. Credits: 4
This course explores the underlying organic chemistry of biological pathways and thereby seeks to build a framework for understanding biological transformations from the perspective of mechanistic organic chemistry. Beginning with common biological mechanisms, and drawing parallels with their sophomore organic chemistry counterparts, a broad overview will be constructed of the pathways by which the key classes of biological molecules--lipids, carbohydrates, amino acids, nucleotides--are manufactured, modified, and consumed. Several specific biosyntheses will also be dissected from a mechanistic perspective. These case studies will include antibiotics, an alkaloid, and heme.
Applies to requirement(s): Math Sciences
D. Hamilton
Instructor permission required.
Prereq: CHEM-302.
CHEM-346 Physical Chemistry of Biochemical Systems With Lab
Fall. Credits: 4
This course provides an overview of the fundamental principles of physical chemistry with an emphasis on their application to the study of biological molecules and processes. Topics will include statistical mechanics, thermodynamics and enzyme kinetics. Discussion of applications will relate commonly used experimental techniques -- such as spectroscopy and calorimetry -- to the fundamental principles on which they are based. In addition, students will gain experience and confidence in the use of mathematical models to describe biochemical systems.
Applies to requirement(s): Math Sciences
W. Chen
Prereq: CHEM-202, and MATH-203 or PHYS-205 with a grade of C or better.
Coreq: CHEM-346L.

CHEM-349 Food Chemistry: the Science of the Kitchen
Spring. Credits: 4
Food Chemistry is an integrated lecture/lab course that focuses on the molecular bases of chemical phenomena that dictate the behavior of foods. We will examine topics such as trans fats, baking soda as a leavening agent in baking, the chemical basis for ripening of fruit, pectin as a cellular glue, artificial sweeteners, GMOs, and enzymatic and non-enzymatic browning of foods. The emphasis is on the major food components (water, lipids, proteins, and carbohydrates) and their behavior under various conditions. Content will be discussed using a variety of contexts including primary scientific literature, mainstream media, and food blogs. Laboratories provide opportunities for students to observe, manipulate, and explore topics in food chemistry under conditions of particular relevance to food processing.
Applies to requirement(s): Math Sciences
K. McMenimen
Prereq: CHEM-302 with a grade of C or better.

CHEM-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
Notes: Note: See safety training restrictions in description of Chemistry 295
CLASSICS (CLASS)

CLASS Course Offerings

CLASS-205 Cleopatra: The Not Humble Woman
Not Scheduled for This Year. Credits: 4
In this course Cleopatra will be considered both as a political figure of importance in her own right and also as an enemy queen, representing a presumptuous challenge to the political hegemony and cultural values of the Romans. She may serve, therefore, as a lens through which one may view social and political tensions within Roman society over the nature of authority and empire. Readings include Vergil, Horace, Propertius, Lucan, Caesar, Sallust, Plutarch and the plays of Shakespeare and Shaw, where she is ambivalently portrayed as a woman who desires power or, contrariwise, as a romantic idealist who scorns temporal powers in fulfillment of private desires.
Applies to requirement(s): Humanities
B. Arnold
Notes: Taught in English.

CLASS-211 Gods and Mortals: Ancient Greek and Roman Myth
Spring. Credits: 4
We will accompany Odysseus on his return from Troy, retrieve the Golden Fleece with Jason, and race with Ovid through his witty -- and often troubling -- retelling of Greek myths from a Roman perspective. This course examines how Greek and Roman authors and artists from very different periods used myth to explore questions about life, art and politics. Works may include: Homer, Odyssey; Apollonius of Rhodes, Argonautica; Ovid, Metamorphoses and Heroîdes; Greek tragedy, and ancient images representing myths.
Applies to requirement(s): Humanities
P. Debnar
Restrictions: This course is limited to first-years and sophomores.
Advisory: Juniors and seniors should contact the professor for permission.
Notes: Taught in English. Optional screenings of films related to ancient myth.

CLASS-212 Greek Tragedy, American Drama, and Film
Fall. Credits: 4
This course examines the critical influence of the three most important Athenian dramatists, Aeschylus, Sophocles, and Euripides, on the works of modern dramatists and filmmakers, including Eugene O’Neill, Tennessee Williams, Arthur Miller, Roman Polanski, Woody Allen, Ridley Scott, Jules Dassin, Theodoros Angelopoulos, and others. Attention is given to the different concepts of tragedy underlying the genre, such as the tragedy of self-knowledge and illusion, the tragedy of desire, the tragedy of sin and redemption, and tragedy as protest against social injustice.
Applies to requirement(s): Humanities
B. Arnold

CLASS-215 Classical Political Thought
Not Scheduled for This Year. Credits: 4
Through the works of such thinkers as Aeschylus, Thucydides, Plato, Aristotle, Augustine, Aquinas, Seneca, and Pizan, this course explores the broad themes of ancient and medieval political thought. We will pay particular attention to the ways these writers characterized the relationship between the individual and community; the roles knowledge, reason, emotion, and rhetoric play in political life; the link between gender and citizenship; and the various forms political community can take.
Crosslisted as: POLIT-211
Applies to requirement(s): Social Sciences
E. Markovits
Restrictions: Course limited to sophomores, juniors and seniors

CLASS-226 Bread and Circuses: The Politics of Public Entertainment in Ancient Rome
Not Scheduled for This Year. Credits: 4
Bread and circuses (panem et circenses) was a catchphrase in the Roman empire that described the political strategy of controlling an unruly populace through free bread and public entertainment. Against a backdrop of Roman social and political institutions, this course focuses on the imperial ideology, aristocratic ethos, and cultural practices that underpinned this catchphrase, as well as questions concerning the careers of entertainers--gladiators, charioteers, and actors--who were at once celebrities and social outcasts; the rules of spectatorship at the games; the use of these games as a form of social control; and the logistics of feeding the city population.
Crosslisted as: HIST-226
Applies to requirement(s): Humanities
G. Sumi

CLASS-227 Ancient Greece
Not Scheduled for This Year. Credits: 4
This course will trace the emergence and expansion of Greek civilization in the Mediterranean between the Bronze Age and Alexander the Great. Among themes to be explored are political structures, trade, slavery, gender relations, and religion, as well as the contributions of ancient Greeks to literary genres (drama, rhetoric, historiography, philosophy) and to the visual arts. Throughout we will consider how the history of the ancient Greeks can speak to modern concerns. Sources will include works of ancient Greek literature and history (e.g., Homer, Herodotus, Thucydides, Aristophanes, Plutarch) as well as archaeological and epigraphic evidence.
Crosslisted as: HIST-227
Applies to requirement(s): Humanities
P. Debnar

CLASS-228 Ancient Rome
Spring. Credits: 4
Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome’s republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.
Crosslisted as: HIST-228
Applies to requirement(s): Humanities
G. Sumi

CLASS-229 The Origins of the Roman Republic
Not Scheduled for This Year. Credits: 4
This course will trace the emergence and expansion of Roman civilization from its legendary beginnings (753 BCE) to the rise and spread of Christiani
CLASS-229 The Tyrant and Gladiator: Bad Roman Emperors from Caligula to Commodus  
Not Scheduled for This Year. Credits: 4  
Caligula was a god (or so he thought); Nero fiddled while Rome burned; Commodus dressed as a gladiator and fought man and beast in the arena. The history of the Roman empire is replete with scandalous stories about eccentric and even insane emperors whose reigns raise questions about the nature of the emperor's power and his role in administering the empire. In this course a close study of Roman imperial biography and historiography—the source of so many of these stories of bad emperors—will be weighed against documentary and archaeological evidence in order to reveal the dynamic between the emperor, his court, and his subjects that was fundamental to the political culture of imperial Rome.  
Crosslisted as: HIST-229  
Applies to requirement(s): Humanities  
G. Sumi  

CLASS-230 The City of Rome From Romulus to Constantine  
Not Scheduled for This Year. Credits: 4  
A detailed survey of the archaeology of the city of Rome from its origin in the early Iron Age to the beginning of the fourth century CE. The principal monuments and architectural development of the ancient city will be discussed against a broader cultural and historical background, with an emphasis on the powerful families and individuals responsible for the shaping of the urban landscape, and the specific social and political circumstances that gave the monuments meaning.  
Crosslisted as: ARTH-290CR  
Applies to requirement(s): Humanities  
M. Landon  
Restrictions: Course limited to sophomores, juniors and seniors  

CLASS-231 The City of Athens from Theseus to Alaric  
Not Scheduled for This Year. Credits: 4  
A detailed survey of the principal surviving monuments and overall architectural development of the city of Athens from its origins in the Bronze Age to the end of the 4th century C.E. The archaeological evidence will be discussed against a broader cultural and historical background, with an emphasis on the specific people and events that helped to shape the city and the general social and political circumstances that gave the monuments meaning.  
Crosslisted as: ARTH-290TH  
Applies to requirement(s): Humanities  
M. Landon  

CLASS-232 War and Imperialism in the Ancient World  
Not Scheduled for This Year. Credits: 4  
Ancient Greeks and Romans viewed warfare as an abiding part of the human condition. The literature and artwork of the ancient world are filled with images of the two faces of war: it conferred great glory on the combatants but at the cost of tremendous horror and suffering. In this course we will examine warfare from archaic Greece and the rise of the city-state (ca. 800 B.C.E.) to the fall of the Roman Empire in the west (ca. 476 C.E.). We will consider such topics as the culture and ethics of war and imperialism, logistics and strategies of warfare, as well as armor, weaponry and battlefield tactics.  
Crosslisted as: HIST-216  
Applies to requirement(s): Humanities  
G. Sumi  

CLASS-295 Independent Study  
Fall and Spring. Credits: 1 - 4  
The department  
Instructor permission required.  

CLASS-395 Independent Study  
Fall and Spring. Credits: 1 - 8  
The department  
Instructor permission required.  

Related Courses  

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<tr>
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<td>ARTH-216</td>
<td>Empire: The Visual World of Ancient Rome</td>
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<td>ARTH-290AP</td>
<td>Issues in Art History: 'Ancient Painting and Mosaic'</td>
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<td>ARTH-290CM</td>
<td>Issues in Art History: 'Classical Myth in Ancient Art'</td>
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<td>ARTH-290CR</td>
<td>Issues in Art History: 'The City of Rome From Romulus to Constantine'</td>
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<td>ARTH-290NE</td>
<td>Issues in Art History: 'Nature and Environment in the Ancient World'</td>
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<td>ARTH-290PM</td>
<td>Issues in Art History: 'Pompeii'</td>
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<td>ARTH-290TH</td>
<td>Issues in Art History: 'The City of Athens from Theseus to Alaric'</td>
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<td>ARTH-310BA</td>
<td>Seminar in Ancient Art: 'The Body in Classical Art'</td>
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<td>ARTH-310CA</td>
<td>Seminar in Ancient Art: 'Collecting Global Antiquity'</td>
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<td>ARTH-310GA</td>
<td>Seminar in Ancient Art: 'Designing a Global Gallery of Ancient Art'</td>
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<td>ARTH-310LM</td>
<td>Seminar in Ancient Art: 'Love and Metamorphosis: Storytelling in Greek and Roman Art'</td>
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<td>ARTH-310RL</td>
<td>Seminar in Ancient Art: 'Roman Luxury'</td>
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Classics  

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Greek  

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<td>GREEK-101</td>
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<td>GREEK-102</td>
<td>Elementary Greek: Homer's Iliad</td>
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<td>GREEK-222</td>
<td>Classical Greek Prose and Poetry</td>
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<td>GREEK-250</td>
<td>Intermediate Greek Tutorial</td>
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<td>GREEK-322</td>
<td>Classical Greek Prose and Poetry</td>
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<td>GREEK-350</td>
<td>Advanced Greek Tutorial</td>
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History  

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<td>Elementary Latin II</td>
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<td>Intermediate Latin I</td>
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<td>LATIN-202</td>
<td>Cicero and the Enemies of the Roman Republic</td>
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<td>LATIN-207</td>
<td>The Slender Muse</td>
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<td>The Slender Muse</td>
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<td>LATIN-308</td>
<td>Lucretius</td>
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<td>LATIN-309</td>
<td>Vergil: <em>Aeneid</em></td>
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<td>LATIN-310</td>
<td>Ovid: <em>Metamorphoses</em></td>
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<td>Philosophy</td>
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<td>PHIL-201</td>
<td>Philosophical Foundations of Western Thought: The Greek Period</td>
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<td>Politics</td>
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<td>POLIT-211</td>
<td>Classical Political Thought</td>
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COLLEGE COURSES (COLL)

COLL-110 STEM Transitions for Transfer Students
Fall. Credits: 1
This 1-credit seminar is especially designed for students transferring to Mount Holyoke to pursue a major in the sciences or mathematics. The course will connect new transfer students to people and resources that will help them to fully engage in the sciences at Mount Holyoke and provide a space to practice the modes of discourse common to upper-level science and math courses. We explore interdisciplinary topics such as the biology of stress, and learn about science opportunities (including internships) and effective strategies for excelling in science and math courses. We use the primary literature as a text, and gain practice with analytical writing in a setting specifically designed for transfer students. The curriculum is guided by research-based best practices and is designed in consultation with former transfer students.
Applies to requirement(s): Meets No Distribution Requirement
S. Bacon
Instructor permission required.

COLL-115 Global Challenges

COLL-211 Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education
Fall and Spring. Credits: 2
Learn to speak with confidence and clarity about your summer internship or research project. Connect it to your academic coursework. What have you learned? How is it useful? What are your next steps? Students will reflect on their experience and collaborate with others to generate useful knowledge. Required for the Nexus but open to all students. For more information, email nexus@mtholyoke.edu.
Applies to requirement(s): Meets No Distribution Requirement
E. Townsley
Notes: Spring 2019: class meets 3/18, 3/25, 4/1, 4/8, 4/15. All spring students will have an opportunity to present on an event that will be scheduled for either April 12 or April 13. Exact date to be determined.
Fall 2019: class meets 9/16, 9/23, 9/30, 10/7, 10/14, 10/21. All fall 2019 students will present at LEAP Symposium on 10/18.

COLL-224 Being Human in STEM
Spring. Credits: 4
This is an interactive course that combines academic inquiry and community engagement to investigate the theme of diversity and climate within STEM fields. In the first half of the semester, we ground our understanding of the STEM experience at Mt. Holyoke in national and global contexts, specifically looking at the way in which gender, class, race, sexuality, and geographic upbringing might shape these experiences. We accomplish this through reading scholarly and popular literature and surveying existing evidence-based inclusive practices at a range of educational institutions. We supplement this research with interviews with members of the Mt. Holyoke community. In the second half of the semester, students design their own group projects that apply the findings of their research to develop resources and encourage the STEM community, whether at the college, local, or national level. Coursework includes weekly readings, reflective writing, in-class discussion, and will culminate in a public presentation on the group projects.
Applies to requirement(s): Meets No Distribution Requirement
M. Markley
Restrictions: Course limited to sophomores, juniors and seniors

COLL-225 Topics in Leadership

COLL-231 Fundamentals of Microscopy
Fall. Credits: 2
A wide variety of microscopes are employed in a multitude of scientific and industrial applications. This course covers important microscopy basics including scale, the relationship between reality and the image, and the kind of information that can be captured with different types of microscopes. In three hours of lecture/demonstration per week, students will explore the basic principles of different forms of microscopy including optical, electron, and atomic force. We will gain practical hands-on experience with the many forms of microscopy and learn the procedures and tools of the trade necessary to become a proficient microscopist.
Applies to requirement(s): Meets No Distribution Requirement
S. Kiemle
Restrictions: This course is limited to sophomores and juniors.
Instructor permission required.
Prereq: Two courses in STEM.
COMPUTER SCIENCE (COMSC)

COMSC-100 An Introduction to Computer Science

Fall and Spring. Credits: 4
An introduction to basic computer science concepts. Lectures will cover topics such as the origins of computing, computer architecture, artificial intelligence, and robotics. There will be some programming exercises.

Applies to requirement(s): Math Sciences
H. Pon-Barry, A. St. John
Notes: Students may not take this course after Computer Science 106 or 151.

COMSC-103 Networks

Not Scheduled for This Year. Credits: 4
How do opinions, fads, and political movements spread through society? What makes food webs and financial markets robust? What are the technological, political, and economic forces at play in online communities? This course examines connections between the social, technological, and natural worlds through the lens of networks. Students will learn basics of graph theory and game theory and apply them to build mathematical models of processes that take place in networks.

Applies to requirement(s): Math Sciences
The department
Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 100 or 151. Students may not take Computer Science 100 after taking 103, but may take 151.
Notes: Course does not count toward the Computer Science major or minor.

COMSC-106 Fundamentals of Applied Computing

Not Scheduled for This Year. Credits: 4
Have you ever used Google’s image search tool and wondered how the search results were found? Why is it so difficult for a computer to “see” as we do? Computer scientists are actively researching how to approach this challenge of “computer vision.” This course will introduce the fundamentals of applied computing using computer vision as a motivating theme. Students will learn foundations of programming (in the Python programming language) before working with computational tools more independently.

Applies to requirement(s): Math Sciences
The department
Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 100 or 151. Students may not take Computer Science 100 after taking 103, but may take 151.
Notes: Course does not count toward the Computer Science major or minor.

COMSC-132 Engineering for Everyone

Spring. Credits: 4
Engineers change the world we live in every day by developing and improving nearly every aspect of our lives. In this course, we will study the interaction of technology and society and how the engineering design process helps shape the world we live in. Engineering comprises many disciplines, but one common theme is the engineering design process: research, problem definition, feasibility, conceptualization, prototyping, and testing. In this class, students will learn the engineering design process through application to contemporary technological and societal issues put into practice with pitch presentations, design reviews, prototypes, and written reports.

Applies to requirement(s): Math Sciences
The department
Advisory: This course has no prerequisites and is recommended for all students interested in engineering and technology.
Notes: Students interested in continuing with the Engineering Nexus are strongly recommended to take the course.

COMSC-151 Introduction to Computational Problem Solving

COMSC-151AA Introduction to Computational Problem Solving: 'Algorithmic Arts'

Spring. Credits: 4
Introduction to the field of computer science with a computer art theme. Introduces students to algorithms, basic data structures, and programming techniques. Explores computation as an artistic medium, examining a range of computational art practices. By combining aspects of a studio art course, a media art survey, and an introductory computing lab, course participants will develop a solid foundation in computer programming approaches and techniques as they pertain to art production as well as an understanding of their emerging importance in the contemporary art world.

Applies to requirement(s): Math Sciences
E. Mendelowitz
Coreq: COMSC-151AA
Notes: Additional seats will open for all students after first year students have registered.

COMSC-151AR Introduction to Computational Problem Solving: 'Artificial Intelligence'

Spring. Credits: 4
Introduction to the field of computer science with a theme of artificial intelligence. Introduces students to algorithms, basic data structures, and programming techniques, and basic methods from artificial intelligence. Includes discussion of foundational papers in AI. Programming exercises will explore what is necessary in order to get computers to operate in ways that seem intelligent such as in game play or solving puzzles.

Applies to requirement(s): Math Sciences
V. Barr
Coreq: COMSC-151AR.
Notes: Additional seats will open for all students after first year students have registered.
**COMSC-151DS Introduction to Computational Problem Solving: 'Data Science'**  
*Fall. Credits: 4*

Introduction to the field of computer science with a data science theme. Introduces students to algorithms, basic data structures, and programming techniques. Also introduces the skills, techniques, and tools needed to collect, prepare, analyze, and visualize data to quantitatively ask and answer questions. Through readings, discussions, case studies, and projects, students will explore a breadth of subjects including programming for data manipulation, the presentation and representation of data, statistics and machine learning, "Big Data," and the ethics of working with data at scale.

 Applies to requirement(s): Math Sciences  
 E. Mendelowitz  
 Coreq: COMSC-151DSL.

**COMSC-151EN Introduction to Computational Problem Solving: 'Environmental Studies'**  
*Fall. Credits: 4*

Introduction to the field of computer science with a theme of computing in environmental studies. This course introduces students to algorithms, basic data structures, and programming techniques. Students will explore using computing to interpret data relating to global temperature changes, ocean currents, earthquakes, and water quality.

 Applies to requirement(s): Math Sciences  
 J. Slocum  
 Coreq: COMSC-151ENL.

**COMSC-151HC Introduction to Computational Problem Solving: 'Humanities Computing'**  
*Fall. Credits: 4*

Introduction to the field of computer science with a theme of humanities computing. Introduces students to algorithms, basic data structures, and programming techniques. Students will explore solving problems that arise in humanities disciplines: various forms of text analysis, image manipulation, animation, and sound manipulation.

 Applies to requirement(s): Math Sciences  
 L. Ballesteros  
 Coreq: COMSC-151HCL.

**COMSC-151MD Introduction to Computational Problem Solving: 'Computers in Medical Technology'**  
*Not Scheduled for This Year. Credits: 4*

Introduction to the field of computer science with a theme of computing in medicine. Introduces students to algorithms, basic data structures, and programming techniques. Students will explore solving problems that arise in using computers to interpret biological data such as DNA sequences, cancer tumor shape/size, and cardiac waveforms.

 Applies to requirement(s): Math Sciences  
 The department  
 Coreq: COMSC-151MDL.  
 Notes: Additional seats will open for all students after first year students have registered.

**COMSC-201 Advanced Problem-Solving and Elementary Data Structures**  
*Not Scheduled for This Year. Credits: 4*

This course builds on the basic programming concepts learned in Computer Science 101. Emphasis is on developing the skills needed to write more sophisticated programs. This includes strategies to aid in assuring the correctness of programs through the use of assertions and unit testing as well as advanced Java features such as inheritance, polymorphism, and network programming. We will also introduce some widely used data structures such as vectors and linked lists. This course is programming-intensive.

 Applies to requirement(s): Math Sciences  
 The department  
 Prereq: COMSC-101 with a grade of C or better. Coreq: COMSC-201L.  
 Notes: Students must select a lab with the same instructor as the lecture.

**COMSC-205 Data Structures**  
*Fall. Credits: 4*

This course builds on the basic programming concepts learned in Computer Science 151, shifting the focus to the organization of data in order to improve efficiency and simplicity of programs. Topics include the study of abstract data types and data structures (such as linked lists, stacks, queues, and binary trees). This course is programming-intensive and introduces the Java programming language.

 Applies to requirement(s): Math Sciences  
 V. Barr, H. Pon-Barry  
 Prereq: COMSC-151 with a grade of C or better. Coreq: COMSC-205L.  
 Advisory: This course cannot be taken by students who have completed COMSC-201 or COMSC-211.

**COMSC-211 Advanced Data Structures**  
*Not Scheduled for This Year. Credits: 4*

Using Java. Solving problems with computers is accomplished by writing programs that operate on data to produce a desired result. The way data is organized and presented to the program can significantly affect its efficiency and simplicity and can sometimes determine whether or not a program can be written to solve the problem at all. This course presents ways of organizing data into 'data structures' and analyzes how structuring the data can improve program performance. This course is programming-intensive.

 Applies to requirement(s): Math Sciences  
 The department  
 Prereq: COMSC-201.

**COMSC-215 Software Design**  
*Not Scheduled for This Year. Credits: 4*

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

 Applies to requirement(s): Math Sciences  
 B. Lerner  
 Prereq: COMSC-201.
COMSC-221 Introduction to Computing Systems
Fall and Spring. Credits: 4
This course looks at the inner workings of a computer and computer systems. It is an introduction to computer architecture. Specific topics include assembly language programming, memory, and parallelism. This course is programming intensive. Applies to requirement(s): Math Sciences
L. Ballesteros, J. Slocum
Prereq: COMSC-201 or COMSC-205; MATH-232. Coreq: COMSC-221L.

COMSC-225 Software Design and Development Development
Fall. Credits: 4
Building large software systems introduces new challenges to software development. Appropriate design decisions and programming methodology can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools that are used to build correct and maintainable software, improving their skills in designing, writing, debugging, and testing software. Topics include object-oriented design, testing, design patterns, software architecture, and designing concurrent and fault tolerant systems. This course is programming intensive. Applies to requirement(s): Math Sciences
B. Lerner
Prereq: COMSC-205.
Advisory: Students who have taken COMSC-215 may not take COMSC-225.

COMSC-226 Engineering Robotic Systems
Fall. Credits: 4
This intermediate-level course presents a hands-on introduction to robotics. Each participant will construct and modify a robot controlled by an Arduino-compatible microcontroller. Topics include kinematics, inverse kinematics, control-theory, sensors, mechatronics, and motion planning. Material will be delivered through one weekly lecture and one weekly guided laboratory. Assignments include a lab-preparatory homework, guided lab sessions, and out-of-class projects that build upon the in-class sessions. Participants will use the Makerspace facilities to fabricate and demonstrate their robots. Applies to requirement(s): Math Sciences
P. Klemperer
Instructor permission required.
Prereq: COMSC-109 or COMSC-201 or COMSC-205.

COMSC-243 Topic
COMSC-243EM Topic: 'Embodied Interaction'
Not Scheduled for This Year. Credits: 4
This class will expose students to programming techniques used in computer-based interactive art including real-time graphics, data visualization, human-computer interaction, sensor networks, computer vision, and physical computing through analysis of existing computational art and synthesis of original works. The course will place particular emphasis on embodied interaction – interaction that uses sensors to react to the whole body. Weekly assignments and reading will serve to reinforce concepts from lectures, build technical skills, and develop a personal aesthetic. Applies to requirement(s): Math Sciences
The department
Prereq: COMSC-225.

COMSC-243 MS Topic: 'Modeling and Simulation'
Not Scheduled for This Year. Credits: 4
This class will expose students to modeling and simulation of physical systems. Drawing on examples from a number of different disciplines, the course will cover modeling and analyzing a physical system, using models to predict behavior. Students will strengthen programming skills and learn additional computational skills necessary for simulation in areas such as population growth, disease spread, heat transfer, projectile motion. Applies to requirement(s): Math Sciences
V. Barr
Prereq: COMSC-151.

COMSC-243WS Topic: 'Web Search'
Fall. Credits: 4
This course explores how search engines work and will cover basic text processing, index construction and compression, crawler architecture, link analysis and retrieval functions, and system evaluation in the context of the World Wide Web. It will also explore applications such as clustering, classification, duplicate detection, web mining and online advertising. Applies to requirement(s): Math Sciences
L. Ballesteros
Prereq: COMSC-205 or COMSC-211.

COMSC-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

COMSC-311 Theory of Computation
Not Scheduled for This Year. Credits: 4
Are there any limits to what computers can do? Does the answer to this question depend on whether you use a PC or a Mac? Is C more powerful than PASCAL? This seminar explores these questions by investigating several models of computation, illustrating the power and limitations of each of these models, and relating them to computational problems and applications. Topics include finite state automata, pushdown automata, grammars, Turing machines, the Universal Turing Machine, and computability. Applies to requirement(s): Math Sciences
The department
Prereq: COMSC-201 or COMSC-205; MATH-232.

COMSC-312 Algorithms
Fall and Spring. Credits: 4
How does Mapquest find the best route between two locations? How do computers help to decode the human genome? At the heart of these and other complex computer applications are nontrivial algorithms. While algorithms must be specialized to an application, there are some standard ways of approaching algorithmic problems that tend to be useful in many applications. Among other topics, we will explore graph algorithms, greedy algorithms, divide-and-conquer, dynamic programming, and network flow. We will learn to recognize when to apply each of these strategies as well as to evaluate the expected runtime costs of the algorithms we design. Applies to requirement(s): Math Sciences
A. St. John
Prereq: COMSC-201 or COMSC-205; MATH-232.
COMSC-316 Software Engineering

Not Scheduled for This Year. Credits: 4
Tired of writing programs that nobody ever uses? Then, this is the course for you. Software enables enterprises to carry out previously tedious or impossible tasks, but many organizations lack the resources to develop needed software. You will apply your programming skills to develop and deliver software to meet the requirements of a client from the community. You will learn critical communication skills required to work with a client, work as a team with classmates, and experience the software lifecycle from requirements elicitation through delivery. You will synthesize many topics learned in courses as well as new technologies required to complete the project. Programming intensive.
Applies to requirement(s): Math Sciences
The department
Instructor permission required.
Prereq: COMSC-225.

COMSC-322 Operating Systems

Fall and Spring. Credits: 4
An introduction to the issues involved in orchestrating the use of computer resources. Topics include operating system evolution, file-handling systems, memory management, virtual memory, resource scheduling, multiprogramming, deadlocks, concurrent processes, protection, and design principles. Course emphasis: understanding the effects of operating system design on computer system performance.
This course is programming intensive.
Applies to requirement(s): Math Sciences
B. Lerner, P. Klemmerer
Prereq: COMSC-225 and COMSC-221.

COMSC-331 Computer Graphics

Not Scheduled for This Year. Credits: 4
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 ray tracing. Students will complete a number of graphics projects based on readings and class discussion.
This course is programming intensive.
Applies to requirement(s): Math Sciences
E. Mendelowitz
Prereq: COMSC-205 and COMSC-211, and at least one of the following: MATH-203, MATH-211, or MATH-232.

COMSC-334 Artificial Intelligence

Not Scheduled for This Year. Credits: 4
Artificial Intelligence, as a field, has grown from its humble beginnings in science fiction to become one of the broadest fields in computer science, encompassing an incredibly wide array of topics. One of the common threads between these topics is "How do we build computer systems which exhibit logic and reason?" or rather "How do we build systems which can solve problems intelligently without resorting to brute force?" We'll cover a few major topics in this course, most notably search, logical reasoning, and planning as well as game playing/theory, uncertain reasoning, and graphical models. This course is programming intensive.
Applies to requirement(s): Math Sciences
The department
Prereq: COMSC-205 or COMSC-211; MATH-232.

COMSC-335 Machine Learning

Not Scheduled for This Year. Credits: 4
How does Netflix learn what movies a person likes? How do computers read handwritten addresses on packages, or detect faces in images?
Machine learning is the practice of programming computers to learn and improve through experience, and it is becoming pervasive in technology and science. This course will cover the mathematical underpinnings, algorithms, and practices that enable a computer to learn. Topics will include supervised learning, unsupervised learning, evaluation methodology, and Bayesian probabilistic modeling. Students will learn to program in MATLAB or Python and apply course skills to solve real world prediction and pattern recognition problems. Programming intensive.
Applies to requirement(s): Math Sciences
The department
Instructor permission required.
Prereq: COMSC-205 or COMSC-211, MATH-232, and a Calculus course (MATH-101, MATH-102, or MATH-203).
Advisory: Preference will be given to seniors in need of a final 300-level elective.

COMSC-336 Intelligent Information Retrieval

Not Scheduled for This Year. Credits: 4
Introduces the basic concepts, methodologies, and research findings in information retrieval. Special topics include Web searching, cross-language retrieval, data mining, and data extraction. Completion of this course will provide the necessary foundation to work in today's business environment where competitive advantage is obtained by retrieving needed information.
Applies to requirement(s): Math Sciences
The department
Prereq: COMSC-205 or COMSC-211.

COMSC-341 Topics

COMSC-341CC Topics: 'Compiler Design'
Spring. Credits: 4
Principles and practices for the design and implementation of compilers and interpreters. Will cover the stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. Students will construct a full compiler.
Applies to requirement(s): Math Sciences
V. Barr
Prereq: COMSC-225 and COMSC-312.

COMSC-341CP Topics: 'Cyber-Physical Systems'
Fall. Credits: 4
Tired of mixing test tubes by hand, counting ant colonies, or transcribing for hours? Automation and instrumentation advance scientific research, freeing us from tasks that are dirty, dangerous or boring while improving precision and repeatability. Advances in mobile processor design make it easier to add computing-based automation to "dumb" devices. Student teams will create innovative tools for teaching and research, focusing on tools that advance teaching and research around the college and studying embedded computing topics including reliability, testing and qualification, signal processing, real-time systems, collaborative design, and learning rapid prototyping in the Makerspace.
Applies to requirement(s): Math Sciences
P. Klemmerer
Prereq: COMSC-221.
COMSC-341DC Topics: 'Distributed Systems Engineering'
Not Scheduled for This Year. Credits: 4
How does Google respond to search queries so quickly? How does the power grid maintain stability when a tree falls on a wire? Distributed systems solve big problems by facilitating cooperation between independent agents towards a common goal. This course covers major principles of distributed systems: resource contention, concurrent action, scheduling, and communicating. Students will put theory into practice designing, implementing, and debugging distributed systems. This course is programming intensive.
Applies to requirement(s): Math Sciences
P. Klemperer
Prereq: COMSC-205.

COMSC-341NL Topics: 'Natural Language Processing'
Fall. Credits: 4
This seminar provides an introduction to natural language processing, the discipline of getting computers to understand human language. We will cover core ideas and algorithms relevant to both speech processing and text processing, with emphasis on applications in human-computer natural language interaction. Students will design and complete an open-ended final project.
Applies to requirement(s): Math Sciences
H. Pon-Barry
Prereq: COMSC-211, MATH-232, and a Calculus course (MATH-101, MATH-102, or MATH-203).

COMSC-341SP Topics: 'Computer Security & Privacy'
Not Scheduled for This Year. Credits: 4
Data security is an everyday concern for people but also for high-profile targets like the United States Director of National Intelligence, the United States Federal Bureau of Investigation, Target and Home Depot. In the course we will study the security vulnerabilities that make attacks possible and actions that can be taken to mitigate them. This course will introduce a variety of security topics: identifying software security vulnerabilities, malicious software, cryptography, authentication, access-control, networking, risk-analysis, usability, and ethics. Students will complete readings, in-class discussions, and hands-on programming activities.
Applies to requirement(s): Math Sciences
The department
Prereq: COMSC-205 or COMSC-211.

COMSC-341TE Topics: 'Text Technologies for Data Science'
Fall. Credits: 4
This course focuses on text analysis and technologies. We look at the challenges of working with massive amounts of unstructured vs semi-structured vs structured data. In that context, we explore some of the ways that statistical analyses are applied to things like search, categorization e.g. spam filtering, recommender systems, plagiarism detection, and hidden message finding.
Applies to requirement(s): Math Sciences
L. Ballesteros
Prereq: COMSC-205 or COMSC-211.

COMSC-343 Programming Language Design and Implementation
Not Scheduled for This Year. Credits: 4
Ever wonder why there are so many semicolons in Java programs, or what it would mean for a language to not be object-oriented? In this course, we will explore issues related to the design and implementation of programming languages. Along the way, we will discover answers to these questions and more. Topics will include syntax, semantics, runtime support for languages as well as an introduction to functional programming.
Applies to requirement(s): Math Sciences
C. Anderson
Prereq: COMSC-225.

COMSC-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
CRITICAL SOCIAL THOUGHT (CST)

CST-149 Topics in Critical Social Thought

CST-149AD Topics in Critical Social Thought: ‘Introduction to African Diaspora Religions’
Fall. Credits: 4
Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas. Crosslisted as: RELIG-181, A NFCNA-181
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

CST-200 Foundations in Critical Social Thought
Spring. Credits: 4
This course introduces students to the interdisciplinary field of Critical Social Thought. Students will learn to interrogate and challenge structures of social, cultural, and political power from a variety of theoretical traditions, such as Marxism, critical ethnic studies, queer and gender critique, critical race theory, media studies, performance studies, disability studies, history of science, the Frankfurt school, and settler colonial and postcolonial theory. Developing skills in theoretical and social critique to address pressing social issues, students will be equipped with an interdisciplinary toolbox to pursue independent projects.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
R. Wang

CST-248 Science, Revolution, and Modernity
Not Scheduled for This Year. Credits: 4
Introduces critical analysis of science and technology by tracing the historiography of the Scientific Revolution. The significance of this extended intellectual episode has been assessed in radically different ways throughout the intervening centuries. As such, it provides a fertile ground on which to pose and answer important questions about science and its role in society. What does it mean to regard science as ‘revolutionary’? How are scientific developments shaped by, and how do they shape, the social, economic, and political worlds in which they are embedded? How is our contemporary understanding of science and technology influenced by the stories we tell about the past?
Crosslisted as: HIST-248
Applies to requirement(s): Humanities
D. Cotter

CST-249 Topics in Critical Social Thought

CST-249AN Topics in Critical Social Thought: ‘Aliens, Anti-Citizens, and Identities’
Not Scheduled for This Year. Credits: 4
The course will examine marginal and “alien” citizenship statuses in the United States. Whereas the Declaration of Independence asserts that “all men are created equal,” we will interrogate that statement by studying identities and personages that are explicitly treated unequally in the law and society. From immigrants to gang members, from tipped workers to queer persons, from presumed terrorists to disenfranchised ex-cons, we will examine the deliberate incorporation and maintenance of people in society into lower classes and statuses.
Crosslisted as: LATST250AN
Applies to requirement(s): Social Sciences; Multicultural Perspectives
D. Hernández

CST-249AS Topics in Critical Social Thought: ‘Necropolitics in the Age of Slavery’ ‘Necropolitics in the Age of Slavery’
Not Scheduled for This Year. Credits: 4
Slave narratives of the eighteenth and nineteenth centuries partook of white abolitionist discourse, rhetoric, and genres even as authors made space for their own ideas about freedom, captivity, sovereignty, power, gender, sexuality, and the nature of being. This course will read narratives by Cugoano, Equiano, Sanchez, Prince, Brent, and Craft alongside current critical theories about necropolitics (i.e., sovereignty as the right to kill), Afro-pessimism, Afro-futurism, and Afro-feminism, by theorists such as Mbembe, Wilderson, Moten, Sharpe, and Wynter, to consider what thoughts these authors can offer to us on ways of being, living, and surviving Western, racial imperialisms.
Crosslisted as: ENGL-277
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: No previous theory reading experience is necessary, but a desire to learn to read it.

CST-249BE Topics in Critical Social Thought: ‘Buddhist Ethics’
Not Scheduled for This Year. Credits: 4
This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhist interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral ambiguity? We will consider the perspectives of Buddhists from different cultures including India, Sri Lanka, Thailand, Vietnam, Japan, and the United States.
Crosslisted as: RELIG-267
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Mrozik
CST-249CC Topics in Critical Social Thought: 'Cults, Conspiracies, and Moral Panics'

Not Scheduled for This Year. Credits: 4

Using case studies such as the Eugenics Movement, Jonestown, and the Kennedy Assassination, this course will examine how distrust of the government, originally motivated by logical concerns, has transformed the way people think about power in the postmodern era. The class will explore the difference between rational questioning of authority and blind distrust that leads to questionable claims. Through topics such as the War on Drugs, this class shows how the powerful are able to use biases and public fears to carry out their own, often counterproductive, measures. These case studies have issues like race and class at their core. We will examine how certain social issues have managed to endure.

crosslisted as: SOCI-216CC

Applies to requirement(s): Humanities

N. Michaud Wild

Preq: SOCI-123.

CST-249CP Topics in Critical Social Thought: 'Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics'

Not Scheduled for This Year. Credits: 4

In 2014, Time magazine declared the "Transgender Tipping Point" as a popular moment of transgender people's arrival into the mainstream. Using a queer andtrans* of color critique, this course will unpack the political discourses and seeming binaries surrounding visibility/invisibility, recognition/misrecognition, legibility/illegibility, belonging/unbelonging and aesthetics/utility. How might we grapple with the contradictions of the trapdoors, pitfalls, dark corners and glittering closets that structure and normalize violence for some while safeguarding violence for others? This course will center the 2017 anthology Trap Door: Trans Cultural Production and the Politics of Visibility.

crosslisted as: GNST-204CP

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

R. Hwang

Preq: One course in Gender Studies or Critical Social Thought.

CST-249CT Topics in Critical Social Thought: 'Cognitive Theory and Literary Studies'

Not Scheduled for This Year. Credits: 4

A survey of philosophical, scientific, and theoretical approaches to the relation between cognition and representation. For as long as we have told stories, we have thought about how they work in conjunction with the mind. This course charts the many ways in which cognitive theory has shaped literary studies over the ages. How does fiction reflect the way we think? How in turn does it shape how we behave? What happens in the brain and body when we read? Starting in antiquity and working through history towards contemporary neuroscience and cognitive psychology, we will consider such matters as action and imitation; reality and fantasy; reason and imagination; aesthetics, empathy, and affect.

crosslisted as: ENGL-268

Applies to requirement(s): Humanities

S. Roychoudhury

Restrictions: Course limited to sophomores, juniors and seniors

CST-249DD Topics in Critical Social Thought: 'Diversity, Inclusion, and Daily Democracy in US History'

Not Scheduled for This Year. Credits: 4

How have Americans – and those contending with America – envisioned and reached for more just and inclusive communities? What historical circumstances have opened opportunities for more robust democratic forms to emerge in the face of oppression? We will consider structural barriers to meaningful inclusion, involving racism, wealth, poverty, property, citizenship, gender, sexuality, disability, and dissent, as well as efforts to overcome them through concerted action and cultural struggle in the arts and public humanities. What public stories shape our connections with one another? What can we learn about the possibilities for sustaining democracy through daily life and culture?

crosslisted as: HIST-280DD

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Renda

CST-249EM Topics in Critical Social Thought: 'Embodiment in Theory: Precarious Lives from Marx to Butler'

Not Scheduled for This Year. Credits: 4

We examine the writing of major nineteenth, twentieth, and twenty-first century theorists, such as Marx, Nietzsche, Freud, Dubois, Arendt, Fanon, Foucault, Butler, and others through the lens of embodiment. Rather than read theory as an abstract entity, we explore how theory itself is an embodiment of actual lives in which human beings experience life as precarious. What are the social conditions that create vulnerable bodies? How do thinkers who lived or are living precarious lives represent these bodies? Through a series of case studies based on contemporary examples of precarity, we examine the legacy and materiality of critical social thought.

crosslisted as: GRMST-231EM, GNST-204EM

Applies to requirement(s): Humanities

Other Attribute(s): Humanities

K. Remmler

CST-249FA Topics in Critical Social Thought: 'Fascism in Plain Sight'

Not Scheduled for This Year. Credits: 4

This course examines fascism from a visual perspective. Students learn about the history of the phenomenon through the lenses of cinema, television, and performance. The course begins with an overview of fascism that spans from 1920s Europe to the present. What exactly is fascism? What is its relationship to newly emergent populisms (often called "fascist") and their own emphasis on spectacle? How does fascism visualize race, immigration, gender, sexuality, and violence? The course focuses mainly on fascism's manifestations throughout the Spanish-speaking world. That is, what do Latin America and Spain teach us about its malleability and adaptability?

crosslisted as: SPAN-240FA, FL MST-270FA

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

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

J. Crumbaugh

Preq: SPAN-212 or fluency in Spanish with permission.

Notes: Taught in Spanish.
CST-249FM Special Topics in Critical Social Thought: 'Frames of Mind: Tracking Power/Knowledge'
Not Scheduled for This Year. Credits: 4
A frame of mind typically refers to a mood or perspective. However, such dispositions also reflect a certain regulation of thought and thus behavior. In other words, something "frames" our minds in the first place. This course explores these ideas by interrogating the history of commonplace assumptions regarding issues such as freedom, race, prison, sexuality, government, and insanity. Authors include Giorgio Agamben, Wendy Brown, Michel Foucault, Friedrich Nietzsche, Edward Said, Ann Laura Stoler, and others.
Crosslisted as: LATAM-287FM
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Advisory: The course is geared toward both first-year students with minimal experience with philosophy and other students who have an interest in critical theory.

CST-249JM Topics in Critical Social Thought: 'Jewish Modernities'
Not Scheduled for This Year. Credits: 4
This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.
Crosslisted as: JWST-269, RELIG-269
Applies to requirement(s): Humanities
M. Benjamin

CST-249LR Topics in Critical Social Thought: 'Latina/o/x Urbanism'
Fall. Credits: 4
This course examines the relationship between the urban and Latina/o/x placemaking, identities and culture(s). Urban scholars have long studied the "evolving" city—this course explores the changing city in relation to Latina/o/x populations and urban social change movements. We examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, "new urbanism," placemaking, gentrification, migration/immigration, segregation, and more. The readings in this course aim to provoke a consideration of the dynamic between space and place, as well as how urban life, culture, and form impacts Latina/o/x populations and vice versa.
Crosslisted as: LATST-250LR
Applies to requirement(s): Social Sciences; Multicultural Perspectives
V. Rosa

CST-249MD Topics in Critical Social Thought: 'Introduction to Media Studies'
Spring. Credits: 4
This course introduces students to the critical study of media, focusing on electronic media, digital technologies, and network cultures. We will analyze the aesthetics, politics, protocols, history, and theory of media, paying attention to the ways they create and erase borders; affect how we form and articulate identities; invade privacy while providing a platform for exploration; foster hate speech and progressive movements alike; and participate in capitalist economies and the acceleration of climate change. While tracing the global flows of media creation, distribution, and consumption, we will also consider the different issues that arise in diverse national and local contexts.
Crosslisted as: FLMST-220MD
Applies to requirement(s): Humanities; Multicultural Perspectives
H. Goodwin

CST-249NT Topics in Critical Social Thought: 'Black, Jewish, and Muslim Cultures in Germany: Intersectionalities of Othering'
Not Scheduled for This Year. Credits: 4
As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shaped cultural expression and cultural exchange. In this seminar we explore the expression of otherness as portrayed in literature, film, and art from the eighteenth through twenty-first Centuries. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production.
Crosslisted as: GRMST-231NT, JWST-225NT
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler

CST-249RP Topics in Critical Social Thought: 'Race, Racism, and Power'
Spring. Credits: 4
This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial "difference." In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.
Crosslisted as: LATST-250RP, GNST-204RP
Applies to requirement(s): Social Sciences; Multicultural Perspectives
V. Rosa
Restrictions: This course is limited to sophomores and juniors.
CST-249TJ Topics in Critical Social Thought: Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'
Fall. Credits: 4
This course will offer an overview of select methodologies and methods from Community-based Participatory Action Research (CBPAR), Participatory Action Research (PAR), collaborative ethnography and other social justice research interventions such as radical oral history, grassroots research collectives, experimental digital archives, research and data justice networks and organizations. We will center on questions of "accountability"; that is, to whom, for whom, and to what end do processes of accountability serve those already in power? Moreover, we will investigate the chasms between academia and activism in order to explore the possibility of unlikely collaborative research alliances.
Crosslisted as: GNDS-204TJ
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hwang
Prereq: 4 credits in Gender Studies or Critical Social Thought.

CST-249TR Topics in Critical Social Thought: 'Trans* Identities and Communities: Genealogy, Theory, Praxis and Community Research'
Not Scheduled for This Year. Credits: 4
This course will investigate knowledge/cultural production produced by trans* communities, particularly those multiply impacted by categories of race, gender, sexuality, class, ability, citizenship and location. To understand the critical feminist genealogy/insurgency in which transgender studies/activism have become a field/site of political discourse, we will explore the overlaps and tensions between women/queer/trans* of color activism and theory. Using experimental and multimedia archives of affect, grief, desire, love, liberation and identitarian contradictions, we will ask how counter genealogies as process can transform how we relate to and inhabit power, futurity and memory.
Crosslisted as: GNDS-204TR
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hwang
Prereq: 4 credits from Gender Studies.

CST-249WT Topics in Critical Social Thought: 'Sociology of 9/11 and the War on Terror'
Not Scheduled for This Year. Credits: 4
We will explore the cultural and political impact of the terrorist attacks on September 11, 2001. The media’s role in constructing meanings will be a main organizing focus of the course. Using readings, discussions, assignments, and films, the course will allow students to form a picture of how 9/11 changed America and beyond. Course topics include: the way the mainstream media constructed 9/11 and alternate ways they could have; how popular culture and the Public Sphere responded; complex historical factors leading up to 9/11; reasons the attackers say they committed the attacks; ways the event changed culture and politics in the world; consultancy theories.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
N. Michaud Wild
Prereq: SOCI-123.

CST-249YE Special Topics in Critical Social Thought: 'The Undocumented Latina/o Youth Experience: Struggles, Resiliency, and Futures'
Not Scheduled for This Year. Credits: 4
This course provides an overview of the immigrant rights movement, emphasizing diverse undocumented Latina/o students throughout the K-20 pipeline. Readings and discussions will: address the socio-political construction of ‘illegality’; critically examine the creation and implementation of pro- and anti-immigrant legislation, particularly policies that impact undocumented students; survey the challenges and resiliency of the undocumented youth movement as it pertains to education, social mobility, and health; and deconstruct the legislative, political, economic, and cultural factors that impact the undocumented community in the U.S.
Crosslisted as: LATST-250YE
Applies to requirement(s): Social Sciences; Multicultural Perspectives
A. Soltero López

CST-253 Critical Race Theory
Fall. Credits: 4
This course examines the discursive relationship between race and law in contemporary U.S. society. Readings examine the ways in which racial bodies are constituted in the cultural and political economy of American society. The main objective is to explore the rules and social practices that govern the relationship of race to gender, nationality, sexuality, and class in U.S. courts and other cultural institutions. Thinkers covered include W.E.B. DuBois, Kimberle Crenshaw, Derrick Bell, and Richard Delgado, among others.
Crosslisted as: AFCSNA-208
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Wilson
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Critical Social Thought 248, 249, or 250 recommended but not required

CST-256 Rethinking (Under)Development in Latin America
Not Scheduled for This Year. Credits: 4
When and how did the notion of "development" emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term "under-development" imply? Throughout Latin America, such terms prove highly problematic not only with respect to the material reality they purport to describe but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about "underdevelopment" through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century.
Crosslisted as: LATAM-287DE
Applies to requirement(s): Humanities
L. Gudmundson

CST-280 Literary and Cultural Theory
Spring. Credits: 4
An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will focus on crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation. Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.
Crosslisted as: ENGL-280
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Rodgers
Restrictions: Course limited to sophomores, juniors and seniors
CST-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

CST-339 The Visual Culture of Protest
Not Scheduled for This Year. Credits: 4
This course examines social protests from the perspective of the visual. Examining cultural productions from 1948-2015 we will focus on the geographical specificity of planned and spontaneous protests that have mobilized people into action. We will use a black studies framework to engage the possibilities present in resisting disparate power structures of race, gender, sexuality, class, and region. Artists, musicians, activists, writers, and grassroots organizers of social movements have been ever cognizant of the role of the visual in subverting power structures. We will use this opportunity to place visual culture at the center of a conversation concerning resistance, human rights, political agency, citizenship, and freedom.
Crosslisted as: AFCNA-339, ENGL-339
Applies to requirement(s): Humanities; Multicultural Perspectives
K. J. Brown
Prereq: ENGL-199/200, or AFCNA-200.

CST-342 Science as Culture
Not Scheduled for This Year. Credits: 4
What is science? The progressive discovery of Nature’s laws? The process of honing claims about the universe? Is science the act of postulating and testing hypotheses? Or is it tinkering, experimentation? This course offers an advanced introduction to cultural and anthropological studies of science. Through careful readings of work in areas such as the sociology of scientific knowledge, actor-network theory, feminist science studies, and affect theory, we will explore the sciences as complex systems of cultural production. The course will culminate in a series of critical ethnographic studies of how the sciences shape concepts and experiences of race, the body, gender, and sexuality.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
M. Watson
Prereq: 8 credits in the department.

CST-349 Advanced Topics
CST-349AC Advanced Topics: 'Latina/o/x Studies in Action'
Not Scheduled for This Year. Credits: 4
Latina/o/x Studies in Action explores university/college-community partnerships and civic engagement with/in Latina/o/x communities in the United States. Drawing from the field of Latina/o/x Studies, the course explores and interrogates "traditional" academic understandings of knowledge production, research, and service learning. Focusing on questions of power, inequality, and social change, this course will examine how university/college-community partnerships can be based on reciprocity, exchange, and the centering of community assets, needs, and voices.
Crosslisted as: LATST-350AC
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
V. Rosa

CST-349AD Advanced Topics: 'Abolitionist Dreams & Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice'
Not Scheduled for This Year. Credits: 4
This seminar will offer close theoretical readings of a variety of anti-colonial, abolitionist, anti-imperialist, insurgent and feminist-of-color memoir, autobiographical and social justice texts. We will read works from Leanne Betasamosake Simpson, Assata Shakur, Patrisse Cullors, Grace Lee Boggs, Audre Lorde, Leah Lakshmi Piepzna-Samarasinha, Leila Khaled, Fannie Lou Hamer, Sarah Ahmed, Lee Maracle, Kai Cheng Thom, Angela Davis, Sojourner Truth, adrienne maree brown, Alexis Pauline Gumbs, Mary Brave Bird, Jamaica Ahmed, Gabby Rivera and Haunani-Kay Trask. We will center the interlinking and capacious concepts of liberation, revolution, freedom, justice and decolonization.
Crosslisted as: GNDST-333AD
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
R. Hwang
Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.

CST-349AF Advanced Topics: 'African American Spiritualities of Dissent'
Not Scheduled for This Year. Credits: 4
This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissentive qualities of selected African American activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?", "What is dissent?", and "Has blackness required resistive spiritual communities?"
Crosslisted as: RELIG-331AF, AFCNA-341AF
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

CST-349AN Advanced Topics: 'Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Disaster'
Fall. Credits: 4
The "Anthropocene" has been defined as the era when humans exert change on the earth's climate, but this term has become a dynamo for theories, political discussions, and art about man's anthropocentric relation to the nonhuman world. This course will read theories of the Anthropocene alongside artistic contemplations of the shifting, ethical relations among humans, animals, and other beings of the world. How are we to live, die, and reproduce ourselves in a time when we have egregiously affected the earth? How does the critique of anthropocentrism shift our understanding of sex, gender, race, and the nonhuman? Finally, how does art speak within political conversations of climate change?
Crosslisted as: ENGL-366
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Singer
Prereq: 8 credits in English or Critical Social Thought.
CST-349AR Advanced Topics: 'Aesthetics of Racial Capitalism'
Spring. Credits: 4
Race is the modality in which class is lived," wrote the late cultural theorist Stuart Hall. This course takes Hall's axiom as a starting point for considering the racial, gendered, and sexualized character of capitalist domination. Throughout the course students will explore both the political economy and the cultural imaginary of racial capitalism. One question we will grapple with is the following: if capital itself is as imperceptible and objectively real as gravity, what are the common tropes we use to apprehend its circulation? Is it the stock market ticker tape, the shipping container, or the industrial wasteland? Drawing on writers and artists of color from around the world, we will consider ways they offer cognitive maps of the gendered and sexualized contours of racial capitalism. Authors may include Octavia Butler, Chang-rae Lee, Leslie Marmon Silko, Nana Kwame Adjei-Brenyah, and Ruth Ozeki. Visual artists may include Xu Bing, Otobong Nkanga, Allan deSouza, Rodney McMillian, Mark Bradford, Takahirow Iwasaki, Anicka Yi, and Candace Lin.
Crosslisted as: ENGL-338
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
I. Day
Prereq: 8 credits in English or CST-200.

CST-349BC Advanced Topics: 'History of British Capitalism'
Not Scheduled for This Year. Credits: 4
Drawing on insights from recent scholarship on the "histories of capitalism," this course explores the history of economic life in modern Britain, from the late seventeenth to the early twentieth centuries. Rather than take British economic development as exemplary of modernization we will situate that which was particular about the British case against the pluralities of capitalism that have evolved over the past three centuries. Topics include revolutions in agriculture, finance, commerce and manufacturing; the political economy of empire; the relationship between economic ideas, institutions and practice; and, the shaping of everyday economic life by gender, class and race.
Crosslisted as: HIST-357
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Fitz-Gibbon
Restrictions: This course is open to juniors and seniors

CST-349BG Advanced Topics: "Beyond Geishas and Kung Fu'
Spring. Credits: 4
This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visibility, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.
Crosslisted as: ENGL-334BG
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
I. Day
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English.

CST-349CH Advanced Topics: 'Childhood and Children in Religion'
Not Scheduled for This Year. Credits: 4
This course will consider the critical intervention of #SurvivedAndPunished, and the idea of "survivor defense as abolitionist praxis." Using principles and case studies from feminist and critical race action research, we will investigate the concepts of transformative justice, carceral feminism and anti-violence alongside the binaries of deserving/undeserving and good-victim/non-victim criminal. How does this relate to the corrective notions of rehabilitation, redemption and restitution? What does the criminalization of survivors of violence (i.e., gendered, racial, intimate partner, sexual and state violence) tell us about our limited views of justice and collective healing from harm?
Crosslisted as: GNDST-333CF
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Writing-Intensive
R. Hwang
Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.

CST-349CF Advanced Topics: 'Survived, Punished and (Un)Deserving: Feminist Participatory Action Research Against Carceral Feminisms'
Not Scheduled for This Year. Credits: 4
This course will consider the critical intervention of #SurvivedAndPunished, and the idea of "survivor defense as abolitionist praxis." Using principles and case studies from feminist and critical race action research, we will investigate the concepts of transformative justice, carceral feminism and anti-violence alongside the binaries of deserving/undeserving and good-victim/non-victim criminal. How does this relate to the corrective notions of rehabilitation, redemption and restitution? What does the criminalization of survivors of violence (i.e., gendered, racial, intimate partner, sexual and state violence) tell us about our limited views of justice and collective healing from harm?
Crosslisted as: GNDST-333CF
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Writing-Intensive
R. Hwang
Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.

CST-349DE Advanced Topics: 'Rethinking (Under)Development in Latin America'
Not Scheduled for This Year. Credits: 4
When and how did the notion of "development" emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term "under-development" imply? Throughout Latin America, such language proves problematic not only as a material reality but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about "underdevelopment" through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century. The course addresses works by Gabriel García Márquez, Subcomandante Marcos, José Martí, Tomás Gutiérrez Alea, and others.
Crosslisted as: SPAN-350DE
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
J. Crumbaugh
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish.
CST-349EM Advanced Topics: 'Flesh and Blood: Naturecultural Embodiments'

Not Scheduled for This Year. Credits: 4

What does it mean to be (in?) a body? Who counts as whole, broken or food? How do discipline, punishment, use, reproduction, and illness come into play? What are agency, animacy, knowledge, consciousness in relation to embodiment? Western rationality has produced and disciplined a coherent, bounded, defended, racialized, and gendered bodily Self through medicine, psychiatry, nutrition, education, sexology, thanatology, obstetrics, and other disciplines. We will explore this production and its continual undoing, through topics such as medical diagnosis, disability, death and burial cultures, infection, diet, breastfeeding and dairy, chronic illness, depression, queerness, and hormone replacement.

Crosslisted as: GNDST-333EM

Applies to requirement(s): Humanities

C. Gundermann

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: GNDST-101 and GNDST-221 or GNDST-201, or CST-200 or CST-248, or 8 credits in Anthropology, Sociology, History, Environmental Studies or Geography.

CST-349FM Advanced Topics: 'Latina Feminism(s)'

Fall. Credits: 4

What is Latina Feminism? How does it differ from and/or intersect with "other" feminisms? In this seminar, we will explore the relationship between Latina feminist theory, knowledge production, and social change in the United States. This interdisciplinary course explores Latina feminism in relation to methodology and epistemology through a historical lens. This will help us to better understand how Latina feminist approaches can inform our research questions, allow us to analyze women's experiences and women's history, and challenge patriarchy and gender inequality. We will explore topics related to knowledge production, philosophies of the "self," positionality, inequality, the body, reproductive justice, representation, and community. Our approach in this class will employ an intersectional approach to feminist theory that understands the interconnectedness between multiple forms of oppression, including race, class, sexuality, and ability. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.

Crosslisted as: LATST-350FM, GNDST-333FM

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

V. Rosa

Restrictions: Course limited to sophomores, juniors and seniors

CST-349LD Advanced Topics: 'Luminous Darkness: African American Social Thought After DuBois'

Not Scheduled for This Year. Credits: 4

Examines the causes of and proposed solutions to 'the Negro problem' in post-Civil War American public policy. Focuses on the life, work, and legacies of DuBois. Drawing on domestic and diasporic fictional and nonfictional depictions of black life in the 'DuBoisian century' the course considers different responses to his 1903 question, 'How does it feel to be a problem?' Examining theories, arguments, movements and policies targeting blacks and their environment allows us to criticize Western rationality has produced and disciplined a coherent, bounded, defended, racialized, and gendered bodily Self through medicine, psychiatry, nutrition, education, sexology, thanatology, obstetrics, and other disciplines. We will explore this production and its continual undoing, through topics such as medical diagnosis, disability, death and burial cultures, infection, diet, breastfeeding and dairy, chronic illness, depression, queerness, and hormone replacement.

Crosslisted as: AFRCA-308

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

L. Wilson

Instructor permission required.

Prereq: 8 credits in Africana Studies.

CST-349MC Advanced Topics: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'

Spring. Credits: 4

Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the "American Dream," homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining: 1. the history of housing policy in the United States; 2. national identity, assimilation, and housing; and 3. discriminatory housing policies/programs and housing inequality. We explore topics including immigration, housing policy, public housing, segregation, gentrification, the suburbs, homelessness, eviction, affordability, and community building. Exploring this range of topics will help us develop a clearer understanding of why housing is one of the most pressing issues for Latinas/os/x today.

Crosslisted as: LATST-350MC, GNDST-333MC

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

Other Attribute(s): Speaking-Intensive

V. Rosa

Restrictions: This course is open to juniors and seniors

CST-349MR Advanced Topics: 'The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature'

Not Scheduled for This Year. Credits: 4

Setting their historical novels in the Middle Ages, contemporary Arab writers such as Radwa Ashour, Jurji Zaydan, Gamal al-Ghitani and Bensalem Himmich have reimagined the past to the problems of present Middle-Eastern societies. Writing from Egypt, Lebanon and Morocco, they revisited with nostalgia the extraordinary medieval heritage of the Arab-Islamic world, educating their readers while taking them on journeys to Medieval Andalusia, to the last years of the Baghdad of the caliphs, and to Cairo on eve of the Ottoman conquest. By looking into the medieval mirror, these authors challenged conservative readings of this heritage. In doing so, they contributed to the modernization of their countries and were able to escape censorship, uphold feminist values, and to criticize Western imperialism and oppressive Arab rulers. In this course, we will read their works in valuable English translations, while discussing their extraordinary lives as twentieth-century writers, intellectuals, and activists.

Crosslisted as: ASIAN-339

Applies to requirement(s): Humanities, Multicultural Perspectives

M. Lovato

Notes: Taught in English. A special Arabic track will be available for upper-intermediate, advanced, and native students of Arabic.

CST-349MS Advanced Topics: 'Multi-Species Justice? Entangled Lives and Human Power'

Not Scheduled for This Year. Credits: 4

How can we change animal exploitation and re-situate the human more equitably with other species? Through animal rights? Justice? Abolition? Dismantle human exceptionalism? Animal emancipation? Companionship? Co-existence? Stewardship? What are the uses and limits of the discourses from which critical animal studies borrows conceptually, for example: antiracism, feminism, disability studies, nationalism, transformative justice, and so on. We will explore different scenarios of human-nonhuman entanglements, such as training, rescue, the animal industrial complex, the politics of extinction, hunting, infection, predation, breeding/reproduction and others.

Crosslisted as: GNDST-333MS

Applies to requirement(s): Humanities

C. Gundermann
CST-349MW Advanced Topics: ‘Memory (of) War’
Not Scheduled for This Year. Credits: 4
The medium of cinema has shown persistent concern with war and memory, and has constituted a heated battleground for remembrance and erasure of the past. Through cinema, in other words, we most clearly see both memories of war and subsequent wars among competing memories. The Spanish Civil War (1936-1939), the repressive military regime of Francisco Franco (1939-1975), and recent attempts to “reappropriate” memory all dramatize these dynamics and raise a number of larger questions. How do destruction and devastation register through the visual? What happens when we attempt to police memory (through censorship, propaganda, etc.)? What and why do people choose to remember or forget?
Crosslisted as: SPAN-340MW, FLMST-370MW
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: Two courses in Spanish at the 200-level above SPAN-212.
Notes: Taught in Spanish.

Not Scheduled for This Year. Credits: 4
Sexuality via current US law is largely conceived of as a singular identity axis, existing independently of other categories and social phenomena. Through critical queer, critical race and settler colonial theory, this course will study the concepts of sexual citizenship/respectability in relation to criminality of "deviant" sexualized, racialized, colonized bodies. In turn, we will explore recent modes of LGBT legal reform – or rather "carceral feminisms" and "pink-washing." Lastly, we will focus on the unprecedented rate in which women/queer/trans people of color experience violence from the criminal justice system and its law enforcers, even in cases of survival and self-defense.
Crosslisted as: GNST-333NT
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hwang
Prereq: 8 credits from Gender Studies.

CST-349PW Advanced Topics: ‘Once More With Feeling: Intimacies and Affects in a Posthuman World’
Not Scheduled for This Year. Credits: 4
Affect theory offers a varied and rich critical language to explore how emotion circulates within and among human bodies and nonhuman ones as well. If emotions operate through bodily changes and chemical exchanges, then animals and nonhumans might similarly be seen as bodies replete with affective materials in motion and at rest. In this course we will read through an array of affect theory from cognitive science, animal studies, and posthumanist debates on the affect of objects. We will consider how humans know what they feel (and when), how animals love, how forests think, and how affects might cross human and nonhuman boundaries.
Crosslisted as: ENGL-382PW
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Prior experience with theory is helpful but not necessary.

CST-349RE Advanced Topics: ‘Body and Gender in Religious Traditions’
Spring. Credits: 4
Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.
Crosslisted as: RELIG-352, GNST-333RT
Applies to requirement(s): Humanities
S. Mrozik
Restrictions: Course limited to sophomores, juniors and seniors

CST-349RT Advanced Topics: ‘Critical Race Theory in Education’
Not Scheduled for This Year. Credits: 4
This course focuses on Critical Race Theory, its history and application in the field of Education. Through course readings and assignments, students will explore and discuss key issues such as race/racism, class/classism, gender/sexism among other "isms" and how they impact the teaching and learning experiences of students of color. This course is specifically designed to challenge students and make them think critically about their multiple identities, privileges and challenges as students and future leaders. The goal is gain a critical understanding of the connection between theory, research, and practice in order to better understand educational structures, processes, and discourses.
Crosslisted as: LATST-350RT
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Soltero López
Notes: Students interested in careers within Education are highly encouraged to enroll.

CST-349ST Advanced Topics: ‘Sissies, Studs and Butches: Racialized Masculinities, Effeminacy and Embodiments of Noncompliance’
Not Scheduled for This Year. Credits: 4
This course will investigate the racialization of masculinity (and the masculinization of race) as undergirded by heteropatriarchy, settler colonialism, militarized borders and imperialism. This course will center perspectives from various “Third World Solidarity” diasporas in order to challenge Western, hegemonic and inherent legacies of masculinity as modernity’s (hu)man. Using critical race theory, feminist, queer/trans* of color critique (e.g., Wynter, Fanon, David Eng, José Muñoz), we will ask how whiteness (white supremacist masculinity) shapes and colors masculinity – whether as exemplar, visible, illegible, failed, deviant and even toxic – and what then falls outside of such a frame?
Crosslisted as: GNST-333ST
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hwang
Prereq: 8 credits in Gender Studies or Critical Social Thought.
CST-349UU Advanced Topics: 'Latina/o Immigration'
Not Scheduled for This Year. Credits: 4
The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.
Crosslisted as: LATST-360, GNDST-333UU
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
D. Hernández
Notes: Community-based learning is optional in this class.

CST-349VC Advanced Topics: 'Victorian Literature and Visual Culture'
Not Scheduled for This Year. Credits: 4
This course will examine literary texts that represent new forms of visuality in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography—portraiture, prison photography, imperial photographs, and private and popular erotic images—as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising. Crosslisted as: ENGL-325
Applies to requirement(s): Humanities
A. Martin
Prereq: ENGL-220 or ENGL-323 and at least 4 credits from art history or film studies.

CST-349WC Advanced Topics: 'Writing Capitalism's Ruins'
Not Scheduled for This Year. Credits: 4
There's a low buzz; we feel nervous. Is this capitalism's end? Have zombie silhouettes hit the horizon yet? Keep checking. Anthropology narrates collective feelings, gives form to the ambience. But what's the ambition of late industrialism; what's it feel like to collapse? As we watch factory buildings crumble, we wonder whether the tap water's clean. The question of how to write the world (anthropologically-speaking) must also be a question of how to survive, thrive, and even flourish. Archaeologists have long explored decadence, collapse, and ruins. Cultural anthropologists now find themselves in the archaeologists' shoes. Drawing from archaeology, cultural anthropology, ecology, and literary theory, this course will be an open-ended, writing-oriented examination of contemporary experiences of ruins and ruination. Crosslisted as: ANTHR-316WC
Applies to requirement(s): Social Sciences; Multicultural Perspectives
M. Watson
Prereq: ANTHR-105.

CST-349WT Advanced Topics: 'Sociology of 9/11 and the War on Terror'
Not Scheduled for This Year. Credits: 4
We will explore the cultural and political impact of the terrorist attacks on September 11, 2001. The media's role in constructing meanings will be a main organizing focus of the course. Using readings, discussions, assignments, and films, the course will allow students to form a picture of how 9/11 changed America and beyond. Course topics include: the way the mainstream media constructed 9/11 and alternate ways they could have; how popular culture and the Public Sphere responded; complex historical factors leading up to 9/11; reasons the attackers say they committed the attacks; ways the event changed culture and politics in the world; conspiracy theories. Crosslisted as: SOCI-316WT
Applies to requirement(s): Social Sciences
N. Michaud Wild
Prereq: 8 credits in Sociology

CST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

Related Courses

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<td>Topics in Critical Social Thought: 'Fascism in Plain Sight'</td>
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<tr>
<td>CST-249LR</td>
<td>Topics in Critical Social Thought: 'Latina/o/x Urbanism'</td>
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<tr>
<td>CST-249RP</td>
<td>Topics in Critical Social Thought: 'Race, Racism, and Power'</td>
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<tr>
<td>CST-249TJ</td>
<td>Topics in Critical Social Thought: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'</td>
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<tr>
<td>CST-253</td>
<td>Critical Race Theory</td>
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<tr>
<td>CST-349AD</td>
<td>Advanced Topics: 'Abolitionist Dreams &amp; Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice'</td>
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<tr>
<td>CST-349AN</td>
<td>Advanced Topics: 'Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Disaster'</td>
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<tr>
<td>CST-349BG</td>
<td>Advanced Topics: 'Beyond Geishas and Kung Fu'</td>
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<tr>
<td>CST-349CH</td>
<td>Advanced Topics: 'Childhood and Children in Religion'</td>
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<tr>
<td>CST-349FM</td>
<td>Advanced Topics: 'Latina Feminism(s)'</td>
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<td>CST-349MW</td>
<td>Advanced Topics: 'Memory (of) War'</td>
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<tr>
<td>CST-349NT</td>
<td>Advanced Topics: 'Entangled Sexuality: Violence, Resistance, Crime, Punishment And Survival'</td>
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<tr>
<td>CST-349RT</td>
<td>Advanced Topics: 'Critical Race Theory in Education'</td>
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<tr>
<td>CST-349WT</td>
<td>Advanced Topics: 'Sociology of 9/11 and the War on Terror'</td>
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<td>EDUC-205</td>
<td>Social Justice in Education</td>
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<tr>
<td>ENGL-334BG</td>
<td>Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'</td>
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<td>ENGL-366</td>
<td>Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Disaster</td>
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<td>FLMST-270FA</td>
<td>National/Transnational Cinema: 'Fascism in Plain Sight'</td>
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<tr>
<td>GNDST-201</td>
<td>Methods and Practices in Feminist Scholarship</td>
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<tr>
<td>GNDST-204TJ</td>
<td>Women and Gender in the Study of Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'</td>
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<td>GNDST-221QF</td>
<td>Feminist and Queer Theory: 'Feminist and Queer Theory'</td>
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<td>GNDST-333AD</td>
<td>Advanced Seminar: 'Abolitionist Dreams &amp; Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice'</td>
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<td>HIST-276</td>
<td>U.S. Women's History Since 1890</td>
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<td>HIST-280DD</td>
<td>Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'</td>
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<td>HIST-301FH</td>
<td>Colloquium: 'Food and Hunger in the Modern World'</td>
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<tr>
<td>JWST-350CH</td>
<td>Special Topics in Jewish Studies: 'Childhood and Children in Religion'</td>
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<tr>
<td>LATAM-287FM</td>
<td>Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'</td>
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<td>LATST-250LR</td>
<td>Special Topics in Latina/o Studies: 'Latina/o/x Urbanism'</td>
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<tr>
<td>PHIL-201</td>
<td>Philosophical Foundations of Western Thought: The Greek Period</td>
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<td>PHIL-202</td>
<td>Philosophical Foundations of Western Thought: The Modern Period</td>
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<td>PHIL-248</td>
<td>Philosophical Issues in Race and Racism</td>
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<td>PHIL-255</td>
<td>Existentialism</td>
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<td>PHIL-350BA</td>
<td>Topics in Philosophy: 'Reasons for Belief and Action'</td>
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**Politics**

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<td>POLIT-118</td>
<td>Introduction to Political Ideas</td>
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<tr>
<td>POLIT-350</td>
<td>Revolutions</td>
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**Religion**

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<td>RELIG-181</td>
<td>Introduction to African Diaspora Religions</td>
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<tr>
<td>RELIG-331CH</td>
<td>Advanced Topics in Religion: 'Childhood and Children in Religion'</td>
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**Russian & Eurasian Studies**

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<td>RES-330</td>
<td>Nationalism, Populism, and the New World Order</td>
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<tr>
<td>RES-350</td>
<td>Revolutions</td>
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**Sociology**

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<tr>
<td>SOCI-333</td>
<td>Contemporary Social Theory</td>
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**Spanish**

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPAN-240FA</td>
<td>Visual Cultures, An Introduction: 'Fascism in Plain Sight'</td>
<td>4</td>
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</table>
CURRICULAR SUPPORT COURSES (CUSP)

CUSP-100 Engaging the Pioneer Valley: Community-Based Learning (CBL) Theory and Practice
Not Scheduled for This Year. Credits: 2
This course will equip students to enter communities effectively and responsibly as learners, researchers, volunteers, and citizens. Successful community-based learning depends on familiarity with communities and methods to study and assess conditions in them, and on familiarity with the history, politics, policies and practices of campus-community partnerships. Students will analyze and interact with nonprofit and civic organizations, issues, and leaders to refine personal interests and skills for social justice advocacy. Students will identify and prepare to address critical needs and opportunities via community partnerships through readings, discussions, panel sessions and assignments.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
A. Bloomgarden
Notes: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSP-105 Speaking from Experience
Not Scheduled for This Year. Credits: 2
Especially designed for students interested in developing their public speaking skills (or pitching) within entrepreneurial settings, this speaking-intensive two-credit course will help students reflect on, learn from, and speak about their unique experiences as they transition into their next steps after graduation. Using techniques that are effective to focus their message and connect with their audience, students will improve their ability to communicate with confidence, express themselves authentically and inspire others. Students will practice and revise their pitches with different contexts and audiences in mind, and learn more about ways that such spoken presentations are evaluated.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive
R. Feldman
Notes: Half-semester course. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSP-134 Effective Writing, Revising, And Communication
Fall. Credits: 1
This course is intended for students who are new to American academic writing or identify as non-native speakers of English. Students should also be enrolled in a writing-intensive course. Through discussion and analysis of their own writing and peer work, students evaluate the effectiveness of their written communication and writing process. A variety of strategies for strengthening written communication are applied to current writing projects. Planned topics include incorporating and citing sources, English structure and vocabulary, writing to an audience, constructing effective paragraphs, and drafting and revision.
Applies to requirement(s): Meets No Distribution Requirement
M. Shea
Instructor permission required.
Notes: Repeatable for credit. Credit/no credit grading. Meets second half of the semester only. Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSP-202 Community-Based Learning: Networks, Reflection, and Meaning
Not Scheduled for This Year. Credits: 2
Community-based learning that effectively develops civic leaders and engages purposefully in community development requires students to develop networking, reflection, and analytic practices. Readings on civic engagement, discussions and exercises will advance campus and community networks, writing and oral reflection on field experiences, and information-sharing so students will better understand themselves and communities. This course is designed to facilitate learning and impact for CBL Program student staff pursuing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
A. Bloomgarden
Instructor permission required.
Advisory: For current CBL Fellows only. Instructor permission required.
Notes: Meets Wednesday nights. There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSP-203 Integrating Learning, Service, and Social Action
Spring. Credits: 2
Connecting community-based learning to social justice advocacy requires experience with asset-based community analysis, and skills for project planning, implementation, and assessment. Students will develop logic models for social change and participate in exercises and reflections that enhance their capacity to support organizational community partnership development. This course is designed to facilitate learning and impact for CBL Program student staff pursuing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
A. Bloomgarden
Instructor permission required.
Notes: Meeting dates: 1/30, 2/13, 2/27, 3/20, 4/3, 4/10, 4/17, plus required workshops and trainings. Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSP-208 Fundamentals of Maker Culture
Fall and Spring. Credits: 2
This course is an introduction to common shop practices in the MHC Makerspace. In this course, you will learn to safely operate equipment and to both develop and mentor projects, with a focus on inclusive pedagogy. Emphasis will be placed on class participation as well as hands-on project based assignments. Priority will be given to those seeking to work as Makerspace Consultants.
Applies to requirement(s): Meets No Distribution Requirement
K. Aidala
Instructor permission required.
Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.
CUSB-209 Making Study Abroad a Transformative Experience

Not Scheduled for This Year. Credits: 1
This course prepares students for a profoundly transformative study abroad experience, personally and intellectually. We explore ways to engage cultural difference rather than shy away from it and be comfortable with being outside one’s comfort zone. Students will learn critical reflection strategies and discuss how study abroad supports their individual learning goals and advances their personal growth and career prospects. Classes include case studies, role play, and conversations with faculty and alumnae with study abroad experience.
Applies to requirement(s): Meets No Distribution Requirement
M. Lauer, M. Svaldi
Instructor permission required.
Advisory: Course is limited to students who plan to study abroad in spring 2020.
Notes: Second half of semester. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSB-211 Putting Your Study Abroad Experience to Work

Fall. Credits: 1
Study abroad is a life-changing experience that helps you grow personally, academically, and professionally. Research shows experience abroad has a significant impact on the development of job skills and career outcomes. However, leveraging the benefits of study abroad depends on purposeful engagement and reflection. In this course, you will explore how study abroad has influenced your understanding of yourself and others in the world, and how you can leverage the valuable skills you developed to market your study abroad experience to potential employers. At a culminating symposium, students will share with the MHC community their international experiences as they relate to their personal and academic growth and career pursuits.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
M. Lauer, A. Stroud, M. Svaldi
Restrictions: This course is limited to seniors.
Advisory: Course is limited to students who have studied abroad. Non-seniors who have studied abroad must contact an instructor for permission to register.
Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSB-212 Peer Mentoring: Theory and Practice

Spring. Credits: 2
This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Hernández
Instructor permission required.
Notes: Meets second half of the semester on Monday evenings. Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSB-215 Intergroup Dialogue

CUSB-215RR Intergroup Dialogue: ‘Understanding Race and Racism in the United States and Mount Holyoke College’
Fall and Spring. Credits: 1
In a culturally and socially diverse society, discussion about issues of difference, conflict and community are needed to facilitate understanding between social/cultural groups. In this intergroup dialogue, students will actively participate in two days (16 hours) of semi-structured, face-to-face meetings with students from other social identity groups. Students will learn from each others’ perspectives, read and discuss relevant reading material, and explore their own and other groups’ experiences in various social and institutional contexts. Students will also explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels.
Applies to requirement(s): Meets No Distribution Requirement
M. Keelh
Instructor permission required.
Advisory: Interested students must complete an online application. Fall application, Spring application.
Notes: Students may take this weekend dialogue experience for 1 academic credit or may participate without registration as a co-curricular opportunity. In addition to the weekend meetings, there are reflection papers to be completed before and after the dialogue. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSB-216 MaGE Training

Not Scheduled for This Year. Credits: 2
This course is an introduction to theories and practices of collaborative learning for students in the Computer Science Megas and Gigas Educate (MaGE) peer mentoring program. We will draw on existing research, practice sessions, and class discussion to craft our philosophies of peer mentoring and to develop effective practical strategies.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive
A. St. John
Instructor permission required.
Notes: Meets half of the semester. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.
CUSP-235 Intergroup Dialogue: Facilitating Conversations About Social Justice

Fall and Spring. Credits: 2

Intergroup Dialogue engages individuals and groups in facilitated small group processes to explore difficult issues to develop shared meaning across lines of difference, and generate opportunities for collaborative action. This course is designed to give students both a theoretical and practical foundation in the awareness, knowledge and skills needed to effectively plan, facilitate and evaluate Intergroup Dialogues. Students will develop skills in facilitating multicultural group interactions and work with conflict that may emerge engaging topics such as group dynamics, conflict intervention, intergroup communication and group building.

Applies to requirement(s): Meets No Distribution Requirement

M. Keehn
Instructor permission required.

Prereq: CUSP-215RR.

Advisory: Students must have completed CUSP-215RR or a comparable intergroup dialogue experience from another institution and must complete the required application form.

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

Dance Theory

DANCE-151 Elementary Composition
Fall. Credits: 4
A study of the principles and elements of choreography. How is movement design and meaning constructed? How do the different dimensions of the medium of dance inform and inspire choreographic choices? Course work will focus on experiential and analytical approaches to these questions through readings, video viewings and guided improvisational and compositional explorations of such issues as sensation, time, rhythm, desire, image, shape, space, and effort quality. Students will experiment with a range of tools and strategies for dance making, including movement phrasing, musical structure, collage, group forms, improvisational scoring, and the design of movement in relation to objects and environments.
Applies to requirement(s): Humanities
The department

DANCE-171 Studies in Dance History
Spring. Credits: 4
This course is designed to present an overview of dance as a performing art in the twentieth century. Through readings, video and film viewings, guest performances, individual research projects, and classroom discussions, students will explore principles and traditions of twentieth-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde experimentation, African American dance forms, jazz dance, and other cultural dance traditions.
Applies to requirement(s): Humanities
C. Flachs

DANCE-177 Introduction to Caribbean Dance Studies
Not Scheduled for This Year. Credits: 4
How does Caribbean dance mobilize identity, history, and community? This course will introduce students to the study of Caribbean dance forms through regular reading, writing, viewing, and dance practice, as well as guest artist visits. We will explore a diversity of Caribbean dance practices from Cuba, Haiti, Jamaica, Trinidad, and Puerto Rico, paying particular attention to race, gender and sexuality in our analyses.
Applies to requirement(s): Humanities; Multicultural Perspectives
D. Chapman

DANCE-205 Repertory: First Year Dance
Not Scheduled for This Year. Credits: 2
A studio course open to first year students by audition. Students are involved in the creation of a new dance to be performed in November as part of the Mount Holyoke Faculty Dance Concert. Through collaborative compositional assignments, students generate inventive movement material that honors diverse training backgrounds, challenges expressive range, and builds partnering skills.
The department
Restrictions: This course is limited to first-year students.
Advisory: Audition at the first class and at the fall FCDD faculty audition.
Notes: Repeatable for credit.

DANCE-241 Scientific Foundations of Dance
Not Scheduled for This Year. Credits: 4
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.
Applies to requirement(s): Humanities

DANCE-241AK Scientific Foundations of Dance: 'Anatomy and Kinesiology'
Not Scheduled for This Year. Credits: 4
This course offers an in-depth experiential study of the human body's skeletal and muscular systems, with additional information on bone growth and development, joint architecture, injuries and their prevention, and the discovery of personal alignment anomalies. Course work will include lecture, laboratory sessions, assigned readings, exams, the creation of a body map and the development of a personalized therapeutic regime.
Applies to requirement(s): Humanities
B. Diewald

DANCE-252 Intermediate Composition
Spring. Credits: 4
Intermediate Composition is structured as a workshop for you to explore and expand your own artistic vision. It will increase your understanding of inspiration and intention as they relate to choreography as well as encourage active consideration of choreographic possibilities for space, time, performer/audience interaction, energetic qualities, use of text, music, and physical and environmental intelligences.
Applies to requirement(s): Humanities
B. Diewald, P. Jones
Prereq: DANCE-151.

DANCE-261 Dance Education
DANCE-262 Somatic Studies and Dance Practices
Not Scheduled for This Year. Credits: 2
This course introduces students to a range of contemporary somatic therapy practices and their application to dance technique and performance. The philosophies and methodologies of these therapies will be investigated through a combination of readings, workshops with local practitioners, and experiential exploration. Therapeutic practices include: Mind Body Centering, Yoga, Pilates, Gyrotonics, Alexander Technique, Feldenkrais Technique, and others.
Applies to requirement(s): Meets No Distribution Requirement
T. Freedman

DANCE-272 Dance and Culture
Not Scheduled for This Year. Credits: 4
How does dance articulate national, cultural, and social identity? How can it inscribe history and place? This course examines dance through the lens of culture and culture through dance. Students will be immersed in the methods, theories, and practice of researching dance in distinct cultural contexts. No dance experience necessary but we will take an embodied approach to our research.
Applies to requirement(s): Humanities; Multicultural Perspectives
D. Chapman

DANCE-287 Rhythmic Analysis
Fall. Credits: 4
The study of music from a dancer's perspective. Topics include musical notation, construction of rhythm, elements of composition (visual aspects of music and movement), communication between dancer and musician, and music listening.
Applies to requirement(s): Humanities
P. Jones
DANCE-295 Independent Study
Fall and Spring. Credits: 1 - 4
Students interested in independent study in dance (Dance 295) must provide convincing reasons for pursuing independent work and be self motivated and directed in their work. Students are responsible for choosing and receiving approval from a faculty advisor, with whom workload expectations, meeting times, and outcomes will be mutually negotiated and set for the semester. Credit load (1-4) will reflect the workload level and outcomes of the proposed study (e.g., a 2-credit independent study requires a minimum of 2-4 hours of outside work each week.
The department
Instructor permission required.

DANCE-305 Dance Repertory

DANCE-305CR Dance Repertory: 'Contemporary Repertory'
Fall. Credits: 2
This course is designed for intermediate and advanced dancers interested in performing. The work developed will be performed in the Five College Faculty Dance Concert.
R. Flachs
Instructor permission required.
Advisory: Five College Faculty audition Fall 2019
Notes: Repeatable for credit.

DANCE-305HP Dance Repertory: 'Hip Hop Repertory'
Fall. Credits: 2
This course is designed for intermediate and advanced hip hop dancers interested in performing a premiere hip hop work for the Fall Faculty Dance Concert.
S. Johnson
Instructor permission required.
Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.
Notes: Repeatable for credit. Course meeting times will be determined following the audition.

DANCE-305RB Dance Repertory: 'Ballet Repertory'
Fall. Credits: 2
This course is designed for intermediate and advanced dance students interested in performing. The work developed will be performed in the Fall Faculty Concert.
C. Flachs, R. Flachs
Instructor permission required.
Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.
Notes: Repeatable for credit.

DANCE-305RM Dance Repertory: 'Modern Repertory'
Not Scheduled for This Year. Credits: 2
This course is designed for intermediate and advanced dancers interested in performing. The work developed will be performed in the Fall Faculty Concert.
B. Diewald
Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.
Notes: Repeatable for credit.

DANCE-305 Dance Repertory

DANCE-305CR Dance Repertory: 'Contemporary Repertory'
Fall. Credits: 2
This course is designed for intermediate and advanced dancers interested in performing. The work developed will be performed in the Five College Faculty Dance Concert.
R. Flachs
Instructor permission required.
Advisory: Five College Faculty audition Fall 2019
Notes: Repeatable for credit.

DANCE-305HP Dance Repertory: 'Hip Hop Repertory'
Fall. Credits: 2
This course is designed for intermediate and advanced hip hop dancers interested in performing a premiere hip hop work for the Fall Faculty Dance Concert.
S. Johnson
Instructor permission required.
Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.
Notes: Repeatable for credit. Course meeting times will be determined following the audition.

DANCE-305RB Dance Repertory: 'Ballet Repertory'
Fall. Credits: 2
This course is designed for intermediate and advanced dance students interested in performing. The work developed will be performed in the Fall Faculty Concert.
C. Flachs, R. Flachs
Instructor permission required.
Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.
Notes: Repeatable for credit.

DANCE-305RM Dance Repertory: 'Modern Repertory'
Not Scheduled for This Year. Credits: 2
This course is designed for intermediate and advanced dancers interested in performing. The work developed will be performed in the Fall Faculty Concert.
B. Diewald
Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.
Notes: Repeatable for credit.

DANCE-309 Dance Repertory: Ballet Variations

DANCE-309BV Dance Repertory: 'Classical Ballet Variations'
Not Scheduled for This Year. Credits: 4
This course is designed for intermediate- to advanced-level dance students who wish to study classical ballet variations. The course examines the evolution of classical ballet choreography and compares and contrasts the many revivals and remakes of classical full-length productions. Students will learn variations from Swan Lake, Giselle, and Cinderella. Requirements outside of the classroom include viewing videotapes, researching choreography, and attending live performances. Pointe shoes are optional.
Applies to requirement(s): Humanities
R. Flachs

DANCE-377 Advanced Studies

DANCE-377MB Advanced Studies: 'Mobilizing Belonging: Race, Gender and Sexuality in Caribbean Performance'
Not Scheduled for This Year. Credits: 4
How can we engage performance as a site to study creative forms of Caribbean resistance and survival? What forms of embodied practice produce, sustain, and promote Caribbean ways of knowing and being? In this upper-level seminar, students will explore a diversity of Caribbean dance and performance practices for the ways in which they mobilize forms of belonging. Paying critical attention to racial, gendered, and sexual formations, we will examine how performance has been leveraged to variously perform and contest the nation, revision power, and engender bodily freedoms. Course reading, writing, research and discussion will be supplemented with movement practice, live performance and guest artists.
Applies to requirement(s): Humanities; Multicultural Perspectives
D. Chapman
Notes: Repeatable for credit.

DANCE-377NM Advanced Studies: 'New Millennium Choreography'
Not Scheduled for This Year. Credits: 4
This course looks at the vast and diverse cultural and aesthetic landscape of dance performance in the millennium and the new breed of choreographers making cutting-edge works that pursue radically different methods, materials and strategies for provoking new ideas about dance, the body and corporeal aesthetics. Taking in the vast spectrum of new-age performance, we will ask such questions as: How does non-narrative dance focus on the body as an instrument with unlimited possibilities? How do heterosexuality, homosexuality and androgyny constitute a gender spectrum in new works? How do you evaluate dances from culturally specific traditions?
Applies to requirement(s): Humanities
C. Hill
Notes: Repeatable for credit.
DANCE-387 Rhythmic Analysis II: Performance
Not Scheduled for This Year. Credits: 4
A continuation of Dance 287. The focus now shifts specifically to performance and the notation of complex rhythmic structures. Working as an ensemble, the class will create a music/dance suite, using body music, movement, vocal work, and music visualization as our inspiration. Emphasis will be placed on odd and mixed meters and rhythmic accuracy. Students will contribute both movement and musical material. Class time will be run like a professional rehearsal. Outside work will focus on musical research, choreography, and music notation. This suite will be performed at Blanchard Campus Center at a date to be determined.
Applies to requirement(s): Humanities
P. Jones
Prereq: DANCE-287.

DANCE-390 Senior Capstone Seminar
Fall and Spring. Credits: 2
Each dance major will be expected to be involved in a senior project during their final year of study. One should sign up for Dance 390, Senior Seminar for both fall and spring semesters. Senior projects can vary, from choreographic or performance work to research topics.
Applies to requirement(s): Meets No Distribution Requirement
R. Flachs, The department
Restrictions: This course is limited to seniors.
Notes: Repeatable for credit.

DANCE-395 Independent Study
Fall and Spring. Credits: 1 - 8
Students interested in independent study in dance (Dance 395) must provide convincing reasons for pursuing independent work and be self motivated and directed in their work. Students are responsible for choosing and receiving approval from a faculty advisor, with whom workload expectations, meeting times, and outcomes will be mutually negotiated and set for the semester. Credit load (1-4) will reflect the workload level and outcomes of the proposed study (e.g., a 2-credit independent study requires a minimum of 2-4 hours of outside work each week.
The department
Instructor permission required.

Performance Studies
DANCE-113 Beginning Modern
Fall. Credits: 2
An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required.
The department
Notes: Repeatable for credit.

DANCE-114 Advanced Beginning Modern
Not Scheduled for This Year. Credits: 2
This course introduces aligned and efficient dancing through the study of contemporary modern dance technique and principles. Students will build capacity for physical endurance and active presence as well as a deepening awareness of rhythm and anatomy. Each class will begin with a warm up, continue with exercises that move across the room, and build to longer combinations.
B. Diewald
Notes: Repeatable for credit.

DANCE-119 Contact Improvisation
Fall. Credits: 2
Contact improvisation is a duet movement form that explores communicating through the language of touch, momentum, and weight. Classes will develop simple solo and duet skills - rolling, falling, balance, counterbalance, jumping, weight sharing, and spirals.
F. Wolfzahn
Notes: Repeatable for credit.

DANCE-120 Beginning Ballet
Fall. Credits: 2
Students will study the basic movements and fundamentals of classical ballet. The movements are taught in a pure form, at a relaxed pace before proceeding to more complex combinations. Ballet I sets the groundwork for the movements and musicality of the ballet lesson.
M. Madden
Notes: Repeatable for credit.

DANCE-121 Advanced Beginning Ballet
Spring. Credits: 2
A continuation of the knowledge gained in Ballet I. The course will emphasize maintaining correct body placement, coordination of the arms and head while using the whole body for dance. Curriculum covered will include the small and big classical poses and an increase in the allegro portion of the class.
R. Flachs
Notes: Repeatable for credit.

DANCE-127 Renaissance and Baroque Dance I
Fall. Credits: 1
Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.
Crosslisted as: MUSIC-147D
N. Monahin, M. Pash
Notes: Repeatable for credit.

DANCE-128 Renaissance and Baroque Dance II
Spring. Credits: 1
Continuation of Renaissance and Baroque Dance I. Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.
Crosslisted as: MUSIC-147F
N. Monahin, M. Pash
Prereq: DANCE-127 or MUSIC-147D.

DANCE-132 Introduction to Hip Hop
Fall and Spring. Credits: 2
This class will introduce students to the basic elements of various styles of hip-hop dance including breaking, popping, locking, and contemporary music video style. Each class will start with a warm-up focusing on hip-hop fundamentals and conclude with a short combination fusing these diverse styles together. In addition, students will learn the history of hip-hop-Rs four elements: breaking, MCing, DJing, and graffiti.
S. Johnson
Notes: Repeatable for credit.
DANCE-141 West African Drumming for Dance  
**Spring. Credits: 1**  
Using authentic African drums, students will learn to play the various rhythms that accompany the dances taught in the West African dance class.  
*Applies to requirement(s): Meets No Distribution Requirement*  
The department  
*Notes: Repeatable for credit. No PE units. Drums will be provided by the instructor. Drummers are encouraged to play for the DANCE-142 class following this class, if they are they are not also enrolled in it.*  

DANCE-142 West African Dance  
**Fall and Spring. Credits: 2**  
The objectives of the course are for students to understand the profound influence African dance has had on American dance forms, to understand the significance of dance in African culture, and to understand the connection between drummer and dancer and to appreciate and respect a culture that is different yet similar in many ways to American culture.  
The department  
*Notes: Repeatable for credit.*  

DANCE-143 Classical Indian Dance  
**Not Scheduled for This Year. Credits: 2**  
This course introduces the fundamentals of movement used in dance and character expressions in the Indian classical and theatrical dance tradition. By employing body movements, hand gestures, props together with masks, the course explores exchanging identity and taking on the persona of “Gods, Demons and Others” in masked creations of expressive and rhythmic sequences. Students learn the basic patterns of formal and folk dance movements including gestural expression in mimetic interpretations through poetry, music compositions and rhythmic structures.  
The department  
*Notes: Repeatable for credit.*  

DANCE-144 Tango  
**Fall. Credits: 2**  
Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Cuban Salsa Rueda is a unique Salsa Game developed in Havana, Cuba. Class will include the steps, the history, and anecdotes about the culture of tango and salsa. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather-soled shoes or bring socks.  
D. Trenner  
*Notes: Repeatable for credit.*  

DANCE-212 Intermediate Modern: Partnering Technique  
**Not Scheduled for This Year. Credits: 2**  
This course offers tools to generate trust-oriented, intricate, three-dimensional partnering. As a safe and supportive ensemble, students will enter into physical investigations of weight sharing, body-part manipulations, off-balance support, lifting and being lifted, negative space, resistance, and various ways of harnessing forces of momentum. Duets, trios, and groups will collaboratively create set partner dances using a series of construction/reconstruction steps challenging technical range while honoring idiosyncrasy. There will be repeated opportunities in the last part of class to perform.  
*Applies to requirement(s): Meets No Distribution Requirement*  
The department  
*Advisory: Designed for students with some prior dance experience.*  

DANCE-216 Intermediate Modern  
**DANCE-216MA Intermediate Modern 2x/week**  
**Fall and Spring. Credits: 2**  
This course is a continued practice of modern dance. Physically, the emphasis is on aligned, articulate and efficient dancing through modern dance technique and principles. Students will build capacity for physical endurance and active presence as well as a deepening awareness of the body’s potential. Course work will include improvisation, moving into and out of the floor, shifting the centers of gravity, and finding agility and clarity in movement and thought.  
J. Bennett  
*Notes: Repeatable for credit.*  

DANCE-216MB Intermediate Modern 1x/week  
**Not Scheduled for This Year. Credits: 2**  
Intermediate and Advanced study in modern technique focuses on body level issues of strength, support, alignment, articulation, initiation and performance issues of rhythmic and spatial clarity, intention, embodiment, intricate coordination’s and expanding personal vocabularies. Repertory is studied for the last hour of class.  
C. Fermin  
*Notes: Repeatable for credit. Meets with DANCE-318-02.*  

DANCE-217 Site-Specific Intermediate/Advanced Modern Improvisation  
**Not Scheduled for This Year. Credits: 2**  
This course will focus on the development of site-specific improvisational dance skills. Beginning in outdoor environments, and moving indoors when the weather gets colder. Students will perform solo, duet and group improvisations inspired by nature, architecture and public spaces. Students will then collaboratively build movement choreographies using compositional methods that draw from the improvisations. There will be repeated opportunities to perform with and for each other.  
T. Vandale  
*Notes: Repeatable for credit.*  

DANCE-222 Intermediate Ballet  
**Fall. Credits: 2**  
This course is designed for the intermediate-level dancer. It will include a logical and efficient development of exercises culminating with varied allegro combinations. The class will provide the student the opportunity to acquire endurance and learn artistic expression. The importance of musicality within the technique will be a fundamental aspect of the class.  
C. Flachs, R. Flachs  
*Notes: Repeatable for credit.*  

DANCE-223 Intermediate Ballet  
**Spring. Credits: 2**  
Continues to perfect the classical ballet technique, concentrating on small and big poses at the barre, pirouettes and adagio work in the big poses in the center, and jumps in the small and big poses in the allegro section of the class. More complex grand allegro will be presented.  
C. Flachs, R. Flachs, S. Seder  
*Notes: Repeatable for credit.*  

DANCE-227 Ballet IV: Pointe  
**Not Scheduled for This Year. Credits: 1**  
This course will focus on intermediate-to-advanced pointe technique. Class will begin with a condensed barre and center, devoting the last hour to pointe work. Concentration will be placed on strengthening the foot and ankle and the development of artistry within the technique.  
M. Madden  
*Advisory: Intermediate pointe technique level required*  
*Notes: Repeatable for credit.*
DANCE-228 Ballet IV: Pointe
Not Scheduled for This Year. Credits: 2
This course will focus on intermediate-to-advanced pointe technique. Class will begin with a condensed barre and center, devoting the last hour to pointe work. Concentration will be placed on strengthening the foot and ankle and the development of artistry within the technique.
M. Wiss
Advisory: Intermediate pointe technique level required
Notes: Repeatable for credit.

DANCE-232 Intermediate Hip Hop
Fall and Spring. Credits: 2
Journey through time and experience the evolution of hip-hop from its old-school social dance roots to the contemporary phenomenon of commercial choreography that hip-hop has become. Using film and text in addition to studio work, this class will create a framework from which to understand and participate in the global culture of hip-hop dance.
S. Johnson
Notes: Repeatable for credit.

DANCE-237 Intermediate Tap
Not Scheduled for This Year. Credits: 2
Tap II expands the movement vocabulary and technical skills of the beginner. Students increase rhythmic accuracy, coordination, and speed by practicing tap rudiments and double-time patterns. The class also includes satisfying time steps and breaks, traveling combinations, and some creative improvisation to deepen the dancer’s connection to music. Students will learn at least one complete dance from the traditional tap dance repertoire. Video/youtube performances by tap masters, past and present will be shown in class or assigned for out-of-class viewing.
S. Arslanian
Notes: Repeatable for credit.

DANCE-238 Intermediate Level Musical Theater/Jazz
Fall. Credits: 2
This class is for the intermediate to advanced level dance student. It is designed to challenge and further develop jazz technique and performance quality, while also teaching students about individual styles of well-known jazz and musical theatre choreographers.
D. Vega
Advisory: The students in this class should be at a strong intermediate level or have intermediate level potential. There will be a placement audition during the first class. Students should have a back-up class chosen in case they are not ready for an intermediate-level class.
Notes: Repeatable for credit. Both flat jazz shoes and character heels are required.

DANCE-318 Advanced Modern
Fall and Spring. Credits: 2
Intermediate and Advanced study in modern technique focuses on body level issues of strength, support, alignment, articulation, and initiation; and performance issues of rhythmic clarity, spatial clarity, intention, embodiment, intricate coordinations, and expanding personal vocabularies. Students will build capacity for physical endurance and active presence as well as a deepening awareness of the body’s potential.
The department
Advisory: Students must pass the Advanced Placement Audition to take this course.
Notes: Repeatable for credit.
DATA SCIENCE (DATA)

DATA-295 Independent Study
*Fall and Spring. Credits: 1 - 4*

The department

Instructor permission required.

DATA-390 Data Science Capstone
*Spring. Credits: 4*

The Capstone is a research seminar that brings together the three pillars of the Data Science curriculum. The course will start with common readings about research projects across a range of disciplines, including readings that address issues of ethics involved with the collection, treatment, and analysis of data. Concurrently, each student will develop an individual research topic and identify relevant data resources. The remainder of the term will be dedicated to exploring these topics through extensive data analysis, visualization, and interpretation, leading to a final report with complete results and a presentation.

*Applies to requirement(s): Math Sciences*

V. Barr

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

DATA-395 Independent Study
*Fall and Spring. Credits: 1 - 8*

The department

Instructor permission required.

Related Courses

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Introduction to Computational Problem Solving: 'Algorithmic Arts'</td>
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<tr>
<td>COMSC-151AR</td>
<td>Introduction to Computational Problem Solving: 'Artificial Intelligence'</td>
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<td>COMSC-151DS</td>
<td>Introduction to Computational Problem Solving: 'Data Science'</td>
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<td>COMSC-151MD</td>
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<td>COMSC-205</td>
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<td><strong>Data Science</strong></td>
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<tr>
<td>STAT-340</td>
<td>Applied Regression Methods</td>
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ECONOMICS (ECON)

100-Level Courses

ECON-110 Introductory Economics
Fall and Spring. Credits: 4
Introduction to economic issues and the tools that economists use to study those issues: supply and demand, decision making by consumers and firms, market failures, economic output and growth, fiscal and monetary policy in relation to unemployment and inflation, and international economics. Topics include both the study of markets and the need for public policy/government action to address market failures. Applies to requirement(s): Social Sciences
M. Robinson

ECON-165 International and Development Economics
Spring. Credits: 4
In this course we analyze the determinants and patterns of economic flows between countries (trade in goods and services, capital flows, foreign direct investment, labor) and their impact on economic growth, inequality and poverty in today's industrialized countries and developing countries. We study the theories behind different development strategies and their outcomes for structural transformation and well-being in the developing world.
Applies to requirement(s): Social Sciences
K. Schmeiser
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ECON-110.
Notes: This course has been pre-approved by the International Relations department to count in place of ECON-213 or ECON-218 towards the International Relations major requirements.

200-Level Courses

ECON-201 Game Theory
Not Scheduled for This Year. Credits: 4
The course will illustrate and analyze the strategies used in making interrelated decisions. Concepts from game theory will be developed using examples and cases drawn from economics, business, politics, and even sports. Applications will include the Prisoner's Dilemma and related games, signaling, bargaining, voting and power, brinkmanship, and nuclear deterrence.
Applies to requirement(s): Social Sciences
M. Robinson
Prereq: Not open to first-year students in their first semester.

ECON-207 Special Topics
This 200-level course investigates a particular topic in economics at some depth without presupposing prior knowledge of economics. Many students may find one or more of these courses useful complements to majors and minors other than economics.

ECON-207BF Special Topics: 'Behavioral Economics and Finance'
Spring. Credits: 4
Empirical research has located serious flaws in the concept of rational economic decision making and efficient markets. The evidence indicates that actual decision makers and markets deviate from expected rational outcomes frequently enough to require rethinking of the way decision makers think and markets behave, including unexpected market crashes and sustained market bubbles. This course is designed to examine new theoretical work that seeks to provide more accurate predictions of market behavior, improved assessments of underlying risk to portfolio holders, and better estimates of the underlying value of securities.
Applies to requirement(s): Social Sciences
S. Gabriel
Prereq: Not open to first-year students in their first semester.

ECON-207FM Special Topics: 'Economics in Popular Film'
Not Scheduled for This Year. Credits: 4
An introduction to political economy using a wide range of popular films as the object of analysis. Films are analyzed as representations of real world social relationships, including market behavior. The goal of the course is for students to learn the basic concepts and logic deployed in economic theories, orthodox and heterodox, and the language of contemporary social scientific debates over income distribution, agency, class, market efficiency, externalities, economic incentives, and equity. See http://www.mtholyoke.edu/courses/sgabriel/filmcourse_2016.html
Applies to requirement(s): Social Sciences
S. Gabriel
Prereq: Not open to first-year students in their first semester.

ECON-210 Marxian Economic Theory
Fall. Credits: 4
Introduction to the Marxian theory of capitalism, as presented in the three volumes of Capital. Marxian theory is applied to analyze the causes of contemporary economic problems, such as unemployment and inflation, and the effectiveness of government policies to solve these problems. Comparisons made between Marxian theory and mainstream macro- and microeconomics.
Applies to requirement(s): Social Sciences
L. Wilson
Prereq: Not open to first-year students in their first semester.

ECON-211 Macroeconomic Theory
Fall and Spring. Credits: 4
Applies to requirement(s): Social Sciences
J. Hartley, S. Schmeiser
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course. The department does not recommend taking this as the first course in Economics.
ECON-212 Microeconomic Theory  
*Fall and Spring. Credits: 4*  
Microeconomic theory explores the foundations of consumer and firm theory as well as their theoretical applications. We examine the assumptions of models, market structures, and explore topics such as game theory and public goods.  
*Applies to requirement(s): Social Sciences*  
M. Robinson, K. Schmeiser  
*Restrictions: Course limited to sophomores, juniors and seniors*  
*Prereq: ECON-110 and MATH-101.*  
*Advisory: Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course. The department does not recommend taking this as the first course in Economics.*

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ECON-213 Economic Development: A Survey  
*Fall and Spring. Credits: 4*  
A study of micro-economic development topics related to how households in lower-income countries consume and produce food. Topics include the causes and consequences of hunger and malnutrition, the agricultural household model, household-level food production and demand, intra-household allocation and bargaining, human and social capital investments and their impacts on food production and consumption, land rights and land use, child labor, and risk, credit and insurance markets used by agricultural households.  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
S. Adelman  
*Prereq: ECON-110.*

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ECON-215 Economics of Corporate Finance  
*Not Scheduled for This Year. Credits: 4*  
An investigation of the economic foundations for investment, financing, and related decisions in corporations. Topics include capital markets and institutions; analysis of financial statements; sources and uses of funds; capital budgeting and risk; cost of capital; portfolio theory; the impact of corporate decisions on the economy. Some attention given to recent developments in the stock market, in the merger movement, and in international finance. See https://www.mtholyoke.edu/courses/sgabe/215.html for a more detailed description.  
*Applies to requirement(s): Social Sciences*  
S. Schmeiser  
*Restrictions: Course limited to sophomores, juniors and seniors*  
*Prereq: ECON-110.*

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ECON-218 International Economics  
*Not Scheduled for This Year. Credits: 4*  
The first part of the semester investigates reasons why nations trade and factors that determine trade patterns, focusing on examples of agricultural and food trade. Using the basic tools of microeconomics, it considers the welfare and distributional impacts of free trade among countries. Further topics include barriers to trade, reasons for limiting trade, international food and agricultural policy, and current trade policy issues. The second part introduces the students to basic models in international finance and studies applications of current policy issues such as fixed exchange rates and the Euro.  
*Applies to requirement(s): Social Sciences*  
The department  
*Prereq: ECON-110.*

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ECON-219 Environmental Economics  
*Fall. Credits: 4*  
In this class, we will use the lens of economic analysis to examine how environmental problems arise and what can be done to resolve them. This will include an assessment of relevant environmental policies (e.g., carbon tax & cap-and-trade programs), how these policies function, and what impacts they have on people and the economy. Topics include market failures and externalities, pollution, climate change, management of renewable and nonrenewable resources, sustainability, biodiversity, and others.  
*Applies to requirement(s): Social Sciences*  
T. Gilliland  
*Prereq: ECON-110.*

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ECON-220 Introduction to Econometrics  
*Fall and Spring. Credits: 4*  
A study of statistical methods applied to economic and social data. Measures of central tendency and dispersion, point and interval estimation, hypothesis testing, simple correlation, and simple and multiple regression analysis.  
*Applies to requirement(s): Meets No Distribution Requirement*  
S. Adelman, T. Gilliland  
*Prereq: ECON-110 and MATH-101. Coreq: ECON-220L.*

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ECON-236 Economic History  
*Not Scheduled for This Year. Credits: 4*  
This course provides an overview of important themes in the economic history of the United States and other countries. The goals of this course are to examine reasons for economic growth over time, to use economic analysis to understand history, and to study how history shapes economic institutions today. Topics covered include the Industrial Revolution, slavery, and changes in women's earnings.  
*Applies to requirement(s): Social Sciences*  
J. Norling  
*Prereq: ECON-110.*

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ECON-249 Topics in Economics  
*ECON-249CY Topics in Economics: 'Economics of Cyberspace' Not Scheduled for This Year. Credits: 4*  
This course explores the impact of the Internet, information technology, and the networked information economy on finance, markets, innovation and invention, intellectual property rights, public finance and taxation, security and cybercrime, media, and social networking. We investigate the implications of the networked information economy for the creation of new economic (and social) relationships. We also examine the continuing struggle over regulation of cyberspace and the definition and enforcement of intellectual property rights.  
*Applies to requirement(s): Social Sciences*  
S. Gabriel  
*Restrictions: Course limited to sophomores, juniors and seniors*  
*Prereq: ECON-110.*
ECON-249ED Topics in Economics: ‘Economics of Education’
Spring. Credits: 4
This course is an introduction to the economics of education. We will apply basic economic concepts and empirical methods to the analysis of education. We will examine the U.S. educational system from preschool to higher education both as an industry and from a labor economics perspective. Topics include human capital theory (the relationship of education to earnings and other outcomes); the role of early childhood education; the structure, reform, and financing of elementary and secondary education (public, charter, magnet, and private schools); the market for teachers, teaching training and performance; and the economics of higher education with particular emphasis on liberal arts colleges.
Applications to requirement(s): Social Sciences
M. Robinson
Prereq: ECON-110.

ECON-249EN Topics in Economics: ‘Global Entrepreneurship’
Spring. Credits: 4
We will explore and discuss the policies, procedures, demands, related data (costs, investment levels, success rates, etc.) and impacts of entrepreneurship and entrepreneurial activity in a variety of countries and at the global level, making use of reports, case studies, data centers and organizations. Expect to explore comparisons such as: who are entrepreneurs? Who tends to be successful? which governments, societies and economic systems are most supportive? which least supportive? what are the varieties of entrepreneurial activity? has entrepreneurial activity had economic and social impacts?
Applications to requirement(s): Social Sciences
R. Feldman
Prereq: ECON-110.

ECON-249ME Topics in Economics: ‘Managerial Economics’
Fall. Credits: 4
This course will introduce students to the field of applied economics in which microeconomic and macroeconomic theory and concepts are applied in real-world planning and decision making in a variety of business organizations having particular yet varying priorities and goals (for example, one question to explore is how do decision makers in a socially responsible Benefi Corporation, a worker-owned cooperative, a more traditional company and a startup apply economic analysis in their pursuit of having a successful enterprise?). Expect some lectures, multiple readings, projects, writing, presentations to class, class discussions.
Applications to requirement(s): Social Sciences
R. Feldman
Prereq: ECON-110.

ECON-270 Accounting
Spring. Credits: 4
The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret, and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic (+, *, /) and algebra is suggested.
Applications to requirement(s): Meets No Distribution Requirement
S. Schmeiser
Prereq: Not open to first-year students in their first semester.
Advisory: Not open to students who have taken EOS-225.

ECON-280 Non-Profit Business Practice
Not Scheduled for This Year. Credits: 4
This course introduces students to the issues and challenges of leading a non-profit organization. Covered topics include dealing with boards, workers and volunteers and external agencies. We will consider funding and revenue sources as well as cost management. Finally, the course will explore strategic planning and program evaluation.
Applications to requirement(s): Meets No Distribution Requirement
M. Robinson
Prereq: Not open to first-year students in their first semester.

300-Level Seminars

ECON-301 Advanced Game Theory
Fall. Credits: 4
The course will illustrate and analyze the strategies used in making interrelated decisions. We will develop game theoretical tools and apply them to examples from economics, business, politics, and even sports. Topics include the prisoner’s dilemma, signaling, coordination, voting, and competition. We analyze games in static and dynamic environments with perfect and imperfect information.
Applications to requirement(s): Meets No Distribution Requirement
S. Schmeiser
Restrictions: This course is open to juniors and seniors
Prereq: ECON-211 and ECON-212.

ECON-304 Labor Economics
Not Scheduled for This Year. Credits: 4
This course examines modern theories of labor markets and reviews empirical evidence in support or contradiction of those theories. Topics include the supply and demand of labor, human capital theory, household and family behavior, worker mobility, union activities, wage inequality, and gender and racial discrimination. The course will also consider current public policy debates of relevance to labor markets, including minimum wages, welfare reform, educational policy, and free trade agreements.
Applications to requirement(s): Social Sciences
M. Robinson
Restrictions: This course is open to juniors and seniors
Prereq: ECON-212 and ECON-220.

ECON-307 Seminar in Industrial Organization
Not Scheduled for This Year. Credits: 4
Analysis of theoretical models and empirical studies on the economic performance of industries. Approaches studied include transaction cost economics, game theory, and pricing models. Topics include advertising, research and development, and relationships between government and business such as regulation and antitrust laws.
Applications to requirement(s): Meets No Distribution Requirement
K. Schmeiser
Restrictions: This course is open to juniors and seniors
Prereq: ECON-212.

ECON-308 Current Macroeconomic Policy
Not Scheduled for This Year. Credits: 4
Advanced macroeconomic theory. Develops and uses the classical model of a closed economy to explore the roles of fiscal and monetary policy in economic growth and macroeconomic stabilization. Draws upon current empirical macroeconomic research that quantifies impact of macroeconomic policy. Focus is on using mathematical models to explain macroeconomic policy.
Applications to requirement(s): Social Sciences
M. Lay
Restrictions: This course is open to juniors and seniors
Prereq: ECON-211 and MATH-101.
ECON-310 Seminar in Public Economics
Not Scheduled for This Year. Credits: 4
This course provides an overview of the ways in which government policies on taxation and spending affect outcomes for individuals (e.g., poverty, health, income) and for society (e.g., inequality, social mobility, economic growth). Topics will include the theory of taxation, public goods, and externalities. Students will apply these theories to current policy debates. Possible applications include healthcare, education, TANF, unemployment insurance, and Social Security.
Applies to requirement(s): Social Sciences
M. Lay
Restrictions: This course is open to juniors and seniors
Prereq: ECON-212.

ECON-312 Seminar in International Trade
Fall. Credits: 4
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.
Applies to requirement(s): Social Sciences
K. Schmeiser
Restrictions: This course is open to juniors and seniors
Prereq: ECON-212, ECON-216, or ECON-218.

ECON-314 Economic Development in the Age of Contested Globalization
Not Scheduled for This Year. Credits: 4
Why have only few developing countries closed the income gap with industrialized countries? How does globalization affect the prospects for economic transformation and human well-being? How does the rise of China impact the development prospects for other latecomers? We study and discuss how orthodox and heterodox approaches answer these and other questions, and we assess proposed policies and their appropriateness in different contexts. Students have many opportunities to apply the knowledge acquired in class: in debates, simulations, quantitative and qualitative research, and discussions of authentic cases with embedded practitioners from international organizations and the private sector.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Paus
Restrictions: This course is open to juniors and seniors
Prereq: ECON-212 and either ECON-211 or ECON-218.

ECON-319 Environmental Economics, Ecology and Conservation Policy
Spring. Credits: 4
Understanding and solving environmental problems requires interdisciplinary perspectives. This course links tools from economics with tools from ecology and environmental sciences to design effective policies for protecting the environment. We will examine topics such as the protection of rare and endangered species, rainforest conservation, climate change and others. We will also study important domestic and international policies related to these topics.
Applies to requirement(s): Social Sciences
T. Gilliland
Restrictions: This course is open to juniors and seniors
Prereq: ECON-212 or ECON-219.

ECON-320 Econometrics
Spring. Credits: 4
A study of advanced statistical methods in quantifying economic theory. Emphasis on the practical application of regression analysis to test economic theory, especially where the assumptions underlying ordinary least squares analysis are violated. Examines several different subjects that illustrate empirical economic research.
Applies to requirement(s): Meets No Distribution Requirement
M. Robinson
Restrictions: This course is open to juniors and seniors
Prereq: ECON-211, ECON-212 and ECON-220. Coreq: ECON-320L.

ECON-325 Economics of Health Care and Health Service Organizations
Not Scheduled for This Year. Credits: 4
This course allows students who have taken Corporate Finance to pursue more advanced topics in the field. Among the topics to be covered are hedging, options and derivatives, agency theory, behavioral finance, costs of financial distress, asset pricing for state-owned enterprises, and theories of corporate control and regulation.
Applies to requirement(s): Social Sciences
S. Adelman
Restrictions: This course is open to juniors and seniors
Prereq: ECON-215 or ECON-207BF.

ECON-332 Economics of Health Care and Health Service Organizations
Spring. Credits: 4
Economic aspects of health and health care in developing countries. Topics cover measuring health outcomes for welfare analysis, economic determinants of health and health care demand, the contribution of improved health and nutrition on economic development, and considerations in designing and evaluating health care interventions. Additionally, the course will cover micro-economic topics related to specific public health problems in developing countries.
Applies to requirement(s): Social Sciences
S. Adelman
Restrictions: This course is open to juniors and seniors
Prereq: ECON-212 and ECON-220.

ECON-335 Advanced Corporate Finance
Not Scheduled for This Year. Credits: 4
This course allows students who have taken Corporate Finance to pursue more advanced topics in the field. Among the topics to be covered are hedging, options and derivatives, agency theory, behavioral finance, costs of financial distress, asset pricing for state-owned enterprises, and theories of corporate control and regulation.
Applies to requirement(s): Social Sciences
S. Adelman
Restrictions: This course is open to juniors and seniors
Prereq: ECON-215 or ECON-207BF.

ECON-338 Money and Banking
Not Scheduled for This Year. Credits: 4
Monetary theory and policy. Overview of financial markets and institutions. Explores the nature of money and the effects of changing money supply on the economy, theories of money demand, the various methods by which monetary policy can be conducted and the advantages and disadvantages of each, methods of banking regulation and the attendant problems that arise, and important episodes in monetary history (e.g., the Great Depression).
Applies to requirement(s): Social Sciences
J. Hartley
Restrictions: This course is open to juniors and seniors
Prereq: ECON-211.
Advisory: MATH-101 recommended.
ECON-345 Corporate Governance
Not Scheduled for This Year. Credits: 4
This seminar course studies the theory and practice of corporate governance. Topics include the legal and regulatory environment in which corporations operate, agency theory, executive compensation, the board of directors, debt covenants, corporate control, and stakeholder rights. We will analyze and evaluate current events in corporate governance using the tools discussed in class.
Applies to requirement(s): Meets No Distribution Requirement
S. Schmeiser
Restrictions: This course is open to juniors and seniors
Prereq: ECON-211 and ECON-212.

ECON-346 Economic Demography
Spring. Credits: 4
Demography is the scientific study of human populations, primarily with respect to their size, structure, and development. This course studies a variety of demographic topics, including fertility, mortality, migration, poverty, and inequality. The course also develops data analysis techniques that are helpful for conducting demographic research.
Applies to requirement(s): Social Sciences
J. Norling
Restrictions: This course is open to juniors and seniors
Prereq: ECON-220. Coreq: ECON-346L.

ECON-349 Advanced Topics in Economics
ECON-349DE Advanced Topics in Economics: 'Advanced Economic Development'
Fall. Credits: 4
This course analyzes microeconomic concerns in less-developed countries, specifically economic behavior for agricultural households facing missing and incomplete markets. Topics include agricultural production and input markets, risk and uncertainty, microfinance, and health and education. This course will focus on developing microeconomic models and analyzing empirical evidence.
Applies to requirement(s): Social Sciences
S. Adelman
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ECON-212 and ECON-220.

ECON-349PE Advanced Topics in Economics: 'Advanced Economic Development'
Fall. Credits: 4
The course will address international problems and issues that are multi-dimensional, including those shaping and shaped by political, cultural, economic, and ecological processes. Each issue or problem will be analyzed from multiple theoretical perspectives, drawing upon a wide range of theories in economics, politics, and sociology. The course will provide students with experience debating complex problems that have both global and local implications, including upon international trade and development, civil unrest, human rights, innovation in material and process technologies, inequality and political, economic, and cultural tensions between nation-states.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Gabriel
Restrictions: This course is open to juniors and seniors
Prereq: ECON-211.

Independent Research
ECON-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

ECON-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
EDUCATION (EDUC)

EDUC-205 Social Justice in Education
Fall. Credits: 4
When do we bring up issues of identity (i.e., race, class, gender, etc) in a classroom? What do teachers need to interrupt racism and other types of oppression? How do societal issues affect schools and communities? This course examines the historical, social, and legal underpinnings of social constructions and how perspectives on racism and other types of oppression have influenced lives within school communities. Topics include white privilege, white supremacy, and accountability, achievement and opportunity gaps, gender oppression, classism, and the impact of anti-oppressive pedagogies on multiple levels. Intersectionality of race and other identities will also be addressed. Essays, response papers, field experiences, and final project are required.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
J. Matos
Restrictions: Course limited to sophomores, juniors and seniors
Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week).

EDUC-233 Educational Psychology
Fall and Spring. Credits: 4
What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students’ prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.
Crosslisted as: PSYCH-233
Applies to requirement(s): Social Sciences
Other Attribute(s): Community-Based Learning
K. O’Carroll
Prereq: A 100-level psychology course or AP Psychology.
Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week)

EDUC-263 Teaching English Language Learners
Fall. Credits: 4
This course addresses core competencies outlined in the Massachusetts Department of Education’s English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their prepracticum settings.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
J. Jacoby
Instructor permission required.
Advisory: Permission of instructor. Preference is given to students enrolled in the teacher licensure program

EDUC-267 Children’s Literature for Educators
Not Scheduled for This Year. Credits: 4
This course introduces various genres of children’s literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children’s literature. Literature will be examined from multiple perspectives.
Crosslisted as: X.EDUC-465
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
N. Walsh
Instructor permission required.
Advisory: Only available to undergraduates who have been accepted into the teacher licensure track in the Psychology and Education Department. Requires a field-experience in an educational setting.

EDUC-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

EDUC-300 The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
Spring. Credits: 4
Through a balanced and integrated approach students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children’s fiction and nonfiction literature, and the use of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
J. Jacoby
Instructor permission required.
Advisory: Limited to students accepted to the practicum year program
Notes: Prepracticum required.
EDUC-320 Observing and Assisting in Inclusive Classrooms
Fall and Spring. Credits: 2
Students are expected to complete a supervised field experience full-time every day during January Intersession in an inclusive classroom in a school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings (detailed below). Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.
Applies to requirement(s): Meets No Distribution Requirement
S. Frenette
Instructor permission required.
Prereq: One of the following: PSYCH-230, PSYCH-233, EDUC-205, or EDUST-215.
Advisory: Permission to participate in prepracticum experience for credit is contingent upon attendance at the meetings in November. Consult Ms. Frenette in October for exact dates of the November course meetings.
Notes: This course is required of all students pursuing teacher licensure. Graded on a credit/no credit basis. Three mandatory meetings (2 hours each): one in November, one in December, and one in February. Prepracticum: five days a week for three weeks in January.

EDUC-322 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
Spring. Credits: 4
This weekly seminar provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
S. Frenette
Instructor permission required.
Advisory: Limited to students accepted into the practicum year program

EDUC-323 Student Teaching in Early Childhood and Elementary Schools
Spring. Credits: 10
Students participate in full-time student teaching in early childhood and elementary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
S. Frenette
Restrictions: This course is limited to seniors.
Instructor permission required.
Prereq: EDUC-300, EDUC-320, and EDUC-325.
Notes: Credit/no credit grading. 5 days a week for 12 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break); limited to students accepted to the practicum year program.

EDUC-324 Observing and Assisting in Early Childhood and Elementary Settings
Fall and Spring. Credits: 1 - 2
Discussions and fieldwork provide the student with an opportunity to understand the classroom as a learning community. The tutorial includes several meetings focusing on the student's participant observations and assigned readings. Fieldwork includes a minimum of 20 hours on site, individually scheduled in early childhood (pre K-2) or elementary (1-6) settings. Assessment includes in-progress reports and a final project related to fieldwork. Course graded on a credit/no credit basis.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
S. Frenette
Instructor permission required.
Notes: 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum). Credit/no credit grading.

EDUC-325 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum
Fall. Credits: 4
Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
L. Mattone
Instructor permission required.
Advisory: Pre-practicum required. Limited to students accepted in the practicum year program.
EDUC-330 The Process of Teaching and Learning in Secondary and Middle Schools
Fall. Credits: 4
This course addresses the question: what does teaching for understanding look like, and how can we plan for it? Informed by current research and effective teaching practice, students learn to plan and implement curricular units and lessons that engage adolescents, strengthen their literacy skills, and further their understanding of content. Topics include establishing a supportive classroom environment, designing equitable learning situations for students from diverse racial, ethnic, cultural and linguistic backgrounds as well as students with special needs, using digital media to enhance learning, and examining the connections between pedagogy and classroom management.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
J. Matos
Instructor permission required.
Advisory: Students wishing to gain experience for Teach for America (and other teacher residency programs), the Fulbright Scholars program, Science Buddies, etc. may enroll with permission of instructor.
Notes: Requires a field-experience in an educational setting. Required for all teacher candidates accepted into the middle and secondary teacher licensure programs.

EDUC-331 Student Teaching in Secondary and Middle Schools
Spring. Credits: 10
Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.
Applies to requirement(s): Meets No Distribution Requirement
J. Matos
Restrictions: This course is limited to seniors.
Instructor permission required.
Prereq: EDUC-320 and EDUC-330.
Notes: Credit/no credit grading. 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's/Amherst College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum.

EDUC-332 Observing and Assisting in Secondary and Middle School Educational Programs
Fall and Spring. Credits: 1 - 2
This is a fieldwork-based independent study course. During the fall and spring semesters it involves 20 to 40 hours of individually scheduled fieldwork in a secondary or middle-school classroom or educational program. Students keep a reflective journal, read relevant articles and essays, meet regularly with the instructor, and write a final report.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
J. Matos
Instructor permission required.
Notes: This course is graded on a credit/no credit basis.

EDUC-333 Practicum Seminar on Teaching and Learning: Middle and Secondary Education
Spring. Credits: 4
This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Matos
Instructor permission required.
Notes: Limited to seniors who have been accepted into the practicum year program. Section 02 is limited to Amherst College students who have been accepted into the practicum year program.

EDUC-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
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EDUCATIONAL STUDIES (EDUST)

EDUST-203 Teaching Children Science: College Students in the Elementary Classroom
Not Scheduled for This Year. Credits: 4
This course is designed for science students with interests in teaching and learning with children. It will focus on research, theory and practice pertinent to science education, linking scientific information gained in college classes to children's learning of scientific phenomena. Weekly class meetings (from 1-3 hours) will include laboratory and off-site field investigations. Each student will also become a 'Science Buddy' at a local elementary school, assisting children with hands-on science experiences for at least 1 hour each week.
Crosslisted as: BIOL-203
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
R. Fink
Instructor permission required.
Prereq: One year of any college science (in any discipline), at least one lab course.

EDUST-221 Self-Awareness in Education
Not Scheduled for This Year. Credits: 4
Educators bring our whole selves when entering educational spaces. With us, we bring lived experiences and social identities as well as expectations, ideals, and emotional reactions to oppression (Adams et al., 2007). Whether implementing a curriculum or policy, this course will assist future educators and policy makers in exploring social identities within their intended roles in education. Frameworks and theories around oppression and liberation will be used for reflection and action related to racism, classism, gender, and adulthood.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Matos
Notes: Weekly reflections and a final project required.

EDUST-250 Special Topics in Educational Studies

EDUST-290 Capstone in Educational Studies
Fall and Spring. Credits: 2
This two-credit independent study course, which is the culminating experience of the educational studies minor, requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty advisor of the Educational Studies Program Committee as they plan, write, and present a capstone paper.
Applies to requirement(s): Meets No Distribution Requirement
J. Jacoby, J. Matos
Instructor permission required.
Prereq: EDUC-205 and permission of instructor.

EDUST-339 Seminar in Educational Studies
EDUST-339EP Seminar in Educational Studies: 'Educational Policy'
Spring. Credits: 4
In this course, students will explore educational policy including why policy-making and policies matter, what makes compelling evidence to various stakeholders, ways to identify levers for change, and the negotiation processes. We will consider local, state, federal policy, and international comparative cases. Students will analyze the ways in which policy, practice, and theory intersect or diverge, and why. Beyond course materials, students will choose a topic, draft and revise a written policy brief, as well as practice pitching policy through spoken word.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
B. Packard
Restrictions: This course is open to juniors and seniors
Advisory: One 200-level course in Educational Studies or relevant area recommended.

EDUST-351 Topics in Education
EDUST-351PR Topics in Education: 'Teaching STEM in Puerto Rico'
Spring. Credits: 4
This course will prepare students to deliver STEM (science, technology, engineering and math) curriculum to female youth in San Juan, Puerto Rico. Students will learn about the history of Puerto Rico, Puerto Rican culture, diaspora and migration, post-hurricane Maria life, curriculum development, and group dynamics and norms. Weekly Rosetta Stone quizzes, lesson and unit plan development, and journaling, are course requirements.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Matos
Restrictions: This course is limited to sophomores and juniors
Instructor permission required.
Notes: It's expected that students in this class will travel to Puerto Rico to teach for the month of July. They will also attend training sessions at Mount Holyoke for the last two weeks of June before traveling to Puerto Rico. Students should apply for Lynk funding.

EDUST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

Notes: Weekly reflections and a final project required.
ENGLISH (ENGL)

ENGL-104 Academic Discourse and Multilingual Speakers
Spring. Credits: 4
In this course we seek to achieve clarity and precision of expression within a discussion of a complex topic. Course readings and writing assignments guide students through an examination of topics related to society and culture. Past semesters' topics include: the role of education in society; the relationship between religion, culture, and nature; and the use of maps in ordering the world. In addition to the academic content, the course focuses on the writing and revising process, academic research and argumentation, and the nature and purpose of academic discourse. This course is intended for students whose native language is not English and who would like to refine their writing and speaking skills.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
M. Shea

ENGL-199 Introduction to the Study of Literature
Fall and Spring. Credits: 4
This course examines various strategies of literary representation through a variety of genres, including such traditional literary forms as the novel, lyric poetry, drama, and autobiography, as well as other cultural forms, such as film. Particular attention is given to student writing; students are expected to write a variety of short essays on selected topics. Though the themes of specific sections may vary, all sections seek to introduce students to the terminology of literary and cultural discourse.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
N. Alderman, C. Benfey, The department
Prereq: Any first-year seminar.
Notes: Seats offered to sophomores only during the first week of pre-registration. In the second week, remaining seats and the waitlist will be made available to all class years. English 199, required for the English major, introduces students to critical issues in the study of English literature. Students considering an English major will ordinarily take English 199 after taking a first year seminar.

ENGL-201 Introduction to Creative Writing
Fall and Spring. Credits: 4
This course offers practice in writing various kinds of narrative. Assignments emphasize clarity, concision, and creativity. Exercises lead to longer work: sketches or short stories. Students hone critical as well as writing skills. Student papers are duplicated and discussed in class, along with selected works by published authors.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
S. Ace, A. Lawlor
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Second-semester first-years with permission of instructor.

ENGL-202 Introduction to Journalism
Fall and Spring. Credits: 4
The finest journalists are professors to the people. They educate citizens so as to facilitate reasoned, fact-based dialogue on subjects as diverse as politics, poverty, war, science, and the arts. We will look at journalism's role in the culture with a particular view to some of the profession's failings and foibles. Students are expected to leave the comfortable confines of the classroom as they try their hand at covering an event, writing a profile, and reporting on an issue of local significance. Throughout the term we will employ the journalistic skills of interviewing, research, and thoughtful analysis to produce snapshots of the world inside and outside the College gates. Curiosity leads. Mastery follows.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning, Writing-Intensive
T. Brewster
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Second-semester first-years with permission of instructor.

ENGL-203 Short Story Writing I
Not Scheduled for This Year. Credits: 4
This workshop will introduce students to the short story form as practiced by contemporary and canonical writers. Students will learn to read fiction actively, as writers developing their craft. We will focus on understanding the elements of fiction with an eye toward eventual mastery. Writing short stories will comprise the main work of this course, and students will work specifically on point of view, development of scenes, characterization, plot, and narration.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
The department
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ENGL-201 or another writing course by permission of instructor.

ENGL-204 Poetry Writing
Fall. Credits: 4
In this introductory course, students will read widely in contemporary poetry. Through prompts and project-based inquiry, both within the workshop and in take-home assignments, students will have the opportunity to produce and share writing based on the conceptual frameworks explored in the class.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
S. Ace
Restrictions: Course limited to sophomores, juniors and seniors
ENGL-205 Playwriting
Not Scheduled for This Year. Credits: 4
This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theatre, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in a significant writing project. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content. Crosslisted as: THEAT-283
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
The department
Prereq: One course in Theatre Arts or a creative writing English course.
Notes: Cannot be taken at the 300 level.

ENGL-219 Topics in Creative Writing
ENGL-219FB Topics in Creative Writing: 'Writing Fabulist Fiction'
Not Scheduled for This Year. Credits: 4
In which our heroes will explore contemporary and classic fabulist fiction, fairy tales, and mythic fiction in order to produce their own short stories. Some of the authors we may read include Jorge Luis Borges, Italo Calvino, Isaac Dineson, Gabriel García Márquez, Nalo Hopkinson, Porochista Khakpour, Larissa Lai, Kelly Link, Carmen Maria Machado, and Bruno Schulz.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
A. Lawlor
Prereq: ENGL-201 or equivalent.

ENGL-219QT Topics in Creative Writing: 'Queer and Trans Writing'
Spring. Credits: 4
What do we mean when we say "queer writing" or "trans writing"? Are we talking about writing by queer and/or trans authors? Writing about queer or trans practices, identities, experience? Writing that subverts conventional forms? All of the above? In this course, we will engage these questions not theoretically but through praxis. We will read fiction, poetry, comics, creative nonfiction, and hybrid forms. Expect to encounter work that challenges you in terms of form and content. Some writers we may read include Ryka Aoki, James Baldwin, Tom Cho, Samuel R. Delany, kari edwards, Elisha Lim, Audre Lorde, Cherrie Moraga, Eileen Myles, and David Wojnarowicz.
Crosslisted as: GNDST-204QT
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Lawlor
Prereq: ENGL-201 and 4 credits in Gender Studies.

ENGL-301 Studies in Journalism
ENGL-301MW Studies in Journalism: 'Magazine Writing - Sequence I'
Fall. Credits: 4
Students in this class will produce original works at magazine length. Assignments will get them out of the classroom and into the world, exploring feature stories and local issues of importance. A student's mastery of her chosen topic will rest on personal observation, extensive interviews, and deep research. All pieces produced will go through multiple drafts. Readings are designed to shape classroom discussion and lend inspiration. These will include classics of the genre, as well as material from current issues of the in the New Yorker, Slate, Atlantic Monthly, Vanity Fair, the New York Times Sunday Magazine, and other publications.
Applies to requirement(s): Humanities
Other Attribute(s): Community-Based Learning, Writing-Intensive
T. Brewster
Prereq: Intro to Journalism, Intro to Creative Writing, or Narrative-Non Fiction.
Notes: meets English department seminar requirement

ENGL-301PR Studies in Journalism: 'The Press and the Presidency'
Not Scheduled for This Year. Credits: 4
In this course, we will pinpoint six moments in American history when great journalism focused on the presidency has driven the national story. We will augment that study of the past with a steady examination of the present, seeking to understand how the 45th president's assault on the press has prompted many to reconsider -- and to reconfirm -- the role of a vigorous, questioning media in the success of a democratic republic. Students will do both historical analysis and contemporary journalism, employing the tools of strong reporting, graceful prose and pithy analysis to shed light on the presidency in a time of peril.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
T. Brewster
Prereq: ENGL-202 Intro to Journalism.
Notes: meets English department seminar requirement

ENGL-302 Nonfiction Writing
ENGL-303 Short Story Writing II
Not Scheduled for This Year. Credits: 4
This workshop is for students seriously engaged in writing short stories. Students will refine their technical skills and work on the subtleties of style. Extensive readings are required.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
The department
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ENGL-203, or submitted writing sample and permission of instructor.
Notes: meets English department seminar requirement
ENGL-305 Writing Literature for Children
Not Scheduled for This Year. Credits: 4
A workshop focusing on writing for children at different age levels. Students will work on a variety of projects in fiction and nonfiction, and experiment with different styles, forms, and approaches. Weekly writing and editing assignments and selected readings of children's literature are required. The course includes guest lectures (which are open to the campus) and field trips.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Restrictions: This course is open to juniors and seniors
Instructor permission required.
Prereq: 8 credits in department including ENGL-201, ENGL-204, or ENGL-265, and permission of instructor. Creative writing sample must be submitted to instructor during advising week.
Notes: meets English department seminar requirement

ENGL-306 Advanced Projects in Creative Writing
Spring. Credits: 4
This course is designed for students already at work on a longer project (a novel or novella, a short story collection, a collection of poems, longform creative nonfiction, a graphic novel, or a hybrid form). Students will build on the skills and insights gained in previous creative writing courses to draft, workshop, and revise a full-length creative manuscript. Workshop and revision will comprise much of our time, along with readings on craft by authors such as Lynda Barry, Italo Calvino, and Samuel R. Delany. Students will also have an opportunity to meet literary publishing professionals.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
A. Lawlor
Instructor permission required.
Prereq: ENGL-201 or equivalent.
Notes: meets English department seminar requirement

ENGL-361 Advanced Creative Writing Topics
ENGL-361EX Advanced Creative Writing Topics: 'Beyond Measure: Experiments in the Music of Poetry'
Not Scheduled for This Year. Credits: 4
The workshop will examine the overlapping impulses of poetry, music, and sound-making. Through the work of a variety of artists, such as LaMonte Young, John Cage, Mahalia Jackson, Beethoven, Gertrude Stein, Webern, Meredith Monk, Laurie Anderson, Phillip Glass, Nathaniel Mackey, Tracie Morris, Clark Coolidge, Fred Moten, Dylan Thomas, Allen Ginsburg, Harmony Holiday, and others, we will investigate the realm between language and music. We will explore how voice, rhythm, song, repetition, phrasing, musical form, and the management of time are vital to a poem's semantic content. This will be a generative writing workshop, with an emphasis on new composition.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
S. Ace
Prereq: A 200-level creative writing course.
Notes: meets English department seminar requirement

ENGL-361PM Advanced Creative Writing Topics: 'Poetry and Image: Formations of Identity'
Spring. Credits: 4
With an emphasis on producing creative texts, the course will examine the parallel and often overlapping impulses of poetry and image-making (photography, painting, and other visual arts). We will explore concepts of identity through the work of artists such as Alice Neel, Mikalene Thomas, Claude Cahun, Cindy Sherman, Kehinde Wiley, Glenn Ligon, Catherine Opie, Kara Walker, Diane Arbus, Vivian Maier, and Nan Goldin. Writers will include Ocean Vuong, Danez Smith, Sherwin Bitsui, Robert Seydel, Ari Banias, Safia Elhilo, Gloria Anzaldúa, Morgan Parker, Layli Longsjoldier, Judy Grahn, Audre Lorde, Ronaldo Wilson, Shane McCrae, Adrienne Rich, David Wojnarowisz, Eileen Myles, and others.
Crosslisted as: GNDST-333PM
Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
S. Ace
Prereq: A 200-level creative writing course.
Notes: Meets the English department's seminar requirement

ENGL-378 Another World Is Possible: Writing Utopias
Fall. Credits: 4
How and why do narrative artists envision whole new worlds? What is the role of fantasy in social change? In this course we will investigate contemporary utopian fictions and their historical antecedents as models for our own utopian writing. We will encounter novels and films from various lineages, including Afrofuturist, anarchist, critical utopian, ecotopian, and feminist. Authors we may read include Sir Thomas More, Ursula K. Le Guin, Samuel R. Delany, Ernest Callenbach, Octavia E. Butler, Walidah Imanisha, Roxane Gay, Ta Nehesi Coates, and Margaret Kiljoys. Interdisciplinary research and collaboration will make up a substantial portion of the work of the course.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Lawlor
Prereq: 8 credits in creative writing.

Intermediate Literature Courses

ENGL-211 Shakespeare
Spring. Credits: 4
A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.
Crosslisted as: THEAT-281
Applies to requirement(s): Humanities
The department
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English department pre-1700 requirement
ENGL-212 English Renaissance Poetry
Not Scheduled for This Year. Credits: 4
An introduction to the literary period known as the English Renaissance. Through short lyric poems and some narrative verse, we will explore the era that saw the reign of Queen Elizabeth I, the Reformation of the Catholic church, the Scientific Revolution, and the exploration of the Americas. Reading an array of poets, we will immerse ourselves in the early modern world by exploring its representations of beauty, power, love, faith, art, and knowledge. Our emphasis will be on close reading, with a view to understanding form and appreciating excellence.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
S. Roychoudhury
Prereq: ENGL-199.
Notes: Intended as an alternative to English 211; meets English department pre-1700 requirement

ENGL-213 The Literature of the Later Middle Ages
Not Scheduled for This Year. Credits: 4
This course will examine a variety of English works and genres written in the thirteenth through fifteenth centuries. Our concentration will be principally on the Gawain-poet, Chaucer, Langland, Margery Kempe, and Lydgate. Most of our readings are in Middle English.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Yu
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ENGL-199.
Notes: meets English department pre-1700 requirement

ENGL-214 Topics in Medieval Studies
Not Scheduled for This Year. Credits: 4
An introduction to the literary period known as the English Renaissance. Through short lyric poems and some narrative verse, we will explore the era that saw the reign of Queen Elizabeth I, the Reformation of the Catholic church, the Scientific Revolution, and the exploration of the Americas. Reading an array of poets, we will immerse ourselves in the early modern world by exploring its representations of beauty, power, love, faith, art, and knowledge. Our emphasis will be on close reading, with a view to understanding form and appreciating excellence.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Walker
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ENGL-199.
Notes: meets English department pre-1700 requirement

ENGL-214LR Topics in Medieval Studies: 'Love and Reason in Medieval Romance'
Not Scheduled for This Year. Credits: 4
Arthurian legend conjures enduring stereotypes of chivalry and romantic love, but how do we go about situating medieval romance in literary history? Where does it come from, why was it written, who read it, and how did it change over time? In this course, students will learn about romance's historical and social contexts, its form, tropes, and imagery. We will think about romance's contemplation of justice, loyalty, subjectivity, love, and shame, especially as this body of literature grapples with the conflicts that arise between the mortal and divine. Course readings will include works by Marie de France, Chrétien de Troyes, Chaucer, Lydgate, and Spenser. We will read in Middle English where possible.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
W. Yu
Advisory: ENGL-210 or ENGL-213 recommended.
Notes: meets English department pre-1700 requirement

ENGL-214PD Topics in Medieval Studies: 'Perception and Deception in Medieval and Early Modern Literature
Fall. Credits: 4
Medieval and early modern literature often desires to "paint" an image in our minds, but there are also inherent problems in how vision is represented and how easily those depictions can deceive. If vision is a means for gaining understanding, it is also subject to manipulation through theatrical, artistic, and literary means. Our class will explore how perception leads readily into deception through the works of medieval mystics, Geoffrey Chaucer, William Shakespeare, and Margaret Cavendish, among others.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Yu
Advisory: ENGL-199 recommended
Notes: meets English department pre-1700 requirement

ENGL-215 Chaucer's Literary World
Not Scheduled for This Year. Credits: 4
Who and what did Chaucer read? How did Chaucer's literary environment move him to explore love, human will, differences of perspective, and ideas of closure (the efficacy of complaint, poetic endings, and the poet's accomplishments). These topics will be studied in light of the ranging literary influences from the medieval world, especially Chaucer's adaptation of classical poetry, French and Italian vernacular verse, romance, saints' lives, allegory, and beast fables. All readings are in Middle English, concentrating on a selection of Chaucer's short poems and his major works prior to The Canterbury Tales.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Yu
Prereq: ENGL-199.
Advisory: ENGL-213 or ENGL-214 strongly recommended
Notes: meets English department pre-1700 requirement
ENGL-217 Topics in English
ENGL-217GE Topics in English: 'Global English: Its Written and Spoken Forms'
Spring. Credits: 4
What is the relationship between language and social and political power? This course is an interdisciplinary study of the global role of the English language. Migration, education, and identity are major themes of the course, and we look at how linguists, policy-makers, and individuals grapple with these complex topics. This course also focuses on students' development of their written and spoken communication skills and is open to students in all disciplines. Our approach to writing and speaking may be particularly effective for students who do not identify as native speakers of English.

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

ENGL-220 Introduction to British Literary and Cultural Studies since 1660
This course offers a broad study of selected figures in modern literary and intellectual history and helps prepare students for more advanced classes in British and/or postcolonial studies. We will use these figures to probe the dynamic relationship between imaginative practice and social change, which may involve global as well as national contexts. This course will introduce students to writing sustained pieces of critical analysis, challenging them to explore the theoretical relationship between literary form and historical transformation in the modern period.

ENGL-231 British Romanticism: Revolution and Reaction
Not Scheduled for This Year. Credits: 4
This class will examine the ways Romantic-era writers figured revolution and the reaction against it, in the wake of the French Revolution's spectacular but failed promises of liberty, fraternity, and equality for all. We will pay special attention to how British writers envisioned their own versions of freedom and equality, extending them to women, slaves, and the poor. Likewise we will explore how this project for social change was necessarily related to revolutions in language and aesthetics. Authors may include Burke, Wollstonecraft, Wordsworth, Coleridge, Smith, Barbauld, Blake, Austen, Keats, Percy and Mary Shelley, Byron, and Hemans.

Applies to requirement(s): Humanities
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English department 1700-1900 requirement

ENGL-232 Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century
Fall. Credits: 4
With the rise of the two-sex model, the eighteenth century might be seen to be a bastion of heteronormativity leading directly to Victorian cis-gender binary roles of angel in the house and the bourgeois patriarch. Yet, beginning with the Restoration's reinvention of ribald theater, this period was host to a radical array of experimentation in gender and sexuality, alongside intense play with genre (e.g., the invention of the novel). We will explore queerness in all its forms alongside consideration of how to write queer literary histories.

Crosslisted as: GNDST-204ET
Applies to requirement(s): Humanities
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Notes: This course is part of a two-semester sequence with Nonbinary Romanticism, but students are encouraged to take either course separately.

ENGL-234 Topics in Theatre Studies
ENGL-234SP Topics in Theatre Studies: 'Shakespeare in Performance: Case Studies in Stage Production History'
Not Scheduled for This Year. Credits: 4
To what purpose(s) have Shakespeare's plays been staged, and how has staging practice changed and developed? Our focus will be broad, covering such matters as acting, directing, design, history/criticism/dramaturgy. Units will include period/modern-dress Shakespeare, anti-realist staging, changing acting styles, "historically accurate" productions, "global Shakespeare," topical/political productions, and gender/race in casting. Several Key plays will form the core: Midsummer Night's Dream, Macbeth, Hamlet, and The Winter's Tale. The course will involve some attendance at live performance (likely a group trip to New York).

Crosslisted as: THEAT-234SP
Applies to requirement(s): Humanities
H. Holder
Notes: Theatre tickets and food are the responsibility of the student. Cost of travel arrangements to New York is undetermined at this time.

ENGL-235 Modern British Poetry
Not Scheduled for This Year. Credits: 4
This introduction to modern British poetry pays special attention to the emergence, consolidation, and dismantling of modernist poetry and poetics. It will link this literary history with, amongst other things, the loss of faith, the two world wars, and the relationship between monumental aesthetics, utopian poetics, and totalitarian politics. Writers will include Hardy, Yeats, Eliot, H.D., and Auden.

Applies to requirement(s): Humanities
N. Alderman
Restrictions: Course limited to sophomores, juniors and seniors

ENGL-239 Novels of the Later Eighteenth Century
ENGL-239WH Novels of the Later Eighteenth Century: 'Worthy Hearts and Saucy Wits'
Not Scheduled for This Year. Credits: 4
Eighteenth-century England witnessed the birth of the novel, a genre that in its formative years was both lauded for its originality and condemned as intellectually and morally dangerous, especially for young women. We will trace the numerous prose genres that influenced early novelists, including conduct manuals, epistolary writing, conversion narratives, travelogues, romance, and the gothic. In doing so, we will concomitantly examine the novel's immense formal experimentation alongside debates about developing notions of gender and class as well as the feeling, thinking individual. Authors may include Richardson, Fielding, Sterne, Walpole, Burney, and others.

Applies to requirement(s): Humanities
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English department 1700-1900 requirement

ENGL-240 American Literature I
Fall. Credits: 4
A survey of American literature from the literature of exploration to the Civil War, with special attention to the formation of an American literary tradition, along with the political, social, and religious contexts that helped shape the imaginative responses of American writers to their culture.

Applies to requirement(s): Humanities
C. Benfey
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English department 1700-1900 requirement
ENGL-241 American Literature II

Fall. Credits: 4
A survey of American literature from the Civil War to the present, with special attention to literary redefinitions of race, gender, sexuality, and class and to changes in literary form.
Applies to requirement(s): Humanities
E. Young
Restrictions: Course limited to sophomores, juniors and seniors
Notes: does not meet English department 1700-1900 requirement

ENGL-242 Topics in American Literature

ENGL-242AE Topics in American Literature: 'The American Essay'

Not Scheduled for This Year. Credits: 4
Throughout the history of the United States, the essay has been a vital literary genre. From religious and confessional essays to personal, political, and satirical ones, American authors have explored their passions and hatreds in this flexible form. We will read essays from the nineteenth century to the present, with the opportunity to write essays of our own. Authors may include Thoreau, Baldwin, Didion, and Maggie Nelson, along with international writers, such as Woolf and Zadie Smith, who have influenced American essayists.
Applies to requirement(s): Humanities
C. Benfey
Restrictions: Course limited to sophomores, juniors and seniors

ENGL-243 American Gothic

Fall. Credits: 4
An examination of the gothic - a world of fear, haunting, claustrophobia, paranoia, and monstrosity - in U.S. literature and visual culture. Topics include slavery and the gothic; gender, sexuality, and the gothic; regional and national gothic; the uncanny; and visual, especially cinematic, dimensions of the gothic. Authors, artists, and filmmakers may include Dunbar, Elmer, Faulkner, Gilman, Hitchcock, Jackson, Kubrick, Lovecraft, McCullers, Morrison, O'Connor, Parks, Poe, Romero, and Wood.
Crosslisted as: FLMST-220AG
Applies to requirement(s): Humanities
E. Young
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: English 240 or 241 recommended

ENGL-250 African American Literature I

Not Scheduled for This Year. Credits: 4
African American literature, particularly in the early part of the formation of the United States, reflects the dichotomy between citizenship and American identity. This course will study the literary works of African Americans from the late-eighteenth century to 1865. Beginning with slave narratives and early poetry, we will consider issues of genre, literary tradition, and historical context while gaining experience in analyzing literary texts. Themes of alienation, communion, haunting, and upward mobility will be covered to illuminate the expansive world of early African American literature. Authors include: Harriet Jacobs, Frederick Douglass, David Walker, Phillis Wheatley, and William Wells Brown.
Crosslisted as: AFCNA-250
Applies to requirement(s): Humanities; Multicultural Perspectives
The department
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English Department 1700-1900 requirement

ENGL-251 Contemporary African American Literature II

Spring. Credits: 4
This course will examine African American literature and culture in the postwar period as American identities are coalescing around the concept of the US as a world power. Specifically, our task during the semester will be to discuss the myriad ways black authors and artists attempt to interrogate the structure of racial hegemony by creating poetry and prose meant to expand notions of culture and form. We will also examine music, visual art, and advertisements from this era to have a greater sense of the black experience through various cultural representations. Writers will include James Baldwin, Toni Morrison, Ralph Ellison, Michael S. Harper and bell hooks.
Crosslisted as: AFCNA-251
Applies to requirement(s): Humanities; Multicultural Perspectives
K. J. Brown

ENGL-265 Children's and Young Adult Literature

ENGL-265CL Children's and Young Adult Literature: 'A View from Childhood to the World'

Not Scheduled for This Year. Credits: 4
This course provides an overview of the field of history of American Literature for youth with an emphasis on literature from the 1960s to the current day. Students will read diverse literature from multiple genres and engage in thoughtful analysis of the literature as it reflects the historical, cultural, psychological and sociological nature of American society past, present, or future.
Applies to requirement(s): Humanities
The department
Prereq: 8 credits from English beyond the 100 level.

ENGL-267 Reading and Writing in the World

Fall. Credits: 4
An introduction to reading and writing about "environment", this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender impact how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Jamaica Kincaid, Leslie Marmon Silko, Mary Oliver, Terry Tempest Williams, Wendell Berry, Henry David Thoreau, Frederick Douglass; and many others; field trips; and writing assignments--weekly field notes and journals, analytical papers, and personal essays.
Crosslisted as: ENVST-267
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
L. Savoy
Instructor permission required.
Advisory: You must apply for admission to this course by completing the online application form. Please try to apply during advising week.
ENGL-268 Cognitive Theory and Literary Studies  
*Not Scheduled for This Year. Credits: 4*

A survey of philosophical, scientific, and theoretical approaches to the relation between cognition and representation. For as long as we have told stories, we have thought about how they work in conjuction with the mind. This course charts the many ways in which cognitive theory has shaped literary studies over the ages. How does fiction reflect the way we think? How in turn does it shape how we behave? What happens in the brain and body when we read? Starting in antiquity and working through history towards contemporary neuroscience and cognitive psychology, we will consider such matters as action and imitation; reality and fantasy; reason and imagination; aesthetics, empathy, and affect.

Crosslisted as: CST-249CT  
Applies to requirement(s): Humanities  
S. Roychoudhury  
Restrictions: Course limited to sophomores, juniors and seniors

ENGL-274 Introduction to Asian American Literature  
*Fall. Credits: 4*

This course introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed and cross-racial politics. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Nina Revoyr, Ruth Ozeki, Nam Le, Chang-rae Lee, Aimee Phan, Susan Choy, and Jhumpa Lahiri.

Applies to requirement(s): Humanities  
Other Attribute(s): Speaking-Intensive  
W. Yu

Prereq: ENGL-199.  
Advisory: English 213 strongly recommended  
Notes: meets English department pre-1700 requirement; meets English department seminar requirement

ENGL-311 Chaucer: Stories & Storytellers  
*Not Scheduled for This Year. Credits: 4*

We will explore early modern notions of performance and theatricality, rivals and peers: Marlowe, Jonson, Webster, and others. More generally, we will consider how they were entwined in conceptions of desire, evil, gender, and politics. 

Prereq: ENGL-199.  
Advisory: English 213 strongly recommended  
Notes: meets English department pre-1700 requirement; meets English department seminar requirement

ENGL-312 Shakespeare  
*Not Scheduled for This Year. Credits: 4*

We will read plays by Shakespeare, watch films based on those plays, and study the plays, the films, and the plays-as-films. 'Shakespeare' comes first, of course, both historically and as the source/inspiration for the films. Yet each film has its own existence, to be understood not just as an 'adaptation,' but also as the product of linked artistic, technical, and economic choices. Considering Shakespeare's plays as pre-texts (rather than pre-scriptures), we will look at early and recent films, both those that follow closely conventionalized conceptualizations of 'Shakespeare,' and those that tend to erase or emend their Shakespearean sources.

Crosslisted as: FLMST-380SF  
Applies to requirement(s): Humanities  
Crosslisted as: FLMST-380SF  
Restrictions: Course limited to sophomores, juniors and seniors  
Crosslisted as: FLMST-380SF  
Restrictions: This course is open to juniors and seniors  
Prereq: 8 credits from English beyond the 100 level, including ENGL-211.  
Notes: does not meet English department seminar requirement; does not meet English dept pre-1700 requirement

ENGL-317MD Studies in Renaissance Literature: Early Modern Drama  
*Not Scheduled for This Year. Credits: 4*

All the world's a stage! This course surveys the era of literary history that invented this powerful idea. The drama of the sixteenth and seventeenth centuries is obsessively self-conscious, bursting with disguises, confidence tricks, cross-dressers, masques, and plays-within-plays. Reading several playwrights, we will situate Shakespeare among his rivals and peers: Marlowe, Jonson, Webster, and others. More generally, we will explore early modern notions of performance and theatricality, considering how they were entwined in conceptions of desire, evil, gender, and politics.

Prereq: Take 4 credits in Renaissance studies.  
Notes: meets English department pre-1700 requirement; meets English department seminar requirement
ENGL-319 The Renaissance

ENGL-319CR The Renaissance: 'The Cunning Renaissance'
Not Scheduled for This Year. Credits: 4
In Renaissance English, "cunning" meant many more things than it does today. guile, but also wisdom, imagination, strategic sense, inventiveness, skill. This very diverse set of abilities is on display throughout early modern literature, in which we meet all sorts of sages, schemers, illusionists, and fools. What does it mean to be smart? What forms of knowledge are privileged above others? How is the idea of intelligence culturally constructed, how inflected by religion, gender, and class? Reading widely in the period and drawing also on modern thought, we will cover such topics as mental disability, moral knowledge, social dexterity, politicking, and artificial and animal intelligence. 
Applies to requirement(s): Humanities
Restrictions: This course is open to juniors and seniors
Notes: meets English department pre-1700; meets English department seminar requirement

ENGL-319SR The Renaissance: 'Literature and Science, 1516-1674'
Not Scheduled for This Year. Credits: 4
This seminar traces intersections between literary art and scientific knowledge at the dawn of modernity, when the difference between "art" and "science" was anything but clear. We will read prominent works of English Renaissance literature (Shakespeare, Donne, Milton) alongside various scientific and philosophical writings (Lucretius, Bacon, Descartes) as well as major milestones of the Scientific Revolution (Vesalius, Copernicus, Galileo). In so doing, we will ponder what connects aesthetic and empirical forms of truth. Topics will include magic and the occult, alchemy, astronomy, anatomy and medicine, atoms and theories of matter, the scientific method, natural history, and technology. 
Applies to requirement(s): Humanities
Restrictions: This course is open to juniors and seniors
Prereq: 4 credits in Renaissance studies.
Notes: meets English department pre-1700; meets English department seminar requirement

ENGL-321 Studies in Nineteenth-Century British Literature

Not Scheduled for This Year. Credits: 4
William Wordsworth and George Eliot grew up in a revolutionary age: the American Revolution, the French Revolution, the Haitian Revolution, wars of independence and of imperial conquest, and, behind it all, the social transformations arising from the industrial revolution. Both Wordsworth and Eliot wrestled with how to adapt their art to these new realities: he introduced dramatically new content into poetry and experimented with a startling variety of poetic forms; she transformed the various prose genres to construct a novelistic form able to represent the totality of British society. By so doing, they forged a revolution in literary forms with the emergence of the modern lyric and the realist novel. 
Applies to requirement(s): Humanities
Prereq: 8 credits from English.
Notes: meets the English department 1700-1900 requirement; does not meet English department seminar requirement

ENGL-323 Gender and Class in the Victorian Novel
Fall. Credits: 4
This course will investigate how gender and class serve as structuring principles in the development of the Victorian novel in Britain, paying attention to the ways in which the form also develops in relation to emerging ideas about sexuality, race, nation, and religion. Novelists include Bronte, Dickens, Eliot, and Gaskell and we will read examples of domestic fiction, detective fiction, social realist novels, and the Victorian gothic.
Crosslisted as: GNDST-333SS
Applies to requirement(s): Humanities
A. Martin
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English.
Notes: meets English department 1700-1900 requirement; does not meet English department seminar requirement

ENGL-324 British Literature Since 1945

ENGL-325 Victorian Literature and Visual Culture
Not Scheduled for This Year. Credits: 4
This course will examine literary texts that represent new forms of visuality in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography—portraiture, prison photography, imperial photographs, and private and popular erotic images—as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising.
Crosslisted as: CST-349VC
Applies to requirement(s): Humanities
A. Martin
Prereq: ENGL-220 or ENGL-323 and at least 4 credits from art history or film studies.
Notes: meets English department 1700-1900 requirement; meets English department seminar requirement

ENGL-328 Woolf, Auden, and Modernism
Fall. Credits: 4
This course will chart the development of Modernism in poetry and prose by examining the careers of two of the most important writers in the first half of the twentieth-century: the novelist, Virginia Woolf and the poet, W. H. Auden. We will focus on the way both writers initially seek to wrestle into representation new content within the frame of pre-existing forms and, by so doing, discover that these forms are inadequate or buckle under the strain and need to be revised, renewed, and transformed. 
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
N. Alderman
Prereq: 8 credits from English.
Notes: meets English department 1700-1900 requirement; meets English department seminar requirement
ENGL-334 Asian American Film and Visual Culture

ENGL-334BG Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'

Spring. Credits: 4

This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visuality, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jìn-mé Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

Crosslisted as: CST-349BG

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive

I. Day

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in English

Notes: meets English department seminar requirement

ENGL-338 Aesthetics of Racial Capitalism

Spring. Credits: 4

Race is the modality in which class is lived," wrote the late cultural theorist Stuart Hall. This course takes Hall’s axiom as a starting point for considering the racial, gendered, and sexualized character of capitalist domination. Throughout the course students will explore both the political economy and the cultural imaginary of racial capitalism. One question we will grapple with is the following: if capital itself is as imperceptible and objectively real as gravity, what are the common tropes we use to apprehend its circulation? Is it the stock market ticker tape, the shipping container, or the industrial wasteland? Drawing on writers and artists of color from around the world, we will consider ways they offer cognitive maps of the gendered and sexualized contours of racial capitalism. Authors may include Octavia Butler, Chang-rae Lee, Leslie Marmon Silko, Nana Kwame Adjei-Brenyah, and Ruth Ozeki. Visual artists may include Xu Bing, Otobong Nkanga, Allan deSouza, Rodney McMillian, Mark Bradford, Takahiro Iwasaki, Anicka Yi, and Candace Lin.

Crosslisted as: CST-349AR

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive

I. Day

Prereq: 8 credits in English or CST-200

ENGL-339 The Visual Culture of Protest

Not Scheduled for This Year. Credits: 4

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

Crosslisted as: AFCNA-339, CST-339

Applies to requirement(s): Humanities; Multicultural Perspectives

K. J. Brown

Prereq: ENGL-199 or AFCNA-200

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ENGL-347 Modern Urban British Novel

Not Scheduled for This Year. Credits: 4

As London and the British novel enter the new millennium, both are sites of competing histories, traditions, and agendas. This course will map the city’s progress from the center of an empire to a node in the global world’s economy, and chart the twentieth-century novel’s movement from realism to postmodernism and beyond. By examining the realist London of Conan Doyle’s Sherlock Holmes with Virginia Woolf’s modernist version in Mrs. Dalloway, we will go on to trace the development of the post-1945 British novel.

Applies to requirement(s): Humanities

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in English including ENGL-199

Notes: meets English department seminar requirement

ENGL-349 Cosmopolitanism

Not Scheduled for This Year. Credits: 4

Nothing that is human can be alien to me.” This is the motto of cosmopolitanism, a philosophy first formed by the Greeks, which emphasizes our common status as citizens of the world and urges us to value the universal as highly as the local. Today, this view can seem naïve: is it advisable, even possible, to privilege absent strangers and lofty ideals above the needs of those nearby? This course considers the promise and perils of cosmopolitanism through the lens of contemporary transnational literature—through representations of immigration, asylum, transnational capital, tourism, terrorism, and environmentalism. Authors may include Rushdie, Naipaul, Coetzee, Adichie, Hemon, and Bulawayo.

Applies to requirement(s): Humanities; Multicultural Perspectives

S. Roychoudhury

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in English

Notes: does not fulfill the English department’s seminar requirement

ENGL-350 Studies in African American Literature

ENGL-350TM Topics in African American Literature: ‘Toni Morrison’

Fall. Credits: 4

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

Crosslisted as: AFCNA-341TM, GNDST-333TM

Applies to requirement(s): Humanities; Multicultural Perspectives

K. J. Brown

Prereq: ENGL-199

Notes: meets English dept seminar requirement
ENGL-353 Readings in Literary Biography
Not Scheduled for This Year. Credits: 4
Biography is both a literary genre and a mode of literary scholarship. This course will explore some varieties of the biographical impulse in both fiction and nonfiction. We will begin with eighteenth-century models: Samuel Johnson and James Boswell. Then we will examine Freud's influence on Bloomsbury writers like Lytton Strachey and Virginia Woolf. We will conclude with experiments in biography by writers such as Gertrude Stein and Janet Malcolm, along with some attention to biographical writing today.
Applies to requirement(s): Humanities
C. Benfey
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from the department.
Notes: meets English department seminar requirement

ENGL-354 Vindicated: The Wollstonecraft-Shelley Circle
Not Scheduled for This Year. Credits: 4
The dynamic mother-daughter duo of Mary Wollstonecraft and Mary Shelley is often read as part of the "Godwin-Shelley circle," a cadre of writers circulating around their respective literary husbands. This course will place them at the center of literary innovation, examining their expansive work in multiple genres. Asking what it means to be ardent and provocative women writers during this period, we will discuss their radical politics, their gender theories, and their ideas about literature intervening in the public sphere. We will also consider short pieces by others in their circle, potentially including Godwin, P. Shelley, Mary Hayes, Mary Robinson, Claire Claremont, and Byron.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
K. Singer
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English or Critical Social Thought.
Notes: meets English department's seminar requirement

ENGL-362 The Bloomsbury Group
Not Scheduled for This Year. Credits: 4
This seminar will examine the Bloomsbury Group, the most important British cultural formation in the first half of the twentieth-century. The group included artists, art critics, biographers, economists, literary critics, novelists, philosophers and translators such as Vanessa Bell, E. M. Forster, John Maynard Keynes, George Moore, Bertrand Russell, Lytton Strachey, and Virginia Woolf. We will emphasize the ways in which they sought to dismantle the artistic, political, and sexual repressions of the Victorian period and to replace them with new forms of art, community, and society.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
N. Alderman
Prereq: 8 credits in the English department.
Notes: meets English department's seminar requirement

ENGL-366 Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Disaster
Fall. Credits: 4
The "Anthropocene" has been defined as the era when humans exert change on the earth's climate, but this term has become a dynamo for theories, political discussions, and art about man's anthropocentric relation to the nonhuman world. This course will read theories of the Anthropocene alongside artistic contemplations of the shifting, ethical relations among humans, animals, and other beings of the world. How are we to live, die, and reproduce ourselves in a time when we have egregiously affected the earth? How does the critique of anthropocentrism shift our understanding of sex, gender, race, and the nonhuman? Finally, how does art speak within political conversations of climate change?
Crosslisted as: CST-349AN
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Singer
Prereq: 8 credits in English or Critical Social Thought.
Notes: meets English department's seminar requirement

ENGL-373 Women in American Literature
ENGL-373DH Women in American Literature: 'Desperate Housewives in 19th- through early 20th-century American Literature'
Not Scheduled for This Year. Credits: 4
This course will explore visual and literary images of nineteenth through early 20th-century marriage and motherhood. Discussion of Virginia's Woolf’s 'A Room of One's Own' and Barbara Welter's essay 'The Cult of True Womanhood' will serve as the springboard for our focus on representations of women in the home. We will incorporate a visit to the art museum, and will analyze film adaptations of some of the texts we read. The course will focus primarily on American literature, film, and art, with the exception of Ibsen's A Doll's House; selected written texts will include works by writers such as Hawthorne, James, Stowe, Gilman, Freeman, Chopin, Hurston, and Wharton.
Crosslisted as: GNDST-333DH
Applies to requirement(s): Humanities
L. Glasser
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from the English department.
Notes: meets English department 1700-1900 requirement; meets English department seminar requirement
ENGL-373NT Women in American Literature: 'A Landscape of One's Own: Nature and Gender in American Literature (Nineteenth and Twentieth Century)'

*Not Scheduled for This Year. Credits: 4*

This course will focus on portrayals of women in nineteenth through mid-twentieth century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography. With Thoreau as our springboard, we will focus on women who told the stories of their lives in the context of islands, deserts, prairies and forests of the United States.

Crosslisted as: GNDST-333MM, ENVST-373WN

Applies to requirement(s): Humanities

L. Glasser

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits from the English department.

Notes: meets English department 1700-1900 requirement; meets English department seminar requirement

ENGL-373SC Women in American Literature: 'Landscape and Loss in 20th-21st Century American Narrative'

Fall. Credits: 4

This seminar will focus on 20th-21st Century American narratives on landscape. In the context of a history tainted by destruction, and in the face of environmental concerns today, the course will explore the struggle to sustain an authentic connection with the natural world. Through a study of fiction, non-fiction, poetry, film, and art, students will address a range of questions. Does the history of loss within the American landscape carry particular challenges for writers and artists wishing to establish new definitions of what it means to work toward preservation? Does nature-writing in American narrative become a source of celebration, a love affair with landscape, or an expression of grief, a means of mourning? To what extent does gender, race, or class influence the shape of modern and contemporary narratives on the American landscape?

Applies to requirement(s): Humanities

L. Glasser

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits from the English department.

Notes: meets English department seminar requirement

ENGL-374 Hitchcock and After

Spring. Credits: 4

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in shifting historical contexts, including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include Spellbound, Strangers on a Train, Rear Window, Vertigo, North by Northwest, Psycho, The Man Who Knew Too Much, Marnie, and The Birds; additional works by Brooks, Craven, and De Palma. Readings in film and cultural theory; screenings at least weekly.

Crosslisted as: FLMST-380HA

Applies to requirement(s): Humanities

E. Young

Prereq: 4 credits in Film Studies and 4 credits in English.

Notes: meets English Department seminar requirement

ENGL-382 Topic

ENGL-382PW Topic: 'Once More With Feeling: Intimacies and Affects in a Posthuman World'

*Not Scheduled for This Year. Credits: 4*

Affect theory offers a varied and rich critical language to explore how emotion circulates within and among human bodies—and nonhuman ones as well. If emotions operate through bodily changes and chemical exchanges, then animals and nonhumans might similarly be seen as bodies replete with affective materials in motion and at rest. In this course we will read through an array of affect theory from cognitive science, animal studies, and posthumanist debates on the affect of objects. We will consider how humans know what they feel (and when), how animals love, how forests think, and how affects might cross human and nonhuman boundaries.

Crosslisted as: CST-349PW

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive

K. Singer

Restrictions: Course limited to sophomores, juniors and seniors

Advisory: Prior experience with theory is helpful but not necessary.

Notes: meets English Department seminar requirement

ENGL-383 Reading James Joyce

*Not Scheduled for This Year. Credits: 4*

This course will include all of James Joyce’s major works: Dubliners, A Portrait of the Artist as a Young Man, Ulysses, and Finnegans Wake (extracts). Students will be encouraged to explore the oral, interpretative, performative, and musical aspects of Joyce’s writing. The texts will be explored in the context of politics and colonialism, and will be contextualized through discussions of modernism, postmodernism, and the Irish literary tradition.

Applies to requirement(s): Humanities

The department

Restrictions: This course is open to juniors and seniors

Advisory: English 217BF, English 324, and/or English 346 highly recommended

Notes: meets English department seminar requirement

ENGL-392 Advanced Topics in English

ENGL-392SC Advanced Topics in English: 'Science, Magic, and Superstition in Early Modern Drama'

Fall. Credits: 4

In the sixteenth and seventeenth centuries, belief in demons, fairies, apparitions, and other magical beings was still held by many in early modern England, including both the theaters’ audiences and its critics. At the same time, sciences such as alchemy, palmistry, astrology, and dream interpretation borrowed from magical discourse to argue for their efficacy. This course examines the relationships among early modern literature, science, and magic by treating each as influential discursive practices that speak to and yet challenge each other. Our attention will be focused on the recent turn to scientific thought in literary analysis, with critical approaches from the history of the body, environmental and ecocriticism, animal studies, and history of science.

Applies to requirement(s): Humanities

K. Walker

Prereq: ENGL-199.

Notes: meets English department pre-1700 requirement
ENGL-394 Advanced Topics in English

Independent Study

ENGL-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

ENGL-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
EOS-299ND Topic: ‘Individuals and Organizations’
Fall. Credits: 4
This course focuses on individual and small-group behavior in the organizational setting. The class will focus on: (1) understanding human behavior in an organizational context; (2) understanding oneself as an individual contributor and/or leader within an organization, and ways to contribute to organizational change; (3) intergroup communication and conflict management; and (4) diversity and organizational climate.
Crosslisted as: PSYCH-212
Applies to requirement(s): Social Sciences
B. Packard
Restrictions: Course limited to sophomores, juniors and seniors

EOS-349NQ Topic: ‘Organizations and Inequality’
Not Scheduled for This Year. Credits: 4
In Organizations and Inequality, we analyze how organizations create, reproduce, and also potentially challenge social inequalities. Drawing on different organizational perspectives, students will engage the challenges of ethical action in a complex world marked by competing rationalities and deep inequalities. Students will also research an organization of which they are a member and develop their own case study.
Crosslisted as: SOCI-316NQ
Applies to requirement(s): Social Sciences
E. Townsley
Prereq: SOCI-123.

EOS-395 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.
ENVIRONMENTAL STUDIES (ENVST)

ENVST Course Offerings

ENVST-100 Introduction to Environmental Studies
Spring. Credits: 4
This course introduces students to the field of environmental studies and to some of the scientific, historical, political, economic and cultural aspects of environmental concerns. Through interdisciplinary lenses, we explore the complexities of many issues and problems such as climate change, threats to biodiversity, and toxic environments. In addition to fostering an understanding of their origins, the course focuses on potential solutions.
Applies to requirement(s): Meets No Distribution Requirement
K. Ballantine, T. Farnham

ENVST-104 Renewable Energy
Spring. Credits: 4
We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.
Crosslisted as: PHYS-104
Applies to requirement(s): Math Sciences
A. Arango

ENVST-150 Introductory Topics in Environmental Studies
ENVST-150DV Introductory Topics in Environmental Studies: 'Introduction to the Histories and Theories of Development'
Not Scheduled for This Year. Credits: 4
What is so compelling about the idea of development? Why does it fail much of the global south? Do colonialism and capitalism have anything to do with it? Why do hunger, poverty, inequality, unemployment, and ecological crises persist in the so-called developed world? What are the parameters of the proposed solutions to underdevelopment such as neoliberal market reforms versus those of alternative models? What are the connections between development and environmental issues? development and war? Can development be sustainable? Are gender and race incidental or central to these issues? This course engages these questions through readings, lectures, discussions, and writing assignments.
Applies to requirement(s): Social Sciences
K. Surprise

ENVST-200 Environmental Science
Fall. Credits: 4
Most of the environmental challenges we face are complex and interdisciplinary in nature. This course introduces students to the scientific principles, concepts, and methodologies required to both understand the interrelationships of the natural world, as well as to identify and analyze environmental problems and think critically about alternative solutions for addressing them. Key concepts from ecology, biogeochemistry, and other scientific fields inform our study of climate change, water resources, soil sustainability, food production, and other topics. Fundamental and emerging issues are examined using regional case studies, hands-on problem solving, and field and laboratory experiments.
Applies to requirement(s): Math Sciences
K. Ballantine
Restrictions: This course is limited to Environmental Studies majors.; Course limited to sophomores, juniors and seniors
Prereq: One 100-level lab science. Coreq: ENVST-200L.
Advisory: One course in statistics is recommended.
Notes: Pre-registration will open to environmental studies majors only. On the first Thursday of pre-registration, non-major sophomores will be able to register. In the second week of pre-registration, remaining seats and wailisting will be open to all sophomores, juniors, and seniors.

ENVST-210 Political Ecology
Fall. Credits: 4
This course will explore the historical, political, economic, social, and cultural contexts in which human-environment interactions occur. We will cover critical topics and trends in the field of political ecology, from its early manifestations to more recent expansions. Using case studies from the global south and north, we will discuss factors that shape social and environmental change across scales from the personal to the global, and we will examine the role of gender, race, class, and power in struggles over resources. Students will become familiar with the academic debates in which political ecologists are engaged, and they will apply the concepts discussed in a case of their choice.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
K. Surprise
Restrictions: Course limited to sophomores, juniors and seniors

ENVST-222 Reading North American Landscapes
Not Scheduled for This Year. Credits: 4
We explore the origin and anatomy of North America’s most distinctive landscapes, including many national parks and monuments. We “visit” spectacular locales, including Yosemite, Yellowstone, and the Grand Canyon. We also consider how the continent’s geologic character has influenced human action and experience. By “reading” the land we can see the complex layering of natural and cultural histories that influence a “sense of place.” Reading the land can also provide a sense of how various peoples have used and shaped Earth’s surface differently, and how these differences have contributed to a spectrum of environmental impacts.
Applies to requirement(s): Meets No Distribution Requirement
L. Savoy
Restrictions: Course limited to sophomores, juniors and seniors
Instructor permission required.
Prereq: 4 credits from geology or a related subject; or high school earth science. Coreq: ENVST-222L.
Advisory: Priority given to students in Environmental Studies.
Notes: This course is reading intensive.
ENVST-233 Topics in Environmental Studies

ENVST-233AE Topics in Environmental Studies: 'Philosophical Issues Concerning Animals'
Not Scheduled for This Year. Credits: 4
Who are non-human animals? In this course, we will think about this question and others -- specifically about the ethical relationship "human animals" have to these beings. We will ask such questions like: What are the philosophical -- especially the ethical -- implications of the scientific research on non-human animals? What determines the quality of life of any animal -- human or nonhuman? What obligations do we have to non-human animals? Our answers to these questions will have implications for human businesses, our diet, our pets, our legal system, and, ultimately, how we think about ourselves as 'human animals.' The course format consists of lecture, discussion, regular writing and the possibility of a class presentation.
Crosslisted as: PHIL-250AE
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
T. Farnham
Prereq: ENVST-100.

ENVST-240 The Value of Nature
Not Scheduled for This Year. Credits: 4
Through this seminar, students develop an in-depth knowledge of and articulate vocabulary for the significant and diverse ways that humans value the natural world - utilitarian, scientific, aesthetic, naturalistic, symbolic, ethical, and spiritual. We use these different typologies of human environmental values as frameworks for readings and discussion, extending our examination to historical and cultural variations in values, competing perspectives of the natural world, and other value concepts, including intrinsic and transformative value. We examine the concept of biophilia and probe the role values play in the concern over losses of biological diversity and its implications.
Applies to requirement(s): Humanities
T. Farnham
Prereq: ENVST-100.

ENVST-241 Environmental Issues
Spring. Credits: 4
In this course, we will explore the different facets of numerous environmental policy issues and review the substantive aspects, legal themes, and regulatory structure of the major federal environmental laws. The laws covered in this course include the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Endangered Species Act, and others. The course objectives are for the student to learn the basic regulatory characteristics of the major laws and to become well-versed in the current environmental issues which we will focus upon throughout the semester, such as global climate change, ocean degradation, energy resources, and biodiversity loss.
Applies to requirement(s): Meets No Distribution Requirement
T. Farnham
Prereq: ENVST-100, or ENVST-150PH, or ENVST-150DV.

ENVST-242 Global-Local Inequality and the Environment
Not Scheduled for This Year. Credits: 4
This course will engage students in thinking about the dynamic relationship between inequality and the environment. We will examine some of the major theories, paradigms, concepts, policies, and programs that analyze, explain, predict or attempt to affect change in the global South. As we discuss the evolution of development theories and practices over time, we will reflect on how its theoretical underpinnings help us to understand policy and programmatic "successes" and "failures." The first part of the course introduces students to philosophical and theoretical debates about inequality and resource access, drawing on development theory to explore evolving approaches to integrate environment and development. We will consider complementary and contrasting perspectives about the causes of and solutions to global poverty and environmental degradation and reflect on how our assumptions shape what we "see" in specific sites, how we frame particular problems and what we suggest as solutions. As we trace approaches to sustainable development from global environmental politics to site-specific case studies, the second half of the course connects through a series of virtual conversations about inequality and the environment with the Mount Holyoke College program in Costa Rica.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
C. Corson
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: One course in geography or one related social sciences course.

ENVST-243 Rural Prosperity in the African Past
Not Scheduled for This Year. Credits: 4
This course seeks to understand what relationships engendered rural prosperity in African communities in the past, and what processes of change have led millions of rural people to abandon their homes and livelihoods to join flows of migrants to cities and other nations. We examine African patterns of production over the long term and the transformation of African agriculture in the last two centuries, considering famine, the social and political organization of access to productive resources, and the relationship of rural and urban communities. We ask how rural prosperity might be recreated in the 21st century.
Crosslisted as: HIST-243, AFCNA-243
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson

ENVST-267 Reading and Writing in the World
Fall. Credits: 4
An introduction to reading and writing about "environment", this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender impact how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Jamaica Kincaid, Leslie Marmon Silko, Mary Oliver, Terry Tempest Williams, Wendell Berry, Henry David Thoreau, Frederick Douglass; and many others; field trips; and writing assignments--weekly field notes and journals, analytical papers, and personal essays.
Crosslisted as: ENGL-267
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
L. Savoy
Instructor permission required.
Advisory: You must apply for admission to this course by completing the online application form. Please try to apply during advising week.
ENVST-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

ENVST-301 History of Energy
Not Scheduled for This Year. Credits: 4
We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. Often our energy agony accompanies other assumptions about energy’s past, in particular the idea that social change invariably follows the discovery of new energy technologies. From food to fuel cells, this colloquium charts a more complicated and interesting history, a history in which people have continually shaped and made meaningful the energies that fuel the modern world. It will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.
Crosslisted as: HIST 301HE
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Fitz-Gibbon

ENVST-315 Research, Ethics and Policy in Environmental Studies
Not Scheduled for This Year. Credits: 4
Designed to promote curriculum-to-career, this hands-on course prepares students for independent research, research internships, or research careers. Student pick topics of interest and share weekly assignments. Over the course of the semester, we examine methods for designing research and for gathering and analyzing information, and we discuss using data to inform policy. We speak with Mount Holyoke alumnae who have conducted research during internships, for honors theses and independent study, or for policy institutes after graduating. Finally, we consider ethical issues, from gendered experiences to cross-cultural research, and students prepare institutional review board proposals. Students from various disciplines are welcome.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
C. Corson
Prereq: 8 credits of 200 level social science or humanities courses
Notes: Meets the ES politics and policy, environment and development, and conservation concentration requirements.

ENVST-316 Restoration Ecology
Not Scheduled for This Year. Credits: 4
A key test of our ecological knowledge is whether we can successfully apply it to create or restore ecosystems that have been damaged or destroyed. As we take on the role of restoration ecologists this semester, we will use principles and methods of ecology, conservation biology, hydrology, soil science, and related disciplines to learn about the theory, practice, and politics of ecosystem restoration. This course emphasizes fieldwork, interdisciplinary teamwork, and ecological planning to evaluate and design restoration projects in our surrounding communities and regional landscapes. On a few occasions, meetings may last until 5:05 pm so that we can go on fieldtrips that are farther from campus.
Applies to requirement(s): Math Sciences
Other Attribute(s): Community-Based Learning
K. Ballantine
Prereq: ENVST-200 or at least 8 credits of 200 or 300-level laboratory science.

ENVST-317 Perspectives on American Environmental History
Fall. Credits: 4
We explore the history of human-environment interactions in North America from precolonial times to the present from different cultural perspectives. How have such human activities as migration, colonization, and resource use depended on or modified the natural world? How have different cultural perceptions of and attitudes toward environment shifted through time and helped to reshape American landscapes? Case studies include ecological histories of Native America and Euro-America, slavery and land use, wilderness and conservation, and environmental racism and social justice. In addition to historical documents, we also consider scientific studies, literature, visual records, and oral tradition.
Crosslisted as: HIST 317
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Savoy
Instructor permission required.
Advisory: You must apply for admission to this course by completing the online application form. Please try to apply during advising week. Priority given to juniors and seniors in ENVST, HIST, and GEOG.

ENVST-321 Conference Courses in Environmental Studies
Selected topics in areas of environmental interest, determined by faculty expertise and student needs. Study in small groups or by individual students working with faculty.

ENVST-321CP Conference Courses in Environmental Studies: ‘Political Economy of the Environment: Capitalism and Climate Change’
Fall. Credits: 4
Can an economic system predicated on infinite growth achieve sustainability on a finite planet? This question will likely define the twenty-first century. This course aims to grapple with this paradox, examining the relationships and tensions between the globally dominant form of economy - capitalism - and global climate change. We will explore the interwoven rise of capitalism and emergence of fossil fuel energy, as well as the global expansion of capitalism and the connections between resources, economic growth, and political power. We will engage with various theoretical approaches to capitalism-environment relations, such as metabolic rift theory, the second contradiction of capitalism, and the production of nature thesis. These theories provide insight into recent forms of capitalism (i.e. neoliberalism) and the increasing degradation and commodification of the environment. We end by studying contemporary debates, examining institutions and policies seeking to manage climate change from with liberal-capitalist frameworks, the emergence of the “green economy”, and the politics of climate denialism, concluding with alternatives economies and the climate justice movement. This course will provide students with theoretical knowledge and analytical skills for understanding economy-environment relationships.
Applies to requirement(s): Social Sciences
K. Surprise
Restrictions: Course limited to sophomores, juniors and seniors
ENVST-321HC Conference Courses in Environmental Studies: 'Human Health and Climate Change'
Not Scheduled for This Year. Credits: 4
Climate change presents a global public health problem, with serious health impacts predicted to manifest in varying ways in different parts of the world. Through this course, we will investigate these health effects which include increased respiratory and cardiovascular disease, injuries and premature deaths related to extreme heat, weather, and other disaster events, and changes in the prevalence and geographical distribution of food- and water-borne illnesses and other infectious diseases. We will critically review the literature documenting recent and current impacts and predictions for the future. We will also look at solutions in place for adapting to these changes.
Applies to requirement(s): Math Sciences
J. Albertine
Prereq: ENVST-200.

ENVST-321TX Conference Courses in Environmental Studies: 'Toxic Entanglements: Environmental (in)Justice in the United States'
Not Scheduled for This Year. Credits: 4
Toxic water in Flint, Michigan. Oil pipelines through sacred sites in North Dakota. These manifestations of environmental injustice and inequality are only the most recent incarnations of larger legacies. Environments are never simply natural or given; they are imbued with unequal entanglements of gender, race, class, and power. Environmental justice asks questions about the ways in which environments are produced, and the relations of risk, harm, benefit, access, privilege, domination, oppression, and liberation therein. In this course, we will study the theory and practice of environmental (in)justice in the United States. We will briefly explore histories of environmental injustice in the U.S. (from colonization and slavery, to industrialization and pollution); past and current struggles over the siting of production facilities, toxic waste, and pollution; and recent events around water (be they floods, toxicity, or protection): Hurricane Katrina, Flint, and Standing Rock. We will pay particular attention to questions of food and justice, examining gender, race, and class in agricultural labor, corporate power in agribusiness, food deserts, food access/health and white privilege, and gender in alternative community food movements.
Applies to requirement(s): Social Sciences
K. Surprise
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 4 credits from a related subject.

ENVST-335 Wetlands Ecology and Management
Not Scheduled for This Year. Credits: 4
Although they cover ~0.6% of the earth's surface, wetlands perform more ecosystem services per hectare than any other ecosystem type. Alarmingly, over half of the earth's wetlands have been lost to agriculture and development. With these wetlands were also lost the valuable ecosystem functions wetlands perform. This course takes an interdisciplinary approach to examine the biogeochemical, ecological, societal, and regulatory aspects of wetland ecosystems. Group discussion of primary scientific literature, as well as independent experimental design and the writing of a research proposal are core components. Field trips will sometimes keep us until 5:05 pm, and will provide an opportunity to explore these fascinating ecosystems in person.
Applies to requirement(s): Math Sciences
K. Ballantine
Prereq: ENVST-200 or at least 8 credits of 200- or 300-level laboratory science.

ENVST-337 Interdisciplinary Perspectives on Environment and Development
Not Scheduled for This Year. Credits: 4
This course will engage students in interdisciplinary thinking about the dynamic relationship between environment and development. Focusing on specific case studies, we will consider complementary and contrasting perspectives about the causes of and solutions to global poverty and environmental degradation. We will examine how development theories and practices have changed over time, and we will reflect on how our assumptions shape what we “see” in specific sites, how we frame particular problems and what we suggest as solutions. The course is designed as a curriculum-to-career course in which students build practical skills for international development careers.
Applies to requirement(s): Social Sciences
The department
Restrictions: This course is open to juniors and seniors

ENVST-338 History, Race, and the American Land
Spring. Credits: 4
Environmental justice is a key concern today. Yet ties between "race" and environment in what is now the U.S. have existed for centuries. In this research seminar we will explore how this country's still-unfolding history, and ideas of race and nature, have marked the land, this society, and each of us as individuals. We will consider Indigenous, colonial European, and African senses of Earth; origins of placenames; contested terrains; migration and displacement; and other topics revealing the place of race. We'll examine often-unrecognized connections, such as the siting of the nation's capital and the economic motives of slavery. None of these links is coincidental and all touch us today.
Crosslisted as: HIST-338
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Savoy
Restrictions: This course is open to juniors and seniors
Instructor permission required.
Prereq: ENVST-317.
Advisory: You must apply for admission to this course by completing the online application form. Priority given to juniors and seniors in ENVST, HIST, and GEOG.
Notes: This course is reading intensive.
ENVST-342 Living in the Anthropocene: Development, Technology, Futures
Spring. Credits: 4
The concept of the Anthropocene (the "human epoch") signifies that human activity has become the dominant physical force on the planet. Mainstream narratives envision three phases of the Anthropocene: industrial origins (1800 - 1950); global expansion and the nuclear age (1950 - 2000+); and an emergent third phase marked by massive shifts in land-use and biodiversity. This course undertakes a critical examination of the Anthropocene concept. We will analyze debates over geological demarcation, the term itself and the "anthropos" it embodies, and eco-modernist conceptions of a "good" Anthropocene. We aim to historically contextualize the socio-technical phases of the Anthropocene (industrial revolution, post-WWII global expansion, and contemporary globalization), situating them as processes emerging within a specific political-economic context (capitalism). Finally, we examine struggles over the socio-ecological entanglements shaping its future directions: urbanization, industrialized agriculture, genetic technology, and geoengineering/Earth System management. This course explores what it means to live in an era where a subset of one species can determine the conditions of possibility for life on the entire planet.

Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Surprise
Restrictions: Course limited to sophomores, juniors and seniors

ENVST-343 Applied Environmental Geology
Not Scheduled for This Year. Credits: 4
This field-based course focuses on assessing the environmental impact of applied road salt in two local hill towns. Each week we will leave campus to collect snow and water samples along the main road corridors for subsequent lab analysis. Because this course is all about road salt and snow we will brave the coldest and snowiest conditions to collect our samples. Each student will pursue their own independent research project but will work collaboratively with other students in the class.

Crosslisted as: GEOL-343
Applies to requirement(s): Math Sciences
A. Werner
Prereq: GEOG-203 or ENVST-200. Coreq: ENVST-343L.
Advisory: Warm clothes and a good attitude are the main prerequisites for this course.

ENVST-373 Nature and Gender
ENVST-373WN Nature and Gender: 'A Landscape of One's Own: Nature and Gender in American Literature'
Not Scheduled for This Year. Credits: 4
This course will focus on portrayals of women in nineteenth through mid-twentieth century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography. With Thoreau as our springboard, we will focus on women who told the stories of their lives in the context of islands, deserts, prairies and forests of the United States.

Crosslisted as: ENGL-373NT, GNDST-333MM
Applies to requirement(s): Humanities
L. Glasser
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from the English department.

ENVST-390 Senior Seminar in Environmental Studies
Fall. Credits: 4
This is the capstone course of the environmental studies major. The course explores linkages among the diversity of disciplines that contribute to the environmental studies major, illustrates how these disciplines that contribute to the environmental studies major are used in environmental decision making, enables students to inform one another's roles as environmentalists, and provides students with opportunities to develop individual and cooperative projects.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
T. Farnham
Restrictions: This course is limited to Environmental Studies majors.

ENVST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

Courses Approved as Core Intermediate Courses

Group A: Natural Sciences

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIOL-200</td>
<td>Introductory Biology II: How Organisms Develop</td>
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<tr>
<td>BIOL-223</td>
<td>Ecology</td>
<td>4</td>
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<tr>
<td>BIOL-226</td>
<td>Evolution</td>
<td>4</td>
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<tr>
<td>BIOL-310</td>
<td>Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-315</td>
<td>Behavioral Ecology</td>
<td>4</td>
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<tr>
<td>BIOL-321SC</td>
<td>Conference Course: 'Landscape Ecology'</td>
<td>4</td>
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<tr>
<td>BIOL-323</td>
<td>Plant Growth and Development</td>
<td>4</td>
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<td>BIOL-325</td>
<td>Plant Diversity and Evolution</td>
<td>4</td>
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<tr>
<td>BIOL-331</td>
<td>Theory and Application of Conservation Biology</td>
<td>4</td>
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<tr>
<td>CHEM-202</td>
<td>Organic Chemistry I</td>
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Environmental Studies

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<tr>
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<tr>
<td>ENVST-200</td>
<td>Environmental Science</td>
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<tr>
<td>ENVST-222</td>
<td>Reading North American Landscapes</td>
<td>4</td>
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<tr>
<td>ENVST-316</td>
<td>Restoration Ecology</td>
<td>4</td>
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<tr>
<td>ENVST-321HC</td>
<td>Conference Courses in Environmental Studies: 'Human Health and Climate Change'</td>
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<tr>
<td>ENVST-335</td>
<td>Wetlands Ecology and Management</td>
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Geography

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<tr>
<td>GEOG-205</td>
<td>Mapping and Spatial Analysis</td>
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<tr>
<td>GEOG-224</td>
<td>Atmosphere and Weather</td>
<td>4</td>
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<tr>
<td>GEOG-230</td>
<td>Environmental Soil Science</td>
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Geology

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<tr>
<td>GEOL-201</td>
<td>Rocks and Minerals</td>
<td>4</td>
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<tr>
<td>GEOL-202</td>
<td>History of Earth</td>
<td>4</td>
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<tr>
<td>GEOL-203</td>
<td>The Earth's Surface</td>
<td>4</td>
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<tr>
<td>GEOL-211</td>
<td>Uranium</td>
<td>4</td>
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<td>GEOL-227</td>
<td>Groundwater</td>
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<tr>
<td>GEOL-240</td>
<td>Geological Resources and the Environment</td>
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<tr>
<td>GEOL-247</td>
<td>Environmental Modeling &amp; Statistics</td>
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# Group B: Humanities and Social Sciences

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<tr>
<td><strong>Economics</strong></td>
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<tr>
<td>ECON-319</td>
<td>Environmental Economics, Ecology and Conservation Policy</td>
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<tr>
<td><strong>Environmental Studies</strong></td>
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<tr>
<td>ENVST-210</td>
<td>Political Ecology</td>
<td>4</td>
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<tr>
<td>ENVST-241</td>
<td>Environmental Issues</td>
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<td>ENVST-242</td>
<td>Global-Local Inequality and the Environment</td>
<td>4</td>
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<tr>
<td>ENVST-315</td>
<td>Research, Ethics and Policy in Environmental Studies</td>
<td>4</td>
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<tr>
<td>ENVST-321CP</td>
<td>Conference Courses in Environmental Studies: Political Economy of the Environment: Capitalism and Climate Change</td>
<td>4</td>
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<tr>
<td>ENVST-321TX</td>
<td>Conference Courses in Environmental Studies: Toxic Entanglements: Environmental (In)justice in the United States</td>
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<tr>
<td>ENVST-337</td>
<td>Interdisciplinary Perspectives on Environment and Development</td>
<td>4</td>
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<tr>
<td>ENVST-342</td>
<td>Living in the Anthropocene: Development, Technology, Futures</td>
<td>4</td>
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<tr>
<td><strong>Geography</strong></td>
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<tr>
<td>GEOG-204</td>
<td>Human Dimensions of Environmental Change</td>
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<td>GEOG-208</td>
<td>Global Movements: Migrations, Refugees and Diasporas</td>
<td>4</td>
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<tr>
<td>GEOG-210</td>
<td>GIS for the Social Sciences and Humanities</td>
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<tr>
<td>GEOG-304UP</td>
<td>Planning and the Environment: Urban Planning</td>
<td>4</td>
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<tr>
<td>GEOG-313</td>
<td>Third World Development</td>
<td>4</td>
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<tr>
<td>GEOG-319</td>
<td>Africa: Problems and Prospects</td>
<td>4</td>
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<tr>
<td><strong>Geology</strong></td>
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<tr>
<td>GEOL-326</td>
<td>Seminar: Global Climate Change</td>
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<tr>
<td><strong>History</strong></td>
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<td>HIST-389</td>
<td>Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat</td>
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<tr>
<td><strong>Latin American Studies</strong></td>
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<tr>
<td>LATAM-389</td>
<td>Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat</td>
<td>4</td>
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<tr>
<td><strong>Russian &amp; Eurasian Studies</strong></td>
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<tr>
<td>RES-242</td>
<td>Oil and Water Don't Mix: Geopolitics, Energy, and the Environment</td>
<td>4</td>
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FILM STUDIES (FLMST)

FLMST-201 Introduction to Film
Fall. Credits: 4
This course teaches the basic concepts, vocabulary, and critical skills involved in interpreting film. Through readings and lectures, students will become more informed and sophisticated observers of the cinema, key examples of which will be screened weekly. While the focus will be on the form and style of narrative film, documentary and avant-garde practices will be introduced. The class will also touch upon some of the major theoretical approaches in the field.
Applies to requirement(s): Humanities
R. Blaetz

FLMST-202 Talking Pictures: An Introduction to Film
Spring. Credits: 4
Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: Broken Blossoms, Battleship Potemkin, Citizen Kane, Contempt, The Bicycle Thief, Ugetsu, Rear Window, Woman in the Dunes, The Marriage of Maria Braun, Days of Heaven, and Moulin Rouge. Crosslisted as: ARTH-202
Applies to requirement(s): Humanities
P. Staiti

FLMST-203 Latin American Cinema
Fall. Credits: 4
This course offers a broad introduction to the history, politics and aesthetics of Latin American cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies.
Crosslisted as: SPAN-240CN
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
J. Crumbaugh
Prereq: SPAN-212 or native fluency in Spanish.
Notes: Taught in Spanish.

FLMST-210 Production Seminar in the Moving Image
FLMST-210VP Production Seminar in the Moving Image: 'Introduction to Video Production'
Fall. Credits: 4
This course provides a foundation in the principles, techniques, and equipment involved in video production. Students will make several short videos over the course of the term as well as one final piece. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production skills. In addition to technical training, classes will include critiques, screenings, readings, and discussion.
Applies to requirement(s): Humanities
B. Mellis
Instructor permission required.
Prereq: FLMST-201.
Advisory: Application and permission of instructor required. Application found here: https://www.mtholyoke.edu/acad/film/course-application
Notes: A lab fee may be charged

FLMST-212 History of World Cinema Through 1960
Not Scheduled for This Year. Credits: 4
This course offers an historical survey of the cinema as a developing art form and a means of communication. We will examine the history of this international medium from its 19th-century beginnings through the mid-20th century. The national and thematic focus of the course shifts through the semester. For example, we will focus on U.S. film in studying the earliest developments in film technology and narrative, and on Soviet and French films to study the formal and social experimentation of the 1920s. The course provides a background for understanding film history and pursuing further studies in the field.
Applies to requirement(s): Humanities
R. Blaetz

FLMST-213 Global Film and Media After 1960
Not Scheduled for This Year. Credits: 4
This course examines films and topics central to the study of global cinema since 1960. Special emphasis will be placed on the transnational organization of global film culture throughout this period. In addition to viewing films made in diverse national contexts (Thailand, France, Iran, the U.K., Japan), we will also analyze films and cultural formations that complicate cinema's relation to national boundaries, including works of exilic and diasporic cinema, international co-productions, and global film festivals.
Applies to requirement(s): Humanities
The department
Prereq: FLMST-201, FLMST-202, or FLMST-203.

FLMST-214 History of World Media
Spring. Credits: 4
This course looks at the history of global broadcast media from 1945 to 2010. We will focus on radio and television, with consideration of the role digital technologies have played in increasing global connectivity and the convergence of previously separate media formats. Students will learn how global media infrastructures came into existence over the airwaves, via undersea cables and via satellite networks. We will study the circulation of television shows and formats across national boundaries. We will also trace and analyze evolving representations of race, gender, and sexuality on television and in the creative responses of audiences and fan communities.
Applies to requirement(s): Humanities
H. Goodwin

FLMST-215 Film Theory
This course offers a consideration of one or more of the methods through which the medium of film is understood aesthetically and/or culturally.

FLMST-215CC Film Theory: 'Cinema and the City'
Fall. Credits: 4
This course examines films and topics central to the study of global cinema since 1960. Special emphasis will be placed on the transnational organization of global film culture throughout this period. In addition to viewing films made in diverse national contexts (Thailand, France, Iran, the U.K., Japan), we will also analyze films and cultural formations that complicate cinema's relation to national boundaries, including works of exilic and diasporic cinema, international co-productions, and global film festivals.
Applies to requirement(s): Humanities
R. Blaetz
Prereq: FLMST-201, FLMST-202, or FLMST-203.
FLMST-220 Special Topics in Film Studies

FLMST-220AG Special Topics in Film Studies: 'American Gothic'
Fall. Credits: 4
An examination of the gothic—a world of fear, haunting, claustrophobia, paranoia, and monstrosity—in American literature and culture, with an emphasis upon issues of race and gender. Topics include slavery and the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors, filmmakers, and artists may include Alcott, Arbus, Browning, Crane, Dunbar, Dunn, Elmer, Faulkner, Gilman, Hitchcock, Kubrick, McCullers, Morrison, O’Connor, Oates, Parks, Poe, Romero, Turner, and Wood.
Crosslisted as: ENGL-243
Applies to requirement(s): Humanities
E. Young
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: English 240 or 241 recommended
Notes: Component course for Film Studies

FLMST-220DF Special Topics in Film Studies: 'Design for Film'
Fall. Credits: 4
The development of production design, art direction and costume design for film from its theatrical beginnings in the early twentieth century to the present. Students will engage in an investigation of the field through research projects that will include written work, story board design and visual presentations.
Crosslisted as: THEAT-220DF
Applies to requirement(s): Humanities
V. James

FLMST-220MD Special Topics in Film Studies: 'Introduction to Media Studies'
Spring. Credits: 4
This course introduces students to the critical study of media, focusing on electronic media, digital technologies, and network cultures. We will analyze the aesthetics, politics, protocols, history, and theory of media, paying attention to the ways they create and erase borders; affect how we form and articulate identities; invade privacy while providing a platform for exploration; foster hate speech and progressive movements alike; and participate in capitalist economies and the acceleration of climate change. While tracing the global flows of media creation, distribution, and consumption, we will also consider the different issues that arise in diverse national and local contexts.
Crosslisted as: CST-249MD
Applies to requirement(s): Humanities; Multicultural Perspectives
H. Goodwin

FLMST-220MU Special Topics in Film Studies: 'Music and Film'
Not Scheduled for This Year. Credits: 4
This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.
Crosslisted as: MUSIC-220
Applies to requirement(s): Humanities
D. Sanford
Prereq: MUSIC-100, MUSIC-102, MUSIC-103 or MUSIC-131, or one Film Studies course.

FLMST-220NC Special Topics in Film Studies: 'Social Media: Networked Cultures'
Not Scheduled for This Year. Credits: 4
Social media connect communities, inform us about friends’ lives, and give us a platform on which to share ideas and form identities. Beyond that, social media play an increasingly conspicuous role in national and transnational politics, from Arab Spring to the viral spread of fake news around the 2016 US election. While social media connect people across the globe to an unprecedented degree, this course will explore how they also reveal divisions and borders, as well as alarming transgressions of borders, that complicate any utopian visions of a “global village.” Throughout, we will be attuned to how corporate and governmental interests shape and are shaped by social media communities.
Applies to requirement(s): Humanities; Multicultural Perspectives
H. Goodwin

FLMST-220RA Special Topics in Film Studies: 'Reel America: History and Film'
Not Scheduled for This Year. Credits: 4
This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.
Crosslisted as: HIST-283RA
Applies to requirement(s): Humanities
D. Czitrom

FLMST-260 Film Genres
This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

FLMST-270 National and Transnational Cinema
Spring. Credits: 4
Indian popular film, known commonly as Bollywood, is usually understood to have weak storylines interrupted with overblown cinematic spectacles and distracting dance numbers. The course explores the narrative and visual structure of Bollywood for what scholar Lalitha Gopalan has called a “constellation of interruptions.” We will analyze a selection of films closely, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers. We will learn to develop provocative historical and theoretical approaches to Indian films both, as a vibrant cultural form as well as intelligent filmmaking that challenges us and contributes to our understanding of world cinema.
Crosslisted as: ARTH-290BC
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Sinha
**FLMST-270FA National/Transnational Cinema: 'Fascism in Plain Sight'**

*Not Scheduled for This Year. Credits: 4*

This course examines fascism from a visual perspective. Students learn about the history of the phenomenon through the lenses of cinema, television, and performance. The course begins with an overview of fascism that spans from 1920s Europe to the present. What exactly is fascism? What is its relationship to newly emergent populisms (often called "fascist") and their own emphasis on spectacle? How does fascism visualize race, immigration, gender, sexuality, and violence? The course focuses mainly on fascism's manifestations throughout the Spanish-speaking world. That is, what do Latin America and Spain teach us about its malleability and adaptability?

Crosslisted as: SPAN-240FA, CST-249FA

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

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

J. Crumbaugh

Prereq: SPAN-212 or fluency in Spanish with permission.

Notes: Taught in Spanish.

**FLMST-270FM National/Transnational Cinema: 'American Films That Matter'**

*Not Scheduled for This Year. Credits: 4*

Certain American films stand out as works of art by combining strong narrative structure with striking visual presence. Ten of those films, from the silent era to the present, will be studied. In addition to weekly discussion, students will be responsible for analyzing opening sequences. Among the films to be considered are: The Grapes of Wrath, It's a Wonderful Life, Sunset Boulevard, Touch of Evil, Vertigo, Chinatown, Blade Runner, Do the Right Thing, and Beasts of the Southern Wild.

Crosslisted as: ARTH-290FM

Applies to requirement(s): Humanities

P. Staiti

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: A previous Film Studies course.

**FLMST-275 Documentary Film**

*Not Scheduled for This Year. Credits: 4*

This course examines the history, theory, and practice of the genre called Documentary Film. Between studying the "actualites" of the cinema's first practitioners and the self-reflexive postmodern works of contemporary filmmakers such as Errol Morris, we will investigate ethnographic film, cinema verité, direct cinema, activist media, personal essay films, docudramas, and "mockumentaries." We will examine the formal structures through which these films make meaning and explore theoretical questions concerning notions of truth, ethics, and politics.

Applies to requirement(s): Humanities

R. Blaetz

Prereq: FLMST-201 or FLMST-202.

**FLMST-280 Film Authorship**

This course offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on designers, technicians, performers, producers, or some combination.

**FLMST-285 Experimental Film**

*Not Scheduled for This Year. Credits: 4*

This course examines some aspect of the history and aesthetics of cinema made outside of the narrative practice of the classical Hollywood model. Some areas of focus include: surrealism and the cinema, American avant-garde cinema, or women's experimental cinema.

Applies to requirement(s): Humanities

R. Blaetz

Prereq: FLMST-201 or FLMST-202.

Notes: 2 meetings (75 minutes), 1 screening (2 hours)

**FLMST-295 Independent Study**

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

**FLMST-310 Special Topics in Media Production:**

An advanced course in the theory and practice of film/video production as an art form. Topics for the seminar will vary from year to year.

**FLMST-310CP Special Topics in Media Production: 'Advanced Projects in Video Production'**

Spring. Credits: 4

In this class, we will take the skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short project, 10 minutes long. You may work individually or in pairs. We will learn by making work as well as by researching, reading, and watching films related to our projects. We may take this opportunity to delve into and learn the conventions of our chosen form. Or we may decide that our content demands formal experimentation and risk-taking. The course will be structured by the projects each student brings to it.

Applies to requirement(s): Humanities

B. Mellis

Instructor permission required.

Prereq: FLMST-210 or its equivalent.

Advisory: Application and permission of instructor required. Application available through Film Studies Web site.

Notes: A lab fee may be charged.

**FLMST-315 Topics in Film Theory**

This course offers a consideration of one or more of the methods through which the medium of film is understood aesthetically and/or culturally.

**FLMST-320 Seminar in Film Studies**

**FLMST-320CM Seminar in Film Studies: 'contemporary Masculinities on Stage and Screen'**

Fall. Credits: 4

This course explores postmodern American masculinity as it is constructed and disseminated through contemporary film and theater. Students will study contemporary theories of masculinity as well as portrayals of masculinity, in its various forms, for both stage and screen. In addition, we will explore what is at stake (culturally, ideologically, and economically) in perpetuating certain masculine archetypes, and what "new" representations have arisen in the past few decades. Finally, we will consider the ways in which film and theater imagines masculinity to intersect with race, gender, and class, and the limitations of that representational archive.

Crosslisted as: THEAT-350CM

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

A. Rodgers

Prereq: FLMST-201 or THEAT-100.
FLMST-320EA Seminar in Film Studies: 'Envisioning Apocalypse'
Fall. Credits: 4
With ever more dire news about our planetary future hitting the headlines regularly, what better time to look at how human beings past and present have envisioned the demise of the earth or our species? In this course we will study representations of apocalyptic futures from illuminated manuscripts, from illustrated poetry, and from science fiction films that waver between hope for escape and doomsday scenarios. Along the way we will also take seriously nonfiction representations of global crisis, analyzing how phenomena like climate change and galactic collision are represented across media forms, including infographics, visual models, digital memes, and documentary films.
Applies to requirement(s): Humanities
H. Goodwin
Restrictions: This course is open to juniors and seniors
Prereq: FLMST-201 or FLMST-220MD.

FLMST-320ME Seminar in Film Studies: 'Media and Surveillance' Film, 1970-present'
Not Scheduled for This Year. Credits: 4
With corporations using our data to anticipate our desires and counterterrorism units tapping into our communications, we are increasingly embedded in a surveillance society. This course considers practices of surveillance across media platforms, from smartphones, fitness trackers, and baby monitors to the biometric technologies that determine who may cross borders. We will explore how different governments, corporations, and individuals use new media to surveil others, as well as the ways racism and transphobia are inscribed in surveillance practices. We will also discuss and try out protective measures and various subversive practices of "sousveillance."
Applies to requirement(s): Humanities
H. Goodwin
Prereq: FLMST-201, or FLMST-202, or FLMST-203.

FLMST-320RC Seminar in Film Studies: 'Reflexivity in the Cinema' Film, 1970-present'
Not Scheduled for This Year. Credits: 4
Some of the most compelling films in the history of the moving image have been those that make the viewer aware of the processes of their own production. Breaking away from the tradition of what Robert Stam calls the "art of enchantment," they call attention to themselves for reasons that range from the playful to the philosophical to the political. Some of the directors whom we will consider include: Chantal Akerman, Wes Anderson, Julie Dash, Rainer Werner Fassbinder, Federico Fellini, Jean-Luc Godard, William Greaves, Buster Keaton, Spike Lee, David Lynch, Fanta Régina Nacro, and Preston Sturges.
Applies to requirement(s): Humanities
R. Blaetz
Prereq: 8 credits in Film Studies including FLMST-201, FLMST-202, or FLMST-203.

FLMST-340EX Topics in Experimental Film: 'Women Experimental Filmmakers'
Not Scheduled for This Year. Credits: 4
This seminar examines experimental cinema made by women from the early 1950s, during the earliest years of the movement known as the American Avant-Garde, through the 1990s. While the class will read feminist film theory and see the work of such well-known filmmakers as Yvonne Rainer, Sally Potter, and Chantal Akerman, we will also examine the less familiar but highly influential films of women working in the home movie or diary mode, with particular emphasis on the work of Marie Menken.
Crosslisted as: GNDST-333VV
Applies to requirement(s): Humanities
R. Blaetz
Prereq: Film Studies 201, 202 or 203.
Notes: 1 meeting (3 hours), 1 screening (2 hours)

FLMST-360 Film Genre
This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

FLMST-370 Topics in National/Transnational Cinemas
Film Studies 370 offers a critical, historical, and theoretical approach to the cinema of a single country or group of countries. Some examples of national cinemas that might be studied are: French cinema, Francophone cinema, Indian cinema, Eastern European cinema, or Latin American cinema.

FLMST-370MW Topics in National/Transnational Cinemas: 'Memory (of) War'
Not Scheduled for This Year. Credits: 4
The medium of cinema has shown persistent concern with war and memory, and has constituted a heated battleground for remembrance and erasure of the past. Through cinema, in other words, we most clearly see both memories of war and subsequent wars among competing memories. The Spanish Civil War (1936-1939), the repressive military regime of Francisco Franco (1939-1975), and recent attempts to "recuperate" memory all dramatize these dynamics and raise a number of larger questions. How do destruction and devastation register through the visual? What happens when we attempt to police memory ( through censorship, propaganda, etc.)? What and why do people choose to remember or forget?
Crosslisted as: SPAN-340MW; CST-349MW
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish. Component course for Film Studies.
FLMST-370SE Topics in National/Transnational Cinemas: 'A Rebel with a Camera: the Cinema of Ousmane Sembène'
Not Scheduled for This Year. Credits: 4
Born in 1923 in Senegal, the writer/filmmaker Ousmane Sembène is one of the rare witnesses of the three key periods of contemporary African history: the colonial period; the period of struggle for political and economic independence; and the period of effort to eliminate neocolonialism through the rehabilitation of African cultures. This course is entirely devoted to the works of Ousmane Sembène and will explore the key moments of his life, his activism in European leftist organizations, his discovery of writing, and most of all the dominant features of his film work.
Crosslisted as: FREN-341SE
Applies to requirement(s): Humanities
S. Gadigjo
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.
Notes: Taught in French.

FLMST-380 Topics in Film Authorship
Film Studies 380 offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on designers, technicians, performers, producers, or some combination of these personnel.

FLMST-380HA Topics in Film Authorship: 'Hitchcock and After'
Not Scheduled for This Year. Credits: 4
This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in shifting historical contexts, including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include Spellbound, Strangers on a Train, Rear Window, Vertigo, North by Northwest, Psycho, The Man Who Knew Too Much, Marnie, and The Birds; additional works by Brooks, Craven, and De Palma. Readings in film and cultural theory; screenings at least weekly.
Crosslisted as: ENGL-374
Applies to requirement(s): Humanities
E. Young
Prereq: 4 credits in Film Studies and 4 credits in English.
Notes: meets English Department seminar requirement

FLMST-380PA Topics in Film Authorship: 'Natural's Not in It: Pedro Almodóvar'
Spring. Credits: 4
This course studies the films of Pedro Almodóvar, European cinema’s favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.
Crosslisted as: SPAN-340PA, GNDST-333PA
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: FLMST-201 or FLMST-202.
Notes: Weekly evening screenings; taught in English.

FLMST-380SF Topics in Film Authorship: 'Shakespeare and Film'
Not Scheduled for This Year. Credits: 4
We will read plays by Shakespeare, watch films based on those plays, and study the plays, the films, and the plays-as-films. "Shakespeare" comes first, of course, both historically and as the source/inspiration for the films. Yet each film has its own existence, to be understood not just as an "adaptation," but also as the product of linked artistic, technical, and economic choices. Considering Shakespeare’s plays as pre-texts (rather than pre-scriptions), we will look at early and recent films, both those that follow closely conventionalized conceptualizations of "Shakespeare," and those that tend to erase or emend their Shakespearean sources.
Crosslisted as: ENGL-312SF
Applies to requirement(s): Humanities
H. Holder
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from English beyond the 100 level, including ENGL-211.

FLMST-385 Topics in Experimental Film
Film Studies 385 topics offer a critical, historical, and theoretical approach to some aspect of non-narrative film.

FLMST-385AV Topics in Experimental Film: 'American Avant-Garde Cinema'
Not Scheduled for This Year. Credits: 4
This course examines the history of American avant-garde film, paying special attention to the alternative cultural institutions that have facilitated experimental cinema’s emergence and longevity in the U.S. since the 1940s. We will consider how the avant-garde’s interest in creating an alternative cinema necessitated a dramatic reorganization of existing modes of filmic production, distribution, exhibition, reception, and preservation. Students will analyze the major artistic tendencies that have defined the postwar American avant-garde, as well as the broader institutional practices involved in the production and maintenance of experimental film culture.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
R. Blaetz
Prereq: 8 credits in department including FLMST-201 or FLMST-202.

FLMST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
Notes: a lab fee may be charged
FIRST-YEAR SEMINARS (FYSEM)

FYSEM-110 First-Year Seminar

FYSEM-110AS Art and Society
*Fall. Credits: 4*
This course explores the interconnections between art and society using a sociological lens. We will examine topics such as the social construction of cultural authenticity; the relationship between cultural capital and group boundaries; and the legitimation of art forms.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

P. Brennan

Restrictions: First-year students only, by placement.

FYSEM-110AV Women, Politics, and Activism in U.S. History
*Fall. Credits: 4*
From the founding of the United States to the present, how have women taken the lead to act on their visions of a just, righteous, or sustainable world? Where have they planted their feet on colonized ground and insisted on their own sovereignty, freedom, or citizenship? When have they agitated successfully for fundamental change, whether from homes, fields, and factory floors, or from the halls of power? This course addresses conflicting perspectives within women's politics, with attention to histories of racism, radicalism, feminism, and conservatism.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

M. Renda

Restrictions: First-year students only, by placement.

FYSEM-110BC Biology of Social Issues
*Fall. Credits: 4*
This seminar teaches basic biological principles that affect important, complex and often-controversial social issues. We will challenge ourselves to think beyond our comfort zones, exploring difficult questions in topics such as medical and scientific ethics, aging, gender in society and biology, climate change, conservation, evolution and religion, genetic engineering, and fertility. We will explore how our personal beliefs affect our understanding of biological facts, and will study how press coverage can vary from original published scientific studies. We will discuss in class and reflect in writing, developing both the critical thinking skills and the basic biological knowledge of well-informed citizens.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

P. Brennan

Restrictions: First-year students only, by placement.

FYSEM-110CL Representative Works of Modern Chinese Literature
*Fall. Credits: 4*
The twentieth century started with the downfall of the Chinese monarchy, numerous humiliations at the hands of Western countries, and the establishment of the Republic of China in 1911. In the spirit of reform and renaissance, a group of young writers, educated in both China and the West, spearheaded a new direction in Chinese literature. This group of writers abandoned the classical Chinese language, was keenly interested in social development and betterment, attacked Confucian tradition, and adopted Western ideals. The class will read representative works of these writers and try to understand their sociopolitical impact, while appreciating the artistic qualities of these writings.

Applies to requirement(s): Meets No Distribution Requirement

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

Y. Wang

Restrictions: First-year students only, by placement.

Notes: This class may be especially suitable for students who do not identify as native speakers of English.

FYSEM-110CP What's to Be Done About Capitalism?
*Fall. Credits: 4*
From the writings of Adam Smith in the 18th century to present-day arguments by Bernie Sanders, Elizabeth Warren, and Alexandria Ocasio-Cortez, the benefits and costs of capitalism in human society have been hotly debated. Do the benefits of capitalism outweigh the costs? Is it possible or desirable to "tame" markets to maintain their good elements while minimizing the harm? How has a debate dominated by Europeans and North Americans considered or overlooked perspectives from the rest of the world? In exploring these questions, we will engage with some of the key thinkers on capitalism from Adam Smith and Karl Marx through major thinkers in both the developed and developing world to the present day.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

C. Mitchell

Restrictions: First-year students only, by placement.

FYSEM-110DC Chinese Diasporic Communities Around the World: History, Identity, and Race
*Fall. Credits: 4*
How does a study of the Chinese diasporic communities in Southeast Asia, the U.S., and other parts of the world help us rethink concepts of 'Chinese-ness'? We seek to answer the question in this introductory history seminar on the Chinese diaspora. Coverage spans from the 1500s to the present. Readings focus on the question of Chinese-ness as constructed and negotiated by different groups and individuals. Themes include imperialism, race, ethnicity, gender, nationalism, transnationalism, orientalism, hegemony, and globalization.

Applies to requirement(s): Meets No Distribution Requirement

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

R. Chu

Restrictions: First-year students only, by placement.
FYSEM-110DV Adventures in Music
Fall. Credits: 4
Designed for students with or without prior musical experience, 'Adventures in Music' explores the materials of music. Through reading, hands-on interaction with instruments and their players, discussions and recordings, students will explore concepts of pitch, time, space, structure and timbre, thereby enriching their perception of the world of sound. The best way to access the indescribable in music is often to make music. With this in mind the class will embark in mini composition projects culminating in a final project that utilizes the knowledge acquired over the duration of the course.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
T. Ng
Restrictions: First-year students only, by placement.
Notes: This class may be especially suitable for students who do not identify as native speakers of English.

FYSEM-110EJ Environmental Justice
Fall. Credits: 4
Environments are never simply natural or given: they are imbued with unequal entanglements of race, gender, class, and power. Environmental justice is concerned with the questions of risk, harm, access, privilege, oppression, and liberation in human-environment relations. This course examines histories and contemporary manifestations of environmental (in)justice in the United States: from colonization and slavery to industrialization, toxic waste, and pollution; food and justice, including race and gender in agricultural labor, food deserts, and food movements; and recent events around water, including hurricanes, toxic water in Flint, Michigan, and oil pipelines through Standing Rock.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
K. Surprise
Restrictions: First-year students only, by placement.

FYSEM-110EL Politics of the Self
Fall. Credits: 4
In an era where Facebook, Twitter, and Instagram are ubiquitous, self-presentation is a constant concern and practice. What are the politics of self-presentation and -cultivation, if any? Do the choices we make about diet, how to dress, where to shop, and our friends have any political valence? To what extent can these choices be thought of as a form of resistance to popular culture in an era where rebellion is marketed to us? This course will probe these questions by considering the connections among self, appearances, discipline, and the way these are dependent upon the recognition of others. Readings will include the Stoics, American transcendentalists, Rousseau, Nietzsche, and Foucault.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
A. Aslam
Restrictions: First-year students only, by placement.

FYSEM-110EQ Earthquakes, Volcanoes, and Floods
Fall. Credits: 4
This course explores the sometimes catastrophic intersection of geology with people's lives. Earthquakes, volcanoes, and floods are geologic events; they are also natural hazards that pose significant challenges to communities in high risk areas. Where are these risky areas? Why? Is it possible to predict when and where catastrophic geologic events will occur? How do we assess geological risks? Using case studies from around the world, we explore these three natural hazards in the context of evolving geologic research on plate tectonics and climate change.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Markley
Restrictions: First-year students only, by placement.

FYSEM-110FD Italian Food Culture Between Tradition and Modern Business
Fall. Credits: 4
Food is essential for Italian family and society, and the food industry is an important part of the Italian economy. Starting with Carlo Petrini's Italian Slow Food revolution, we will explore and analyze the strong relationship between food, culture and business in modern Italian society. We will read and discuss literary and historical texts, films, and, of course, cookbooks. Taught in English.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
O. Frau
Restrictions: First-year students only, by placement.

FYSEM-110FF The Once and Future Family Farm? A Social History of Small-Scale Agriculture
Fall. Credits: 4
Small-scale agriculture fed the world until the middle of the 20th century, and the majority of the world's population farmed small plots in rural areas until the last decade. What role will family farms play in the world we are creating? We examine how small scale agriculture has changed over the past 200 years in East and West Africa, the Andes, China, India, and in the United States, and consider its future. Using recent and classic scholarship, autobiographies, memoirs, archives, and oral histories, we will develop skills in analysis, critical reading, and academic writing. We will visit local farms and interact with farmers on other continents using social media.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning, Writing-Intensive
H. Hanson
Restrictions: First-year students only, by placement.

FYSEM-110FN First Nights
Spring. Credits: 4
This seminar introduces students to music by looking at it in its historical and cultural context. We will look at five famous premiere performances over the centuries, thinking about the audience, the performers, and the culture and politics of the societies that shape the music of particular time and places. Above all, we will encounter the music! The premieres treated are those of Claudio Monteverdi's 1607 opera L'Orfeo, Handel's Messiah (1742), Beethoven's 9th Symphony (1824), Berlioz' Symphony Fantastique (1830) and Stravinsky's Rite of Spring (1913). We will finish the seminar attending our own premiere -- performances of Mount Holyoke student composers. No special musical background is required.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
R. Eisenstein
Restrictions: First-year students only, by placement.
FYSEM-110FR The Meaning of Friendship
Fall. Credits: 4
This course will explore the history, meaning, and significance of friendship. Students will engage with multiple texts that explore the relationship between social and personal identities related to friendship. Current research and trends regarding the study of friendship, particularly intersectional dimensions for friendship will be explored. Students will be encouraged to apply the theories and practices learned in this course as they build community at Mount Holyoke.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Runell Hall
Restrictions: First-year students only, by placement.

FYSEM-110GF God, Free Will, and Morality
Fall. Credits: 4
This first year seminar is a critical thinking boot camp. Students will learn to charitably interpret, logically reconstruct, and critically evaluate arguments. The arguments come from classic and contemporary readings in philosophy about God, free will, and morality. We will focus on questions such as: Does God exist? Is it rational to believe in God? What should I do if I want to do the right thing? When is it ok to criticize other cultures? How much do I owe to others? Do we have free will? Can we ever be held responsible for anything? Students will come out of the class better thinkers, better writers, and better equipped to tackle difficult questions like these with rigor and care.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Vavova
Restrictions: First-year students only, by placement.

FYSEM-110HD Childhood
Fall. Credits: 4
Did you really learn everything you needed to know in kindergarten? In this course we will explore how children's development, with a focus on early childhood (ages 0-8), is shaped by the family, school, community, cultural, and policy contexts in which they participate and live. We will read research conducted by psychologists, sociologists, and education researchers, as well as investigate representations of childhood in popular media and literature.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
J. Jacoby
Restrictions: First-year students only, by placement.

FYSEM-110LD A Landscape of One's Own
Fall. Credits: 4
This seminar will focus on portrayals of women in nineteenth and twentieth-century America in the context of nature and landscape. We will explore how women, often objectified in visual images set in nature, appropriated established devices or developed new images and structures to represent womanhood in their own terms. With selected works by Thoreau as our springboard, texts will include essays or sketches, short stories, novels, paintings, films, and photography. Virginia Woolf wrote of the need for a woman to have "a room of one's own," a quiet space for creativity and reflection. What emerges in the works of women writers who chose the land beyond that room for their creative space? The course will focus on women who told the stories of their lives in the context of islands, forests, prairies, and deserts of the United States.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
L. Glasser
Restrictions: First-year students only, by placement.

FYSEM-110LG Slang: Community/Power/Language
Fall. Credits: 4
Language is a living system. It grows and changes, despite efforts to preserve it. This course examines how slang participates in these changes. What separates slang from standard language, and who sets the standard? Through readings in linguistics and literature, this course examines how we use language to connect, create, and control.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
M. Shea
Restrictions: First-year students only, by placement.
Notes: This class may be especially suitable for students who do not identify as native speakers of English.

FYSEM-110MA Exploration of Mars
Fall. Credits: 4
Exploration of Mars is an ongoing effort that has greatly expanded our knowledge of the Red Planet and changed our vision of its surface. We will examine the history of the investigation and exploration of Mars. We will also plan future observations from orbiting spacecraft, engage with scientists involved in current missions, and imagine the best ways to explore Mars in upcoming decades. Developing physical intuition and analytical skills in astronomy, geology, physics and other sciences will be emphasized, as well as speaking and writing ability.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Dyar
Restrictions: First-year students only, by placement.

FYSEM-110ML U.S. Multietnic Literatures: Refracting America
Fall. Credits: 4
This course examines African American, Asian American, Chicana/o-Latina/o, and Native American literature and cultural politics. Examining the historical intersection of race, gender, and sexuality, we will explore themes of cultural identity, segregation and community formation, citizenship, labor, class, and family. Authors may include Toni Morrison, Danzy Senna, Josefin Lópex, Sherman Alexie, Junot Diaz, Jhumpa Lahiri, and Joy Kogawa.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
I. Day
Restrictions: First-year students only, by placement.
FYSEM-110MV Performance Movement and the Art of Photography  
**Fall. Credits: 4**  
This course will examine different perspectives on how photography is viewed in movement and performance. What has historically been the value of the lens in movement, performance and even sports? How do you learn what to look for in taking photos? Who are some of the current and past artists that are recognized for making movement come to life in the camera? Ultimately we will be discussing and writing about how society recognizes the photo as an art form and what are the implications of seeing still photographs of an activity that is meant to be viewed in motion.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Writing-Intensive  
C. Flachs  
Restrictions: First-year students only, by placement.  
Notes: You will be required to use either a cell phone camera or stand alone digital camera for this class.

FYSEM-110MW Mapping the World, the Mind, the Self  
**Fall. Credits: 4**  
Maps are essential tools for understanding the world around us. But do our maps show us the world as it is, or do they allow us to choose the world we will see? Texts for the course may include poetry by Elizabeth Bishop, Thomas Hardy and others; short fiction by Borges, Faulkner and others, and visual art from the College Art Museum.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Writing-Intensive  
M. Shea  
Restrictions: First-year students only, by placement.  
Notes: This class may be especially suitable for students who do not identify as native speakers of English.

FYSEM-110PC Op-ed: Writing on Politics, Culture, and the Arts  
**Fall. Credits: 4**  
We will read and discuss current writing on politics, culture and the arts. Drawn from a variety of print and on-line sources (including The New Yorker, Arts and Letters Daily, and Bomb), subjects will range from literature, cinema, and art to international politics, crime, and celebrity culture. Using strategies and techniques learned from the readings, students will write essays and articles of their own.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Writing-Intensive  
P. Scotto  
Restrictions: First-year students only, by placement.

FYSEM-110PD The Politics of Disruption  
**Fall. Credits: 4**  
Uber, Twitter, Facebook, Google – smart technologies have transformed our world, disrupting old patterns of life, communication, work, and politics. As new technologies push us into an uncertain future, thinking critically about the positive and the negative effects of disruption has never been more important. Using a variety of materials, ranging from political philosophy and historical case studies to popular articles, podcasts, television and film, this course will help students develop their college-level critical thinking skills through exploratory and argumentative writing, personal reflection, engaged learning, and analytical discussion.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Writing-Intensive  
A. Hilton  
Restrictions: First-year students only, by placement.

FYSEM-110PE Performing the Self  
**Fall. Credits: 4**  
How do we represent ourselves as we document our lives and communicate with others? In this seminar we will move beyond critiques of selfie culture, instead analyzing self-representation as an important avenue for forming identities. We will study forms of self-representation across history and will focus on visual and new media as platforms for performing selfhood. Students will discuss the politics and aesthetics of self-fashioning across these media forms, and will execute multiple forms of self-expression, including the argumentative essay, the op-ed, the blog post, and the tweet.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
H. Goodwin  
Restrictions: First-year students only, by placement.

FYSEM-110PQ Politics of Inequality: Social Movements in the U.S.  
**Fall. Credits: 4**  
The course explores comparative racial and ethnic politics in the U.S. during the twentieth century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Writing-Intensive  
D. Hernández  
Restrictions: First-year students only, by placement.

FYSEM-110RE Religion and Climate Change  
**Fall. Credits: 4**  
Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates their sometimes surprising connections. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God’s relationship with nature or with humanity impact adherents’ views on climate change? How might the futures predicted by climate models and those prophesied in sacred texts affect people’s actions today?  
Applies to requirement(s): Meets No Distribution Requirement 
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
W. Girard  
Restrictions: First-year students only, by placement.
FYSEM-110SW The Future Is Female: Science Fiction By Women
Fall. Credits: 4
In the genre of science fiction, women authors have always been present if not always as widely known or accepted as their male counterparts. Published in 1818, Mary Shelley's Frankenstein is considered the first true science fiction story; in 2018, N.K. Jemisin became the first person ever to win the Hugo award for science fiction/fantasy three years in a row. Many of these authors not only present a rich, imagined world of scientific "what ifs," but also a nuanced, evocative view of possible societies, exploring issues of social justice, race, gender, sexuality, and class – often at their intersection. This course will explore works of science/speculative fiction by women and nonbinary writers, with the occasional foray into other relevant works of literature, television, film, art, and pop culture.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
K. Nordstrom
Restrictions: First-year students only, by placement.

FYSEM-110TA Thinking With Animals
Fall. Credits: 4
From the ancient world to the present day, animals have been captive to the demands of human exceptionalism. Evolutionary theorists, along with critical thinkers from a growing number of disciplines, have interrogated the human-animal binary, asking difficult and provocative questions about the nature of life and the politics of being. In this course, first-year students will explore these issues from a variety of perspectives, revisiting their own assumptions and experiences as they discover works of art and literature that engage directly with animal presence and absence. Special attention will be paid to the discourse of species as it intersects with other forms of difference.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
E. Rundle
Restrictions: First-year students only, by placement.

FYSEM-110TS The Work of Translation
Fall. Credits: 4
Mount Holyoke’s mission is "purposeful engagement in the world" but in a multilingual world, our goal can only be achieved with the help of translators and interpreters. As the US Bureau of Labor Statistics predicts a 46% increase in translation work 2012-2022, we consider it as a scholarly, professional and lay activity. Challenging stereotypes of translation as derivative or faulty, we reflect on the wealth of languages and cultures at Mount Holyoke College and how the curriculum depends on the work of translation. Students discuss what is gained, lost or simply transformed in translation. This introduction to translation studies is especially valuable to students with a background or interest in languages.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
C. Shread
Restrictions: First-year students only, by placement.

FYSEM-110UW Awakenings
Fall. Credits: 4
An exploration of writing, primarily fiction, by U.S. women from around 1900 to now, focusing on the theme of awakenings. We will examine how women writers represent political awakenings, transformations of physical embodiment and psychological consciousness, and discoveries of new literary forms. We will read a diverse group of writers and and foreground interpretive frameworks of race, gender, and sexuality. Authors may include Bechdel, Chang, Chopin, Cisneros, Davis, Dunbar-Nelson, Egan, Far, Gilman, Hurston, Larsen, McCullers, Morrison, Stein, Truong, Wharton, and Yamamoto.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
E. Young
Restrictions: First-year students only, by placement.

FYSEM-110WT Writing About Pictures
Fall. Credits: 4
True, pictures are worth a thousand words, but how do we know which thousand words to use? In this seminar, we will read a range of art criticism, art history, and fiction in order to examine the work of language in relation to pictures. We will explore a basic question: Why do pictures compel us to use words? We will learn to distinguish among different kinds of writing, visit the Mount Holyoke College Art Museum regularly, and learn to craft thoughtful words of our own about original works of art. We will work on collaborative projects, and cultivate leadership skills by actively listening to peers, and writing and speaking critically about art.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
A. Sinha
Restrictions: First-year students only, by placement.
FRENCH (FREN)

FREN-101 Elementary French I  
*Fall and Spring.* Credits: 4  
Learn to speak, understand, read and write authentic French in record time. We will use a multi-media approach that accesses language via video, audio and text. The immersive environment students experience will equip them to make active use of the language and provide insight into French and Francophone cultures. Students will enhance their language skills and explore a contemporary outlook in weekly meetings with a language assistant.  
Applies to requirement(s): Humanities; Language  
N. Holden-Avard  
Prereq: Placement test required even if no previous study of French; score 0-100. Coreq: FREN-101L.  
Advisory: FREN-101 is designed for students with no previous training in French or a maximum of one year of French at the high school level. All students must take the online French placement test to register for the class.  
Notes: Students who have done strong work in FREN-101 may accelerate to FREN-201 with the approval of their instructor.

FREN-102 Elementary French II  
*Spring.* Credits: 4  
Students will develop their speaking, understanding, reading and writing skills in French. Our multimedia approach will provide students with an immersive environment where they will engage actively with the language and culture. Students will expand their perspective on the French-speaking world and practice their skills during weekly meetings with a language assistant.  
Applies to requirement(s): Humanities; Language  
The department  
Prereq: FREN-101 or placement test. Coreq: FREN-102L.  
Notes: Students may select whichever lab fits their schedules, as class content will be the same across sections.

FREN-201 Intermediate French  
*Fall and Spring.* Credits: 4  
Communication and culture in the global French-speaking world. We will explore different media and documents that will enable students to express yourself both orally and in writing in a wide variety of contexts. Students will consolidate and expand their skills and engage in creative activities in literary as well as colloquial French.  
Applies to requirement(s): Humanities; Language  
A. Alquier, The department  
Prereq: FREN-102 or FREN-199, placement score of 200-350, or department placement.  
Notes: FREN-201 provides a strong foundation for continued study of French and for study abroad (see http://www.mtholyoke.edu/acad/french).  

FREN-203 Advanced Intermediate French  
*Fall and Spring.* Credits: 4  
This course will improve students’ writing and speaking skills in French and develop their ability to read and analyze texts. Course materials include authors and films representing cultures of the French-speaking world. Written and oral expression are strengthened through weekly essays, class discussion, and comprehensive grammar review.  
Applies to requirement(s): Humanities; Language  
A. Alquier, C. LeGouis, C. Shread  
Prereq: FREN-201, placement score of 350-450, or department placement.

FREN-215 Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World  
*Fall and Spring.* Credits: 4  
This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.  
Applies to requirement(s): Humanities; Language  
Other Attribute(s): Writing-Intensive  
C. LeGouis, K. Sall  
Prereq: FREN-203, placement score of 450 or higher, or department placement.

FREN-219 Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World  
*Fall and Spring.* Credits: 4  
This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
S. Gadjigo, C. Shread  
Prereq: FREN-203, placement score of 450 or higher, or department placement.

FREN-225 Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World  
*Fall.* Credits: 4  
This course will introduce students to contemporary popular culture in France and the French-speaking world, largely through the study of recent (post-1990) best-selling novels, popular music, and feature films. Students will be asked to give formal oral presentations based on up-to-date materials gathered from the Internet and/or French television and to participate actively in class discussion.  
Applies to requirement(s): Humanities; Language  
Other Attribute(s): Speaking-Intensive  
C. Rivers  
Prereq: FREN-203, placement score of 450 or higher, or department placement.

FREN-295 Independent Study  
*Fall and Spring.* Credits: 1 - 4  
The department  
Instructor permission required.

FREN-321 Genre Courses  
This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student’s choice.
FREN-321LT Genre Courses: 'Romance Language Translate'
Spring. Credits: 4
This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators’ paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices. Crosslisted as: ROMLG-375LT, ITAL-361LT, SPAN-360LT
Applies to requirement(s): Humanities; Language
C. Shread
Advisory: Two courses in culture and literature at the 200 level.
Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

FREN-331 Courses on Social and Political Issues and Critical Approaches: 'Writing and Politics: Literature as Social Engagement'
Not Scheduled for This Year. Credits: 4
Study of French and Francophone writers, filmmakers, and artists, in their specific contexts, whose works engage with important political and social issues of their time and place. Preliminary readings theorize how texts can communicate, explicitly or implicitly, an ideological stance. We will then consider imaginative works, from the Middle Ages to the present, whose thematic, narrative, cinematic, stylistic, or linguistic techniques connect with movements for social or cultural change.
Applies to requirement(s): Humanities; Language
The department
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225 or permission of department chair and course instructor.

FREN-341 Courses in Francophone Studies
These courses study nonmetropolitan French-speaking cultures and literary works written in French outside Europe. Areas of focus are one or more of the following regions: Africa, the Caribbean, or Canada.

FREN-341FS Courses in Francophone Studies: 'Women and Writing in French-Speaking Africa'
Not Scheduled for This Year. Credits: 4
This course explores writings by women in French-speaking Africa from its early beginnings in the late 1970s to the present. Special attention will be given to social, political, gender, and aesthetic issues.
Applies to requirement(s): Humanities; Language
S. Gadjigo
Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.

FREN-341HT Courses in Francophone Studies: 'The Haitian Literary Tradition: Revolution, Diaspora, and Writing in French Now'
Fall. Credits: 4
This course engages with the rich tradition of French writing from Haiti. Beginning with Émile Bregeaud’s Stéla (1859), the first novel of the first Black republic, students will explore the history of Haitian writing across literary genres and movements, including the Indigénisme that anticipated Négritude. We will study this tradition both on the island and abroad. Diasporic authors from the period of the Duvalier dictatorship include Dany Laferrière, famous as both the first Haitian and the first Quebeçois to enter the Académie française, and Marie Vieux-Chauvet. In Haiti’s contemporary literary scene, we focus on women writers such as Yanick Lahens, Kettly Mars and Marie-Célie Agnant.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives

FREN-331SE Courses on Social and Political Issues and Critical Approaches: 'Writing and Politics: Literature as Social Engagement'
Not Scheduled for This Year. Credits: 4
Study of French and Francophone writers, filmmakers, and artists, in their specific contexts, whose works engage with important political and social issues of their time and place. Preliminary readings theorize how texts can communicate, explicitly or implicitly, an ideological stance. We will then consider imaginative works, from the Middle Ages to the present, whose thematic, narrative, cinematic, stylistic, or linguistic techniques connect with movements for social or cultural change.
Applies to requirement(s): Humanities; Language
The department
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225 or permission of department chair and course instructor.

FREN-341NE Courses in Francophone Studies: 'Revisiting the Négritude Movement: Origins, Evolution, and Relevance'
Spring. Credits: 4
In the interwar period, 1920-1940, black students from Africa and the Caribbean met in Paris to pursue their education. Galvanized by the colonial situation at home and the political situation in France, Aimé Césaire (Martinique), Léopold S. Senghor (Sénégal), and Léon Damas (French Guyana) formed the cultural movement called Négritude. This course will survey the emergence, goals, evolution, achievements, and legacies of that movement. Discussions will be based on major texts by the founders. Their influence on the works of a new generation of African and Caribbean writers will also be examined.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
S. Gadjigo
Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.
FREN-341PA Courses in Francophone Studies: ‘Paris dans l’imaginaire Africain’
Not Scheduled for This Year. Credits: 4
Colonial relations have not only been a contest over land ownership but were also always centered around the question of who has the right to represent whom. This course will examine how, from the fifties and sixties, African students in France have represented France and Paris in their narratives. Readings will include novels and travelogues.

Apply to requirement(s): Humanities; Language
C. Rivers
Prereq: Two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor.

FREN-341SE Courses in Francophone Studies: ‘A Rebel with a Camera: the Cinema of Ousmane Sembène’
Not Scheduled for This Year. Credits: 4
Born in 1923 in Senegal, the writer/filmmaker Ousmane Sembène is one of the rare witnesses of the three key periods of contemporary African history: the colonial period; the period of struggle for political and economic independence; and the period of effort to eliminate neocolonialism through the rehabilitation of African cultures. This course is entirely devoted to the works of Ousmane Sembène and will explore the key moments of his life, his activism in European leftist organizations, his discovery of writing, and most of all the dominant features of his film work.

Crosslisted as: FLMST-370SE
Apply to requirement(s): Humanities
S. Gadjigo
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-351 Courses on Women and Gender
These courses explore cultural, literary, and social issues relating to women and gender identities in France and French-speaking countries. Topics may include women’s writing, writing about women and men, the status of women, feminist criticism, and

FREN-351SE Courses on Women and Gender: ‘Every Secret Thing’
Not Scheduled for This Year. Credits: 4
This course will examine contemporary autobiographical narratives written by women, with a particular focus on authors whose works include multiple autobiographical texts of various genres: fictional, nonfictional, and semifictional. We will analyze the ways in which these authors present their life stories, especially its traumatic or secret episodes, and the ways in which their works discuss the process of that presentation and of memory itself. Themes that are common to these autobiographical texts include: relationships with family, education, sexuality, class, and love. In addition to literary texts, we will analyze in detail several autobiographical films made by women.

Apply to requirement(s): Humanities; Language
C. Rivers

FREN-351VR Courses on Women and Gender: ‘Viragos, Virgins, and Visionaries’
Not Scheduled for This Year. Credits: 4
In this course, we will study the three most celebrated French female saints: Jeanne d’Arc, Thérèse de Lisieux and Bernadette de Lourdes. Their stories are similar: ordinary young women to whom extraordinary things happened, who became symbols of France and inspired a rich verbal and visual iconography. Yet they are profoundly different: Joan was a warrior, Thérèse a memoirist, Bernadette a visionary. We will study the facts of their lives, in their own words and those of others, but also the many fictions, semi-fictions, myths and legends based on those lives. We will analyze a number of films and visual images as well as literary and non-literary texts in our attempt to understand these cases of specifically female, specifically French sainthood.

Crosslisted as: GNDST-333VR
Apply to requirement(s): Humanities; Language
C. Rivers

FREN-361TR Courses in Advanced Language Study: ‘Atelier de Traduction’
Fall. Credits: 4
This course is designed to give students practical, hands-on experience in the translation, from French to English, of a literary work. We will begin the semester with readings in translation theory before moving on to the selection (by students) of a literary text. Students will work collaboratively in teams on a collective translation; teams will meet on a weekly basis with the professor for a detailed review of the work in progress. At the end of the semester, each team will submit the definitive version of their translation as well as a paper reflecting on the particular linguistic challenges encountered and their resolution thereof.

Apply to requirement(s): Humanities; Language
C. Rivers
Prereq: Two of French 215, 219, 225 and one 300-level course in the French department.

FREN-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

Advanced Courses

FREN-321 Genre Courses
This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student’s choice.
FREN-321LT Genre Courses: ‘Romance Language Translate’
Spring. Credits: 4
This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices. Crosslisted as: ROMLG-375LT, ITAL-361LT, SPAN-360LT
Applies to requirement(s): Humanities; Language
C. Shread
Advisory: Two courses in culture and literature at the 200 level.
Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

FREN-331 Courses on Social and Political Issues and Critical Approaches
These courses examine a definable phenomenon--an idea, a movement, an event, a mentality, a cultural structure or system, an historical problem, a critical mode--relevant to the civilization of France or of French-speaking countries. Readings from a variety of disciplines shed light on the particular aspect of thought or culture being studied.

FREN-331BF Courses on Social and Political Issues and Critical Approaches: 'Corporalités: Writing the Body in French'
Not Scheduled for This Year. Credits: 4
Study of representations of the body in French and Francophone fiction, film and art. Has our embodiment been conceived across time and culture? What concepts of beauty, gender, race, class, sexuality, and age do the works communicate? How do representations of bodies convey power and desire? What forms of violence and monstrousness appear? Theoretical readings (Descartes, Freud, Beauvoir, Fanon, Foucault, Chebel) plus possible authors and films: Rabelais; Molière; Balzac; Gide; Colette; Duras; Blais; Djemai; Warner-Vieyra; Rawiri; Un chien andalou; Cléo de 5 à 7; Le Jardin parfumé.
Applies to requirement(s): Humanities; Language
The department
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225 or permission of department chair and course instructor.

FREN-331LM Courses on Social and Political Issues and Critical Approaches: Reading "Le Monde"
Spring. Credits: 4
Founded after the liberation of Paris near the end of World War II at the behest of General de Gaulle, Le Monde is the premier French newspaper, famous for its in-depth analysis of domestic and international topics and for its provocative opinion pieces. In this course we will examine the history and evolution of the paper; we will then read each week a selection of pieces across a range of fields including domestic and international politics, society, economics, business and the arts. Through the reading and study of Le Monde, students gain a distinct French perspective on current affairs; advanced language skills in contemporary French, and up-to-the-minute access to French culture.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
C. Le Gouis
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-331SE Courses on Social and Political Issues and Critical Approaches: 'Writing and Politics: Literature as Social Engagement'
Not Scheduled for This Year. Credits: 4
Study of French and Francophone writers, filmmakers, and artists, in their specific contexts, whose works engage with important political and social issues of their time and place. Preliminary readings theorize how texts can communicate, explicitly or implicitly, an ideological stance. We will then consider imaginative works, from the Middle Ages to the present, whose thematic, narrative, cinematic, stylistic, or linguistic techniques connect with movements for social or cultural change.
Applies to requirement(s): Humanities; Language
The department
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225 or permission of department chair and course instructor.

FREN-341 Courses in Francophone Studies
These courses study nonmetropolitan French-speaking cultures and literary works written in French outside Europe. Areas of focus are one or more of the following regions: Africa, the Caribbean, or Canada.

FREN-341FS Courses in Francophone Studies: 'Women and Writing in French-Speaking Africa'
Not Scheduled for This Year. Credits: 4
This course explores writings by women in French-speaking Africa in its early beginnings in the late 1970s to the present. Special attention will be given to social, political, gender, and aesthetic issues.
Applies to requirement(s): Humanities; Language
S. Gadjigo
Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.

FREN-341HT Courses in Francophone Studies: 'The Haitian Literary Tradition: Revolution, Diaspora, and Writing in French Now'
Fall. Credits: 4
This course engages with the rich tradition of French writing from Haiti. Beginning with Emeric Bergeaud's Stéfia (1859), the first novel of the first Black republic, students will explore the history of Haitian writing across literary genres and movements, including the Indigénisme that anticipated Négritude. We will study this tradition both on the island and abroad. Diasporic authors from the period of the Duvalier dictatorship include Dany Laferrière, famous as both the first Haitian and the first Quebecois to enter the Académie française, and Marie Vieux-Chauvet. In Haiti's contemporary literary scene, we focus on women writers such as Yanick Lahens, Ketty Mars and Marie-Célie Agnant.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
C. Shread
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-341NE Courses in Francophone Studies: 'Revisiting the Négritude Movement: Origins, Evolution, and Relevance'
Spring. Credits: 4
In the interwar period, 1920-1940, black students from Africa and the Caribbean met in Paris to pursue their education. Galvanized by the colonial situation at home and the political situation in France, Aimé Césaire (Martinique), Léopold S. Senghor (Sénégal), and Léon Damas (French Guyana) formed the cultural movement called Négritude. This course will survey the emergence, goals, evolution, achievements, and legacies of that movement. Discussions will be based on major texts by the founders. Their influence on the works of a new generation of African and Caribbean writers will also be examined.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
S. Gadjigo
Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.
FREN-341PA Courses in Francophone Studies: 'Paris dans l'imaginaire Africain'
Not Scheduled for This Year. Credits: 4
Colonial relations have not only been a contest over land ownership but were also always centered around the question of who has the right to represent whom. This course will examine how, from the fifties and sixties, African students in France have represented France and Paris in their narratives. Readings will include novels and travelogues.
Applies to requirement(s): Humanities; Language
S. Gadjigo
Prereq: Two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor.

FREN-341SE Courses in Francophone Studies: 'A Rebel with a Camera: the Cinema of Ousmane Sembène'
Not Scheduled for This Year. Credits: 4
Born in 1923 in Senegal, the writer/filmmaker Ousmane Sembène is one of the rare witnesses of the three key periods of contemporary African history: the colonial period; the period of struggle for political and economic independence; and the period of effort to eliminate neocolonialism through the rehabilitation of African cultures. This course is entirely devoted to the works of Ousmane Sembène and will explore the key moments of his life, his activism in European leftist organizations, his discovery of writing, and most of all the dominant features of his film work.
Crosslisted as: FLMST-370SE
Applies to requirement(s): Humanities
S. Gadjigo
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-351 Courses on Women and Gender
These courses explore cultural, literary, and social issues relating to women and gender identities in France and French-speaking countries. Topics may include women's writing, writing about women and men, the status of women, feminist criticism, and

FREN-351SE Courses on Women and Gender: 'Every Secret Thing'
Not Scheduled for This Year. Credits: 4
This course will examine contemporary autobiographical narratives written by women, with a particular focus on authors whose works include multiple autobiographical texts of various genres: fictional, nonfictional, and semifictional. We will analyze the ways in which these authors present their life stories, especially its traumatic or secret episodes, and the ways in which their works discuss the process of that presentation and of memory itself. Themes that are common to these autobiographical texts include: relationships with family, education, sexuality, class, and love. In addition to literary texts, we will analyze in detail several autobiographical films made by women.
Applies to requirement(s): Humanities; Language
C. Rivers

FREN-351VR Courses on Women and Gender: 'Viragos, Virgins, and Visionaries'
Not Scheduled for This Year. Credits: 4
In this course, we will study the three most celebrated French female saints: Jeanne d'Arc, Thérèse de Lisieux and Bernadette de Lourdes. Their stories are similar: ordinary young women to whom extraordinary things happened, who became symbols of France and inspired a rich verbal and visual iconography. Yet they are profoundly different: Joan was a warrior, Thérèse a memoirist, Bernadette a visionary. We will study the facts of their lives, in their own words and those of others, but also the many fictions, semi-fictions, myths and legends based on those lives. We will analyze a number of films and visual images as well as literary and non-literary texts in our attempt to understand these cases of specifically female, specifically French sainthood.
Crosslisted as: GNDST-333VR
Applies to requirement(s): Humanities
C. Rivers

FREN-361TR Courses in Advanced Language Study: 'Atelier de Traduction'
Fall. Credits: 4
This course is designed to give students practical, hands-on experience in the translation, from French to English, of a literary work. We will begin the semester with readings in translation theory before moving on to the selection (by students) of a literary text. Students will work collaboratively in teams on a collective translation; teams will meet on a weekly basis with the professor for a detailed review of the work in progress. At the end of the semester, each team will submit the definitive version of their translation as well as a paper reflecting on the particular linguistic challenges encountered and their resolution thereof.
Applies to requirement(s): Humanities; Language
C. Rivers
Prereq: Two of French 215, 219, 225 and one 300-level course in the French department.

FREN-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
**GENDER STUDIES (GNDST)**

**GNDST-101 Introduction to Gender Studies**
*Fall and Spring. Credits: 4*
This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women’s economic status, the making of masculinity, sexual violence, queer movements, racism, and the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive*

K. J. Brown, C. Gundermann, R. Hwang, J. Luce

**GNDST-201 Methods and Practices in Feminist Scholarship**
*Spring. Credits: 4*
This is a class about doing research as a feminist. We will explore questions such as: What makes feminist research feminist? What makes it research? What are the proper objects of feminist research? Who can do feminist research? What can feminist research do? Are there feminist ways of doing research? Why and how do the stories we tell in our research matter? Some of the key issues and themes we will address include: accountability, location, citational practices and politics, identifying stakes and stakeholders, intersectionality, inter/disciplinarity, choosing and describing our topics and methods, and research as storytelling. The class will be writing intensive and will culminate in each student producing a research portfolio.

*Applies to requirement(s): Social Sciences*

J. Luce

*Prereq: GNDST-101.*

**GNDST-204 Women and Gender in the Study of Culture: ‘Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics’**
*Not Scheduled for This Year. Credits: 4*
In 2014, *Time* magazine declared the “Transgender Tipping Point” as a popular moment of transgender people’s arrival into the mainstream. Using a queer and trans* of color critique, this course will unpack the political discourses and seeming binaries surrounding visibility/ invisibility, recognition/misrecognition, legibility/illegibility, belonging/unbelonging and aesthetics/utility. How might we grapple with the contradictions of the trapdoors, pitfalls, dark corners and glittering closets that structure and normalize violence for some while safeguarding violence for others? This course will center the 2017 anthology *Trap Door: Trans Cultural Production and the Politics of Visibility.*

*Crosslisted as: CST-249CP*

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

*R. Hwang*

*Prereq: One course in Gender Studies or Critical Social Thought.*

**GNDST-204CW Women and Gender in the Study of Culture: ‘Androgyny and Gender Negotiation in Contemporary Chinese Women’s Theater’**
*Fall. Credits: 4*
Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China’s social changes and the women’s movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including *Romance of the Western Bower, Peony Pavilion,* and *Butterfly Lovers.* Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: ASIAN-215, THEAT-234CW*

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

Y. Wang

*Notes: Taught in English*

**GNDST-204CY Women and Gender in the Study of Culture: ‘Simians, Cyborgs, and Women’**
*Fall. Credits: 4*
This course offers an introduction to the work of feminist science scholar Donna Haraway, particularly as it relates to the cultural politics of primatology and cybernetics. We will focus on the social construction of “nature” as a system of production and reproduction in which women, apes, and cyborgs are bound together through fantasies of transcendence that mask the political, economic, and social underpinnings of scientific and technical knowledge. In addition to reading criticism by Haraway and others, we will examine twentieth-century literary, artistic, theatrical, and cinematic representations that engage with these three figures as they shape our notions of gender and species.

*Applies to requirement(s): Humanities*

E. Rundle

*Prereq: GNDST-101.*

**GNDST-204EM Women and Gender in the Study of Culture: ‘Embodiment in Theory: Precarious Lives from Marx to Butler’**
*Not Scheduled for This Year. Credits: 4*
We examine the writing of major nineteenth, twentieth, and twenty-first century theorists, such as Marx, Nietzsche, Freud, Dubois, Arendt, Fanon, Foucault, Butler, and others through the lens of embodiment. Rather than read theory as an abstract entity, we explore how theory itself is an embodiment of actual lives in which human beings experience life as precarious. What are the social conditions that create vulnerable bodies? How do thinkers who lived or are living precarious lives represent these bodies? Through a series of case studies based on contemporary examples of precarity, we examine the legacy and materiality of critical social thought.

*Crosslisted as: GRMST-231EM, CST-249EM*

*Applies to requirement(s): Humanities*

K. Remmler

*Other Attribute(s): Writing-Intensive*

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GNDST-204ET Women and Gender in the Study of Culture: ‘Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century’
Fall. Credits: 4
With the rise of the two-sex model, the eighteenth century might be seen to be a bastion of heteronormativity leading directly to Victorian cis-gender binary roles of angel in the house and the bourgeois patriarch. Yet, beginning with the Restoration’s reinvention of ribald theater, this period was host to a radical array of experimentation in gender and sexuality, alongside intense play with genre (e.g., the invention of the novel). We will explore queerness in all its forms alongside consideration of how to write queer literary histories.
Crosslisted as: ENGL-232
Applies to requirement(s): Humanities
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Notes: This course is part of a two-semester sequence with Nonbinary Romanticism, but students are encouraged to take either course separately.

GNDST-204GV Women and Gender in the Study of Culture: ‘Gendered Violence in Spain’
Not Scheduled for This Year. Credits: 4
This survey course will review the complex interaction of gender and violence as a personal and institutional issue in Spain from Medieval times to the present. What are the ideological and sociocultural constructs that sustain and perpetuate violence against women? What are the forms of resistance women have put into play? Among the texts, we will study short stories by Lucanor (thirteenth century) and María de Zayas (seventeenth century), song by Bebé and movie by Boyanácuken (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).
Crosslisted as: SPAN-230GV
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: SPAN-212.
Notes: Taught in Spanish.

GNDST-204QT Women and Gender in the Study of Culture: ‘Queer and Trans Writing’
Not Scheduled for This Year. Credits: 4
What do we mean when we say “queer writing” or “trans writing”? Are we talking about writing by queer and/or trans authors? Writing about queer or trans practices, identities, experience? Writing that subverts conventional forms? All of the above? In this course, we will engage these questions not theoretically but through praxis. We will read fiction, poetry, comics, creative nonfiction, and hybrid forms. Expect to encounter work (from the thirteenth century to the present).
Crosslisted as: ENGL-219QT
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Lawlor
Prereq: ENGL-201 and 4 credits in Gender Studies

GNDST-204RP Women and Gender in the Study of Culture: ‘Race, Racism, and Power’
Spring. Credits: 4
This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial “difference.” In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.
Crosslisted as: LASTST250RP, CST-249RP
Applies to requirement(s): Social Sciences; Multicultural Perspectives
V. Rosa
Restrictions: This course is limited to sophomores and juniors.

GNDST-204TJ Women and Gender in the Study of Culture: ‘Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability’
Fall. Credits: 4
This course will offer an overview of select methodologies and methods from Community-based Participatory Action Research (CBPAR), Participatory Action Research (PAR), collaborative ethnography and other social justice research interventions such as radical oral history, grassroots research collectives, experimental digital archives, research and data justice networks and organizations. We will center on questions of “accountability”; that is, to whom, for whom, and to what end do processes of accountability serve those already in power? Moreover, we will investigate the chasms between academia and activism in order to explore the possibility of unlikely collaborative research alliances.
Crosslisted as: CST-249TJ
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hwang
Prereq: 4 credits in Gender Studies or Critical Social Thought.

GNDST-204TR Women and Gender in the Study of Culture: ‘Trans* Identities and Communities: Genealogy, Theory, Praxis and Community Research’
Not Scheduled for This Year. Credits: 4
This course will investigate knowledge/cultural production produced by trans* communities, particularly those multiply impacted by categories of race, gender, sexuality, class, ability, citizenship and location. To understand the critical feminist genealogy/insurgency in which transgender studies/activism have become a field/site of political discourse, we will explore the overlaps and tensions between women/queer/trans* of color activism and theory. Using experimental and multimedia archives of affect, grief, desire, love, liberation and identitarian contradictions, we will ask how counter genealogies as process can transform how we relate to and inhabit power, futurity and memory.
Crosslisted as: CST-249TR
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hwang
Prereq: 4 credits from Gender Studies.
GNDST-206 Women and Gender in History
GNDST-206AW Women and Gender in History: 'African Women's Work'
Not Scheduled for This Year. Credits: 4
The power to produce food and reproduce society gave women significant public voice in African societies in the past. But over 200 years they lost that public voice and control over subsistence. Why, when women are still producing food and people, is the social and political voice of women so much less significant than it was before? We explore African women's work of governing, production, and social reproduction across the tumultuous changes of the 20th century. The class seeks to provide an achievable yet challenging set of learning experiences for those who have no prior experience studying Africa, but also for those who have substantial previous engagement with African issues.
Crosslisted as: HIST-296AW, AFCNA-241AW
Applies to requirement(s): Humanities, Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson

GNDST-206CG Women and Gender in History: 'Women and Gender in China'
Spring. Credits: 4
This 200-level seminar introduces students to gender relations in the history of China. It offers students a broad historical narrative of women's lives from early China through the imperial period, and concludes with the power dynamics of gender relations in modern China in the twentieth century. The course is organized chronologically with thematic focus on the politics of marriage and reproduction; the state's shifting perspectives on women's social roles; and how women interpreted and responded to the changing cultural landscape.
Crosslisted as: HIST-296CG
Applies to requirement(s): Humanities, Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Wu
Notes: All readings are in English.

GNDST-206FW Women and Gender in the Study of History: 'African American Women and United States History'
Not Scheduled for This Year. Credits: 4
How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.
Crosslisted as: HIST-280AA, AFCNA-241FW
Applies to requirement(s): Humanities, Multicultural Perspectives
M. Renda

GNDST-206US Women and Gender in the Study of History: 'U.S. Women's History since 1890'
Not Scheduled for This Year. Credits: 4
This course introduces students to major themes in U.S. women's history from the 1890s to the present. How have women participated in (and contended with) the transformations that have shaped the United States and its role in the world? How have the private lives and public presence of women evolved in relation to racism, consumer capitalism; immigration; access to citizenship; the evolution of state power; and regimes of gender, sexuality, bodily comportment, and reproduction? Particular emphasis will be placed on the experiences and perspectives of working-class women and others.
Crosslisted as: HIST-276
Applies to requirement(s): Humanities
M. Renda

GNDST-210 Women and Gender in Philosophy and Religion
GNDST-210BD Women and Gender in Philosophy and Religion: 'Women and Buddhism'
Not Scheduled for This Year. Credits: 4
This course examines the contested roles and representations of Buddhist women in different historical and cultural contexts. Using a variety of ethnographic, historical, and textual sources, the course investigates both the challenges and opportunities Buddhist women have found in their religious texts, institutions, and communities.
Crosslisted as: RELIG-241
Applies to requirement(s): Humanities, Multicultural Perspectives
S. Mrozik

GNDST-210JD Women and Gender in Philosophy and Religion: 'Women and Gender in Judaism'
Fall. Credits: 4
This course examines gender as a key category in Jewish thought and practice. We will examine different theoretical models of gender, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources.
Crosslisted as: JWST-234, RELIG-234
Applies to requirement(s): Humanities
M. Benjamin

GNDST-210NR Women and Gender in Philosophy and Religion: 'Women in New Religious Movements'
Not Scheduled for This Year. Credits: 4
Many new religious movements have advocated for women occupying unlikely roles of service and leadership. This course analyzes the intersection of religious alterity and gender equity. Primarily focusing on twentieth and twenty-first century new religions, the course considers how select women have shaped and transformed the structures of religions on the margins.
Crosslisted as: RELIG-225NR
Applies to requirement(s): Humanities
M. Coleman-Tobias

GNDST-210PH Women and Gender in Philosophy and Religion: 'Women and Philosophy'
Not Scheduled for This Year. Credits: 4
The goal of this course is to see how careful philosophical thought can help us with pressing issues that women face. We approach this topic through a distinctly feminist lens, as opposed to a traditional philosophical, queer theoretic, or gender studies lens. We will draw on a variety of philosophical resources, ranging from liberal and feminist political theory, to speech act theory. Possible questions we will consider include: What is objectification? What is consent? Is pornography degrading? How does sexism and bias lead to bad science?
Crosslisted as: PHIL-249
Applies to requirement(s): Humanities
The department

GNDST-210SL Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'
Fall. Credits: 4
This course will examine a range of ways in which Islam has constructed women–and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.
Crosslisted as: RELIG-207
Applies to requirement(s): Humanities, Multicultural Perspectives
A. Steinfels
GNDST-212 Women and Gender in Social Sciences
GNDST-212HR Women and Gender in Social Sciences: ‘Human Rights Lab: Transnational Perspectives on LGBTQI and Women’s Rights’
Not Scheduled for This Year. Credits: 4
The course will study the contemporary state of LGBTQI and Women’s Rights worldwide and the strategies available to further them. At once a seminar and a practice-based workshop, students will learn about international human rights law, human rights monitoring and accountability mechanisms, and gender justice policies. Students will simulate writing UN reports, International NGO reports, country-based NGO reports, and undertake research on LGBTQI and women’s rights violations. The focus topics will be gender-based violence, humanitarian policy, transitional justice, and economic empowerment. Several practitioners will join the course throughout the semester.
Applies to requirement(s): Social Sciences, Multicultural Perspectives
V. Zebadúa Yáñez
Prereq: Introduction to Gender Studies or a social sciences introductory course (politics, sociology, anthropology, international relations, critical social thought, etc.).

GNDST-212HS Women and Gender in Social Sciences: ‘Psychology of Human Sexuality’
Not Scheduled for This Year. Credits: 4
This course is an introduction to the psychological study of human sexuality. We will take a psychobiopsychosocial perspective in this course, covering topics such as reproductive anatomy and physiology, sexual response, sexually transmitted infections, contraceptive choices, pregnancy and birth, attraction and dating, love, sexual and relational communication, and consent. The goals of the course are to have students develop a strong understanding of human sexual biology, identity, behavior, and health, to understand how each of these areas is impacted by social context, and to engage with current research in the field.
Crosslisted as: PSYCH-217
Applies to requirement(s): Social Sciences
C. Flanders
Prereq: PSYCH-100.

GNDST-221 Feminist and Queer Theory
GNDST-221QF Feminist and Queer Theory: ‘Feminist and Queer Theory’
Fall and Spring. Credits: 4
We will read a number of key feminist texts that theorize sexual difference, and challenge the oppression of women. We will then address queer theory, an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism’s prominent blind spots. The postcolonial critique of feminism is a fourth vector we will examine, as well as anti-racist and postcolonial intersections with queerness. We will also study trans-theory and its challenge to the queer paradigm.
Applies to requirement(s): Humanities
C. Gundermann

GNDST-241 Women and Gender in Science
GNDST-241HP Women and Gender in Science: ‘Feminist Health Politics’
Fall. Credits: 4
Health is about bodies, selves and politics. We will explore a series of health topics from feminist perspectives. How do gender, sexuality, class, disability, and age influence the ways in which one perceives and experiences health and the access one has to health information and health care? Are heteronormativity, cissexism, or one’s place of living related to one’s health status or one’s health risk? By paying close attention to the relationships between community-based narratives, activities of health networks and organizations and theory, we will develop a solid understanding of the historical, political and cultural specificities of health issues, practices, services and movements.
Crosslisted as: ANTHR-216HP
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 4 credits in gender studies.

GNDST-241HR Women and Gender in Science: ‘Feminist Engagements with Hormones’
Spring. Credits: 4
This course takes a transdisciplinary and multi-sited approach to explore the social, political, biocultural, and legal complexities of hormones. Hormones “appear” in many discussions about reproductive and environmental justice, identity, health and chronicity. But what are hormones? What are their social, political and cultural histories? Where are they located? How do they act? The course will foster active learning, centering feminist pedagogies of collaborative inquiry. Examples of topics to be explored are: transnational/transcultural knowledge production about hormones; hormonal relations to sex/gender, nature/culture, body/mind; and hormone-centered actions and activism.
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 4 credits in gender studies.

GNDST-290 Field Placement
Spring. Credits: 4
This course presents an opportunity for students to apply gender theory to practice and synthesize their work in gender studies. Connections between the academy and the community, scholarship and social action will be emphasized. Students will arrange for a placement at a non-profit organization, business, or institution that incorporates a gender focus.
A weekly seminar with other students provides a structured reflection forum to analyze experience and methods.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning, Speaking-Intensive
E. Rundle
Prereq: GNDST-101 and either GNDST-201 or GNDST-221.

GNDST-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.
GNDST-333 Advanced Seminar
Not Scheduled for This Year. Credits: 4
This seminar will offer close theoretical readings of a variety of anti-colonial, abolitionist, anti-imperialist, insurgent and feminist-of-color memoir, autobiographical and social justice texts. We will read works from Leanne Betasamosake Simpson, Assata Shakur, Patrisse Cullors, Grace Lee Boggs, Audre Lorde, Leah Lakshmi Piepzna-Samarasinha, Leila Khaled, Fannie Lou Hamer, Sarah Ahmed, Lee Maracle, Kai Cheng Thom, Angela Davis, Sojourner Truth, adrienne maree brown, Alexis Pauline Gumbs, Mary Brave Bird, Jamaica Kincaid, Gabby Rivera and Haunani-Kay Trask. We will center the interlinking and capacious concepts of liberation, revolution, freedom, justice and decolonization.
Crosslisted as: CST-349AD
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
R. Hwang
Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.

GNDST-333AR Advanced Seminar: 'Anthropology of Reproduction'
Spring. Credits: 4
This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of procreation and parenthood, fertility control and abortion, crosscultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.
Crosslisted as: ANTHR-306
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Morgan
Prereq: 8 credits in Anthropology or Gender Studies.

GNDST-333BD Advanced Seminar: 'Rethinking the Sexual Body'
Not Scheduled for This Year. Credits: 4
This course is an introduction to the interdisciplinary feminist study of sexuality. Its primary goal is to provide a forum for students to consider histories of sexuality and race in the U.S. both in terms of theoretical frameworks within gender studies, and in terms of a range of sites where those theoretical approaches become material, are negotiated, or are shifted. The course is a fully interdisciplinary innovation. It will emphasize links rather than differences between theory and practice and between cultural, material, and historical approaches to the body, gender, and sexuality. Throughout the course we will consider contemporary sexual politics in light of the co-constitutive histories of racial and sexual formations in science and culture.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Willey
Prereq: Coursework in feminist, queer, critical race, and/or critical ethnic studies.

GNDST-333CF Advanced Seminar: 'Survived, Punished and (Un)Deserving: Feminist Participatory Action Research Against Carceral Feminisms'
Not Scheduled for This Year. Credits: 4
This course will consider the critical intervention of #SurvivedAndPunished, and the idea of "survivor defense as abolitionist praxis." Using principles and case studies from feminist and critical race action research, we will investigate the concepts of transformative justice, carceral feminism and anti-violence alongside the binaries of deserving/undeserving and good-victim/non-victim criminal. How does this relate to the corrective notions of rehabilitation, redemption and restitution? What does the criminalization of survivors of violence (i.e., gendered, racial, intimate partner, sexual and state violence) tell us about our limited views of justice and collective healing from harm?
Crosslisted as: CST-349CF
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Writing-Intensive
R. Hwang
Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.

GNDST-333DH Advanced Seminar: 'Desperate Housewives in 19th-through early 20th-century American Literature'
Not Scheduled for This Year. Credits: 4
This course will explore visual and literary images of nineteenth through early 20th-century marriage and motherhood. Discussion of Virginia’s Woolf’s ‘A Room of One’s Own’ and Barbara Welter’s essay ‘The Cult of True Womanhood’ will serve as the springboard for our focus on representations of women in the home. We will incorporate a visit to the art museum, and will analyze film adaptations of some of the texts we read. The course will focus primarily on American literature, film, and art, with the exception of Ibsen’s A Doll's House; selected written texts will include works by writers such as Hawthorne, James, Stowe, Gilman, Freeman, Chopin, Hurston, and Wharton.
Crosslisted as: ENGL-373DH
Applies to requirement(s): Humanities
L. Glasser
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from the English department.

GNDST-333EF Advanced Seminar: 'Women Writers: Early Feminisms'
Not Scheduled for This Year. Credits: 4
This course examines a variety of "literary" expressions of women in Early Modern Spain and Colonial Latin America (e.g. Teresa de Avila, Catalina de Erauso, María de Zayas and sor Juana Inés de la Cruz). Attention will be paid to the formal means by which women writers emulated, appropriated, or subverted male-authored models, and how with her words and actions, they challenged modes of thinking and threatened patriarchal ideologies. A significant part of the class will deal with the ways in which contemporary feminist theories can be used to complement, interpret, and flesh out ideas expressed by these women in the past.
Crosslisted as: SPAN-330EF
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Instructor permission required.
Prereq: Two 200-level Spanish courses above SPAN-212.
Advisory: Online application required, see http://www.mtholyoke.edu/acad/gender/300level.html
Notes: Taught in Spanish
GNDST-333EG Advanced Seminar: ‘Eggs and Embryos: Innovations in Reproductive and Genetic Technologies’

Fall. Credits: 4

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

Crosslisted as: ANTHR-316EG
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 8 credits in gender studies or anthropology.

GNDST-333EM Advanced Seminar: ‘Flesh and Blood: Naturecultural Embodiments’

Not Scheduled for This Year. Credits: 4

What does it mean to be (in?) a body? Who counts as whole, broken or food? How do discipline, punishment, use, reproduction, and illness come into play? What are agency, animacy, knowledge, consciousness in relation to embodiment? Western rationality has produced and disciplined a coherent, bounded, defended, racialized, and gendered bodily Self through medicine, psychiatry, nutrition, education, sexology, thanatology, obstetrics, and other disciplines. We will explore this production and its continual undoing, through topics such as medical diagnosis, disability, death and burial cultures, infection, diet, breastfeeding and dairy, chronic illness, depression, queerness, and hormone replacement.

Crosslisted as: CST-349EM
Applies to requirement(s): Humanities
C. Gundermann
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: GNDST-101 and GNDST-221 or GNDST-201, or CST-200 or CST-248, or 8 credits in Anthropology, Sociology, History, Environmental Studies or Geography.

GNDST-333FC Advanced Seminar: ‘Latin American Cinema: Beyond the Farm and the Factory’

Not Scheduled for This Year. Credits: 4

How do labor relationships and the social construction of what work means affect our lives as well as our communities? How do they contribute to shape our identities? In which ways can our gender, sexual orientation, race, social class or migratory status define our working possibilities? How do the concepts of marginality and informality emerge to identify the precarious Latin American labor conditions? Through Latin American films, students will problematize the idea of service, worker, industry, classic and non-classic work, sexual and affective work, and child labor, among others.

Crosslisted as: LATAM-374
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Pitetta

GNDST-333FM Advanced Seminar: ‘Latina Feminism(s)’

Fall. Credits: 4

What is Latina Feminism? How does it differ from and/or intersect with “other” feminisms? In this seminar, we will explore the relationship between Latina feminist theory, knowledge production, and social change in the United States. This interdisciplinary course explores Latina feminism in relation to methodology and epistemology through a historical lens. This will help us to better understand how Latina feminist approaches can inform our research questions, allow us to analyze women’s experiences and women’s history, and challenge patriarchy and gender inequality. We will explore topics related to knowledge production, philosophies of the “self”, positionality, inequality, the body, reproductive justice, representation, and community. Our approach in this class will employ an intersectional approach to feminist theory that understands the interconnectedness between multiple forms of oppression, including race, class, sexuality, and ability. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.

Crosslisted as: LATST-350FM, CST-349FM
Applies to requirement(s): Social Sciences; Multicultural Perspectives
V. Rosa
Restrictions: Course limited to sophomores, juniors and seniors

GNDST-333FS Advanced Seminar: ‘Feminism’s Sciences’

Fall. Credits: 4

Feminists have insisted on the importance of thinking about science, nature, and embodiment to understanding the worlds in which we live and imagining others. I use "feminism's sciences" to refer to sciences feminists have revised and reclaimed as well as to those knowledge-making projects that have been excluded from the definition of science, including epistemological, methodological, conceptual, and other critical-creative insights from a range of feminist theories and projects. We will explore rich debates in feminist theories of science and materiality over the last several decades and today and explore possibilities for contemporary queer feminist materialist science studies.

Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Willey
Prereq: At least 4 credits in Gender Studies or Critical Social Thought.
Notes: Reading and research intensive.

GNDST-333GG Advanced Seminar: ‘Race, Gender, and Empire: Cultural Histories of the United States and the World’

Not Scheduled for This Year. Credits: 4

Recent cultural histories of imperialism–European as well as U.S.–have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States’ relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of ‘America’ and its ‘others’ called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to ‘the intimacies of empire’?

Crosslisted as: HIST-301RG
Applies to requirement(s): Humanities
M. Renda
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in History, or 4 credits in History and 8 credits in Gender Studies, or permission of the instructor by application to the History department.
GNDST-333GS Advanced Seminar: ‘Gender and Sexual Minority Health’
Not Scheduled for This Year. Credits: 4
This course is a critical overview and investigation of health as it relates to the experiences of gender and sexual minority people. We will begin with exploring theoretical understandings of health and marginalization, and use those as frameworks to examine various domains of health. Areas of interest will include mental health, sexual and reproductive health, substance use, disability, and issues related to body size and image. We will end by looking at other structural issues that affect gender and sexual minority health, such as access to care, health education, and health policy.
Crosslisted as: PSYCH-319GS
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive
C. Flanders
Prereq: PSYCH-200 or PSYCH-204 or GNDST-201.
GNDST-333HH Advanced Seminar: ‘Love, Gender-Crossing, and Women’s Supremacy: A Reading of The Story of the Stone’
Spring. Credits: 4
A seminar on the eighteenth-century Chinese masterpiece The Story of the Stone and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women’s supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociopolitical, philosophical, and literary milieu of eighteenth-century China. We will also examine this novel in its relation to Chinese vernacular fiction in particular.
Crosslisted as: ASIAN-340
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
Y. Wang
Advisory: Intended for East Asian Studies majors and Asian Studies minors.
GNDST-333MC Advanced Seminar: ‘Latinas/os/x and Housing: Mi Casa Is Not Su Casa’
Spring. Credits: 4
Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the “American Dream,” homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining: 1. the history of housing policy in the United States; 2. national identity, assimilation, and housing; and 3. discriminatory housing policies/programs and housing inequality. We explore topics including immigration, housing policy, public housing, segregation, gentrification, the suburbs, homelessness, eviction, affordability, and community building. Exploring this range of topics will help us develop a clearer understanding of why housing is one of the most pressing issues for Latinas/os/x today.
Crosslisted as: LATST-350MC, CST-349MC
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
V. Rosa
Restrictions: This course is open to juniors and seniors
GNDST-333ML Advanced Seminar: ‘Mary Lyon’s World and the History of Mount Holyoke’
Fall. Credits: 4
What world gave rise to Mary Lyon’s vision for Mount Holyoke and enabled her to carry her plans to success? Has her vision persisted or been overturned? We will examine the conditions, assumptions, and exclusions that formed Mount Holyoke and the arrangements of power and struggles for justice that have shaped it ever since. Topics include colonial and missionary projects; northern racism and abolitionism; industrial capitalism and the evolution of social classes; debates over women’s education, gender, and body politics; religious diversity; land and resource use; and efforts to achieve a just and inclusive campus. Students write a substantial research paper based on primary sources.
Crosslisted as: HIST-333ML
Applies to requirement(s): Humanities
M. Renda
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in History, or 4 credits in History and 8 credits in Gender Studies.
Advisory: Open to juniors and seniors with either 8 credits in history or 4 credits in history and 8 credits in gender studies (no application required for students who meet these prerequisites). All other interested students may apply at https://www.mtholyoke.edu/acad/history/300-level_application
GNDST-333MM Advanced Seminar: ‘A Landscape of One’s Own: Nature and Gender in American Literature (Nineteenth and Twentieth Century)’
Not Scheduled for This Year. Credits: 4
This course will focus on portrayals of women in nineteenth through mid-twentieth century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography. With Thoreau as our springboard, we will focus on women who told the stories of their lives in the context of islands, deserts, prairies and forests of the United States.
Crosslisted as: ENGL-373NT, ENVST-373WN
Applies to requirement(s): Humanities
L. Glasser
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from the English department.
Not Scheduled for This Year. Credits: 4
How can we change animal exploitation and re-situate the human more equitably with other species? Through animal rights? Justice? Abolition? Dismantle human exceptionalism? Animal emancipation? Companionship? Co-existence? Stewardship? What are the uses and limits of the discourses from which critical animal studies borrows conceptually, for example: antiracism, feminism, disability studies, nationalism, transformative justice, and so on. We will explore different scenarios of human-nonhuman entanglements, such as training, rescue, the animal industrial complex, the politics of extinction, hunting, infection, predation, breeding/reproduction and others.
Crosslisted as: CST-349MS
Applies to requirement(s): Humanities
C. Gundermann
Not Scheduled for This Year. Credits: 4
Sexuality via current US law is largely conceived of as a singular identity axis, existing independently of other categories and social phenomena. Through critical queer, critical race and settler colonial theory, this course will study the concepts of sexual citizenship/respectability in relation to criminality of "deviant" sexualized, racialized, colonized bodies. In turn, we will explore recent modes of LGBT legal reform -- or rather "carceral feminisms" and "pink-washing." Lastly, we will focus on the unprecedented rate in which women/queer/trans people of color experience violence from the criminal justice system and its law enforcers, even in cases of survival and self-defense.
Crosslisted as: CST-349NT
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hwang
Prereq: 8 credits from Gender Studies.

GNDST-333PA Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'
Spring. Credits: 4
This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.
Crosslisted as: SPAN-340PA, FLMST-380PA
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Notes: Weekly evening screenings. Taught in English.

GNDST-333PD Advanced Seminar: 'Primate Dramas: Kinship, Evolution, Theatricality'
Not Scheduled for This Year. Credits: 4
This seminar explores how intra-primate relations have been dramatized throughout the twentieth century, as species difference dis/entangled with racial, class, and ethnic identities. Each class will focus on one or more "primate dramas" (plays, films, stories, essays), which will be read alongside critical work from the interdisciplinary fields of gender, performance, and animal studies. The intertextuality of this material will be an important area of inquiry, as it suggests a narrative lineage evolving in response to scientific and cultural change. Familiarity with dramatic theory, feminist science studies, environmental studies, and/or film studies will be helpful.
Crosslisted as: THEAT-350PD
Applies to requirement(s): Humanities
E. Rundle
Restrictions: This course is open to juniors and seniors
Prereq: One of the following: THEAT-251, THEAT-252, GNDST-101, GNDST-221, FLMST-201, ENVST-210.

GNDST-333PM Advanced Seminar: 'Poetry and Image: Formations of Identity'
Spring. Credits: 4
With an emphasis on producing creative texts, the course will examine the parallel and often overlapping impulses of poetry and image-making (photography, painting, and other visual arts). We will explore concepts of identity through the work of artists such as Alice Neel, Mikalene Thomas, Claude Cahun, Cindy Sherman, Kehinde Wiley, Glenn Ligon, Catherine Opie, Kara Walker, Diane Arbus, Vivian Maier, and Nan Goldin. Writers will include Ocean Vuong, Danez Smith, Sherwin Bitsui, Robert Seydel, Ari Banias, Safia Elhillo, Gloria Anzaldúa, Morgan Parker, Layli Longsoldier, Judy Grahn, Audre Lorde, Ronaldo Wilson, Shane McCrae, Adrienne Rich, David Wojnarowisz, Eileen Myles, and others.
Crosslisted as: ENGL-361PM
Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
S. Ace
Prereq: A 200-level creative writing course.

GNDST-333RT Advanced Seminar: 'Body and Gender in Religious Traditions'
Not Scheduled for This Year. Credits: 4
Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.
Crosslisted as: RELIG-352, CST-349RE
Applies to requirement(s): Humanities
S. Mrozik
Restrictions: Course limited to sophomores, juniors and seniors

GNDST-333SA Advanced Seminar: 'Women and Gender in Modern South Asia'
Not Scheduled for This Year. Credits: 4
This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship--in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.
Crosslisted as: HIST-301SA
Applies to requirement(s): Humanities; Multicultural Perspectives
The department
Instructor permission required.
GNDST-333SS Advanced Seminar: ‘Gender and Class in the Victorian Novel’
Fall. Credits: 4
This course will investigate how gender and class serve as structuring principles in the development of the Victorian novel in Britain, paying attention to the ways in which the form also develops in relation to emerging ideas about sexuality, race, nation, and religion. Novelists include Bronte, Dickens, Eliot, and Gaskell and we will read examples of domestic fiction, detective fiction, social realist novels, and the Victorian gothic.
Crosslisted as: ENGL-323
Applies to requirement(s): Humanities
A. Martin
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English.
Notes: meets English department 1700-1900 requirement

GNDST-333ST Advanced Seminar: ‘Sissies, Studs and Butches: Racialized Masculinities, Effeminity and Embodiments of Noncompliance’
Not Scheduled for This Year. Credits: 4
This course will investigate the racialization of masculinity (and the masculinization of race) as undergirded by heteropatriarchy, settler colonialism, militarized borders and imperialism. This course will center perspectives from various "Third World Solidarity" diasporas in order to challenge Western, hegemonic and inherent legacies of masculinity as modernity's (hu)man. Using critical race theory, feminist, queer/trans* of color critique (e.g., Wynter, Fanon, David Eng, José Muñoz), we will ask how whiteness (white supremacist masculinity) shapes and colors masculinity -- whether as exemplar, visible, illegible, failed, deviant and even toxic -- and what then falls outside of such a frame?
Crosslisted as: CST-349ST
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Hwang
Prereq: 8 credits in Gender Studies or Critical Social Thought.

GNDST-333TM Advanced Seminar: ‘Toni Morrison’
Fall. Credits: 4
This course will examine the work and the centralized black world of the last American Nobel laureate in literature, Toni Morrison. Morrison is the author of eleven novels and multiple other works, including nonfiction and criticism. In a career that has spanned over forty years and has informed countless artists and writers, Morrison’s expansive cultural reach can hardly be measured accurately. In this course we will endeavor to critically analyze the arc and the import of many of Morrison’s writings. Readings include: The Bluest Eye, Sula, Song of Solomon, Jazz, Playing in the Dark, Paradise, and A Mercy.
Crosslisted as: ENGL-350TM, AFCNA-341TM
Applies to requirement(s): Humanities; Multicultural Perspectives
K. J. Brown
Prereq: ENGL-199.

GNDST-333TT Advanced Seminar: ‘Sex and the Early Church’
Not Scheduled for This Year. Credits: 4
This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and ‘heretical’ scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.
Crosslisted as: RELIG-306
Applies to requirement(s): Humanities
The department
Prereq: One course in Religion or Gender Studies.

GNDST-333UU Advanced Seminar: ‘Latina/o Immigration’
Not Scheduled for This Year. Credits: 4
The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.
Crosslisted as: LATST-360, CST-349UU
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
D. Hernández
Notes: Community-based learning is optional in this class.

GNDST-333VR Advanced Seminar: ‘Viragos, Virgins, and Visionaries’
Not Scheduled for This Year. Credits: 4
In this course, we will study the three most celebrated French female saints: Jeanne d’Arc, Thérèse de Lisieux and Bernadette de Lourdes. Their stories are similar: ordinary young women to whom extraordinary things happened, who became symbols of France and inspired a rich verbal and visual iconography. Yet they are profoundly different: Joan was a warrior, Thérèse a memoirist, Bernadette a visionary. We will study the facts of their lives, in their own words and those of others, but also the many fictions, semi-fictions, myths and legends based on those lives. We will analyze a number of films and visual images as well as literary and non-literary texts in our attempt to understand these cases of specifically female, specifically French sainthood.
Crosslisted as: FREN-351VR
Applies to requirement(s): Humanities; Language
C. Rivers
Prereq: FREN-215 and one of FREN-219, FREN-225, FREN-230.
GNDST-333VV Advanced Seminar: ‘Women Experimental Filmmakers’
Not Scheduled for This Year. Credits: 4
This seminar examines experimental cinema made by women from the early 1950s, during the earliest years of the movement known as the American Avant-Garde, through the 1990s. While the class will read feminist film theory and see the work of such well-known filmmakers as Yvonne Rainer, Sally Potter, and Chantal Akerman, we will also examine the less familiar but highly influential films of women working in the home movie or diary mode, with particular emphasis on the work of Marie Menken.
Crosslisted as: FLMST-340EX
Applies to requirement(s): Humanities
R. Blaetz
Restrictions: This course is open to juniors and seniors
Instructor permission required.
Prereq: 8 credits in Gender Studies.
Notes: 1 meeting (3 hours), 1 screening (2 hours)

GNDST-333WF Advanced Seminar: ‘Women and the Family in Imperial China’
Not Scheduled for This Year. Credits: 4
This course examines the lives of women in imperial China (221 BCE-1911). How did Confucian didactic texts define women and their place in the family? Seen as the core of the family in a patrilineal, patrilocal, and patriarchal society, men prescribed women’s roles in family life. How did women understand and respond to the social expectations imposed on them? What changed over the long history of imperial China? Students consider writings by and about women alongside the evidence of material culture.
Crosslisted as: HIST-301WF
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
L. Wu
Prereq: One course on East Asian history, culture, politics, or language.
Notes: meets history department pre-1750 requirement

GNDST-333WH Advanced Seminar: ‘What is a Woman?’
Not Scheduled for This Year. Credits: 4
What is a woman? French philosopher Simone de Beauvoir opened The Second Sex with this deceptively simple but, in effect, radical question. Beauvoir refuted essentialist substantiations of identity and interrogated – through the categories of situation, ambiguity, and lived experience – the politics of embodiment, freedom, and oppression. In this course, we bring her into conversation with feminist and trans* philosophers who have reflected on the political significance of sexual difference: Wittig, Irigaray, Lorde, Lugones, Butler, Betcher, and Salamon. At the end of the course, we will re-assess our initial question and think about its resonance in feminist, trans* and intersex issues today.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
V. Zebadúa Yáñez
Prereq: An introductory course in Gender Studies, Critical Social Thought, Philosophy, or Politics.

GNDST-333WT Advanced Seminar: ‘Witches in the Modern Imagination’
Spring. Credits: 4
From the middle ages to the present day, witches have evoked both fear and fascination. Their fellowships (real or fantastic) challenged the prevailing power structures of church and state patriarchies and upset the ordered precepts of the modern world. This seminar offers an overview of the history of witchcraft in Atlantic cultures, with special attention to the early modern British and American colonial eras. We will examine figures of the witch in European art; religious and legal texts that document the persecution of sorcerers; and dramatic, literary, and cinematic representations of witches that have helped to shape our understanding of gender, nature, theatricality, and power.
Applies to requirement(s): Humanities
E. Rundle
Restrictions: This course is open to juniors and seniors
Instructor permission required.
Prereq: One course from Gender Studies, Film Studies, or Theatre Arts.
Advisory: Required online application, preference to Gender Studies and Theatre Arts majors.

GNDST-392 Senior Seminar
Fall. Credits: 4
This capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies. Majors with diverse interests, perspectives, and expertise (and other seniors with substantial background in the field) will have the opportunity to reflect on the significance of their gender studies education in relation to their current work (including work in 333s, 390, 395), their academic studies as a whole, and their plans for the future. Course readings and discussion will be shaped by students in collaboration with the instructor.
Applies to requirement(s): Meets No Distribution Requirement
C. Gundermann
Restrictions: This course is limited to seniors.

GNDST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
GEOGRAPHY (GEOG)

GEOG-105 World Regional Geography
Fall. Credits: 4
This course surveys the major geographic regions of the world in terms of environmental features and resource distributions, economic mainstays, population characteristics, cultural processes, social relationships, and patterns of urbanization and industrial growth. In addition to these topical foci, we use various sub-fields of geography to animate different regions. This approach provides a sense of depth while we also pursue a breadth of knowledge about the world.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Houston

GEOG-107 Introduction to the Physical Environment
Fall. Credits: 4
A systematic introduction to the ecological processes operating on the surface of the earth, their spatial variation and their contribution to the spatial patterning of life on earth. The course stresses interactions among the earth's energy balance, weather, ecological resources and human impacts on environmental systems.
Applies to requirement(s): Math Sciences
J. Rowland

GEOG-202 Cities in a Global Context
Spring. Credits: 4
Cities are dynamic landscapes informed by myriad economic, political, social, environmental, and cultural processes. This course delves into the forces of urbanization and examines how cities have been investigated, built, experienced, and lived in throughout history and around the globe. By accenting a geographic perspective and drawing upon an array of theoretical ideas and empirical examples, this class grapples with the fascinating complexities of the urban context.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Houston

GEOG-204 Human Dimensions of Environmental Change
Fall. Credits: 4
Using regional case studies from across the world, this course examines some of the causes and consequences of human-induced environmental changes. The course explores the fundamental relationships and processes involved in human-environmental interactions; the various impacts that humans have had over time upon soils, water, flora, fauna, landforms, and the atmosphere; and possible alternative development strategies that could create a balance between human needs and environmental sustainability
Applies to requirement(s): Social Sciences; Multicultural Perspectives
G. Kebbede

GEOG-205 Mapping and Spatial Analysis
Spring. Credits: 4
Provides a comprehensive introduction to maps, including their design, compilation, and computer production. Introduces students to the principles of abstracting the Earth's surface into spatial databases using GIS, remote sensing, and Global Positioning Satellites.
Applies to requirement(s): Meets No Distribution Requirement
T. Millette

GEOG-206 Political Geography
Spring. Credits: 4
Systematically studies political phenomena and their geographic expression, at a variety of spatial scales - national, regional, and international. Major themes include nation-state formation, boundary, territory, and ethnic issues, regional blocs and spheres of influence, and conflicts over access to and use of resources.
Applies to requirement(s): Social Sciences
The department

GEOG-208 Global Movements: Migrations, Refugees and Diasporas
Fall. Credits: 4
The voluntary and involuntary movement of people around the globe is the focus of this course on migrations, refugees, and diasporas. Questions of borders, nativism, transnationalism, the global economy, and legality thread through this course as we consider the many social, cultural, environmental, economic, and political factors shaping decisions to leave a home or homeland. Historical and contemporary case studies, compelling theoretical texts, and geographic perspectives on these topics collectively animate our discussions.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Houston

GEOG-210 GIS for the Social Sciences and Humanities
Fall. Credits: 4
This course introduces the use of Geographic Information Systems (GIS) and other geospatial technologies in the social sciences and the humanities. The student will learn to collect, process, and analyze quantitative data within the spatial (geographic) context where they occur. Course content may include research topics from current faculty.
Applies to requirement(s): Meets No Distribution Requirement
E. Marcano
Advisory: Proficiency with computers and quantitative data analysis

GEOG-213 Sustainable Cities
Not Scheduled for This Year. Credits: 4
Based on present estimates, for the first time in human history, more people now live in urban than rural areas, and population growth projections for the next century indicate that most growth will take place in urban areas. Given this context, this course examines the social, economic, and environmental dimensions of urban sustainability. Topics explored in the course include urban and ecological systems, air and water quality, green design, energy and transportation systems, demographic trends, climate change impacts, and the role of technology in promoting urban sustainability.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive
T. Millette

GEOG-217 The African Environments
Not Scheduled for This Year. Credits: 4
The course provides an integrated analysis of biogeography, environmental change, and hydrology within each of the biomes found in the African continent: forest, savanna, desert, coast, wetland, mountain, and Mediterranean environments. It also discusses the impact and significance of human activity on African environments by exploring debates about land degradation, climate change, biodiversity and depletion, and conservation and development.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
G. Kebbede
GEOG-224 Atmosphere and Weather
Spring. Credits: 4
This course provides a detailed introduction to the earth's atmosphere with particular emphasis on the troposphere extending from the surface to 10km in elevation. Topics include the earth's solar energy budget, atmospheric pressure and wind systems, global and local meteorological processes, and weather forecasting. The class will make significant use of meteorological data and satellite imagery taken from NOAA's National Weather Service to study seasonal weather patterns, rain and snow events, and catastrophic hurricanes.
Applies to requirement(s): Math Sciences
T. Millette
Prereq: Any 200-level Geography course.
Advisory: Students who have taken high school earth science but not a college-level natural science course are welcome to request instructor permission to enroll.

GEOG-230 Environmental Soil Science
Spring. Credits: 4
Introduction to the physical, chemical, and biological properties of soils and their relationship to environmental quality, agricultural production, and land management. This course will also describe the processes of origin and development of soils as natural entities and how they affect the different ecosystems where they are located. Some field work required.
Applies to requirement(s): Meets No Distribution Requirement
E. Marcano
Prereq: Any 100 or 200 level science course or GEOG-107.

GEOG-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

GEOG-304 Planning and the Environment
GEOG-304UP Planning and the Environment: 'Urban Planning'
Not Scheduled for This Year. Credits: 4
This course examines in detail the fabric of urban and suburban settlement and commerce in the pre and post WW II U.S. Field trips to the greater Springfield area are used to allow students to develop firsthand understanding of interactions between urban and suburban areas and to recognize the major changes to the human landscape driven by suburbanization and urban abandonment. This class will examine the section of Springfield slated for the MGM Casino Development.
Applies to requirement(s): Social Sciences
T. Millette
Prereq: Any 200-level Geography course.

GEOG-319 Africa: Problems and Prospects
Prereq: One course in geography or one related social sciences course.
Restrictions: This course is open to juniors and seniors
Prereq: One course in geography or one related social sciences course.
G. Kebbede
Other Attribute(s): Speaking-Intensive
Applies to requirement(s): Social Sciences; Multicultural Perspectives

GEOG-320 Research with Geospatial Technologies
Prereq: One course in geography or one related social sciences course.
GEOG-325 Conflict and Displacement in Africa
Prereq: One course in geography or one related social sciences course.
G. Kebbede
Other Attribute(s): Speaking-Intensive
Applies to requirement(s): Social Sciences

GEOG-330 Third World Development
Fall. Credits: 4
Offers an interdisciplinary perspective on social, economic, and political features of contemporary development in Africa, Asia, and Latin America, regions referred to as the Third World or the South, and provides an introduction to theoretical origins and definitions of economic growth, development, and underdevelopment. It then addresses more specific aspects of development such as trends in population growth, migration, and urbanization; agrarian change; livelihood strategies and aspects of social welfare such as health, education, and shelter; poverty and the environment; and social justice. The latter part of the course draws extensively on selected case studies.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
G. Kebbede
Restrictions: This course is open to juniors and seniors
Prereq: One course in geography or one related social sciences course.

GEOG-331 Research with Geospatial Technologies
Not Scheduled for This Year. Credits: 4
Geographic Information Systems (GIS) and remote sensing are essential tools for geographic analysis in both the biophysical and social sciences. This course uses a semester-long project that includes field and laboratory instruction to allow students to develop hands-on skills with spatial data and analysis software. Students will be able to present potential employers with a portfolio containing examples of their ability to develop and execute a GIS/remote sensing application project.
Applies to requirement(s): Math Sciences
T. Millette
Prereq: GEOG-205 or GEOG-210.

GEOG-332 Conflict and Displacement in Africa
Not Scheduled for This Year. Credits: 4
This course provides an analytical approach to the study of civil/armed conflicts and displacement in post-independent Africa. Using cases from West Africa, Horn of Africa, and the Great Lake region, the course examines geographic, political and economic contexts in which armed conflicts occur by identifying and evaluating competing explanations of the underpinnings of civil conflicts. It analyzes the role of some of the widely debated features of Africa's civil conflicts, including systems of governance, impact of natural resources, questions of sovereignty and self-determination, construction and manipulation of ethnic/cultural identities, impact of religion, and regional inequalities.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
G. Kebbede
Restrictions: This course is open to juniors and seniors
GEOG-328 Climate Migration

**Spring. Credits: 4**

This seminar focuses on climate change-induced human migration from both theoretical and applied perspectives. It examines the predicted scope of this population movement and considers international instruments that could shape responses to this growing category of migrants. A set of contemporary case studies from around the world animate our investigation into what it means to adapt to an altered environment and inform our questions about responsibility for climate change. Throughout the semester, students will grapple with the complex environmental, economic, cultural, and political intersections of migration and Earth’s changing climate system.

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

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

 S. Houston

 **Restrictions:** This course is open to juniors and seniors

 **Prereq:** 4 credits in a related 200-level social science course

GEOG-342 Seminar in Geography

GEOG-395 Independent Study

**Fall and Spring. Credits: 1 - 8**

The department

Instructor permission required.

GEOG-399 Getting Ahead in Geology and Geography

**Not Scheduled for This Year. Credits: 1**

This course provides mentoring for geology and geography majors as they pursue internships, summer jobs, independent research, graduate study, and careers. Experiences include: resume and communication workshops; self-reflection and sharing opportunities for students returning from internships, work experiences, and semesters abroad; guidance on preparing for, selecting, and applying to graduate school; and unconditional support for career exploration.

Crosslisted as: GEOL-399

 Applies to requirement(s): Meets No Distribution Requirement

 M. Markley

 **Restrictions:** This course is limited to Geography and Geology majors and minors

 **Notes:** Repeatable. Credit/no credit grading. Course meets on Fridays after Earth Adventures
GEOLOGY (GEOL)

GEOL-103 Oceanography
Spring. Credits: 4
Because more than seventy percent of our planet is covered by oceans, the study of marine systems is crucial to our understanding of Earth History and life on the planet. We will examine chemical, physical, geological, and biological processes in the oceans at a variety of scales in time and space. We will explore how the Earth's oceans formed, how they provided the foundations for life, and how they continue to affect weather and climate, stabilize global chemical cycles, erode coastlines and provide access to resources. We will conclude the semester with a discussion of the human impact on the ocean environment including sea level rise, acidification, coral bleaching and over-fishing.  
Applies to requirement(s): Math Sciences  
A. Werner  
Advisory: Potential Environmental Studies and Geology majors should consider taking GEOL-123 concurrently with this course.

GEOL-107 Environmental Geology
Fall. Credits: 4
The only planet known to sustain life, Earth provides all the resources that sustain us, yet at the same time it can be an unpredictable and sometimes dangerous home. Floods, earthquakes, volcanic eruptions, and other natural processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. This course examines earth processes, how these affect our lives, and how we can best live with and sustain our environment. May be taken for 200-level credit with permission of instructor.  
Applies to requirement(s): Math Sciences  
S. Dunn  
Advisory: Potential Environmental Studies and Geology majors should consider taking GEOL-123 concurrently with this course.

Not Scheduled for This Year. Credits: 4
Are we running out of drinking water? Is fracking safe? When is peak oil? This course is a basic geology course that focuses on two earth materials we use every day: fresh water and fossil fuels. We cover where groundwater is found and why, the depletion and contamination of groundwater, and some major aquifers. We will also explore the formation, worldwide distribution, and extraction of coal, oil, and natural gas. This course introduces students to physical and historical geology, focusing particularly on plate tectonics and sedimentary basins, with attention to current events and illustrations from around the world.  
Applies to requirement(s): Math Sciences  
M. Markley  
Advisory: Potential Environmental Studies and Geology majors should consider taking GEOL-123 concurrently with this course.

GEOL-109 History of Life
Fall. Credits: 4
Life forms have inhabited the surface of our planet for most of its history. Earth, as a result, has a strange geology unlike that of any other known planet. In this course we will examine the interrelations between life processes and Earth's crust and atmosphere, and how these relationships interact to generate the geology of the planet. By means of hands-on analysis of rocks and fossils, we will study the origin and evolution of life, the diversification of complex life forms, the appearance of large predators, and the causes and consequences of oxygenation of the atmosphere.  
Applies to requirement(s): Math Sciences  
M. McMenamin  
Advisory: Potential Environmental Studies and Geology majors should consider taking GEOL-123 concurrently with this course.

GEOL-123 Methods in Earth Science
Fall. Credits: 2
This course provides a hands-on introduction to earth science and methods in geology. Students will learn the fundamental tools of the trade and explore local geology on field trips. Interactive laboratory work will include projects on groundwater contamination, landfill siting, geologic hazards, and earth materials. Students will also develop skills in reading topographic and geologic maps.  
Applies to requirement(s): Meets No Distribution Requirement  
The department  
Advisory: This is an excellent stand-alone introduction to the geosciences, and also works very well if taken concurrently with any 100-level geology course.  
Notes: Several field trips are required.

GEOL-126 The Cambrian Explosion
Fall. Credits: 4
The origin of animals was arguably the most important event in earth history. In this course we will review the history of earth, learn basic geology, and then examine the problem of the origin of animals by studying Mount Holyoke College's superb and unique collection of Proterozoic and Cambrian fossils. The emergence of animals has been called the Cambrian explosion. We will examine what this means for our understanding of evolution as we evaluate hypotheses proposed to explain the relatively sudden appearance of more than half of known animal phyla during the Cambrian event.  
Applies to requirement(s): Math Sciences  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
M. McMenamin

GEOL-131 Introduction to Hydrology: A Data Perspective
Spring. Credits: 4
Understanding hydrology (the distribution and movement of water at the earth's surface) is critical for resource management and climate modeling. With an eye toward these applications, we will use observational data to explore the components of the water cycle (precipitation, evapotranspiration, soil moisture, and streamflow) and the physical processes that govern them. Lectures and hands-on computer exercises are aimed at students with interests in earth and environmental science or data science. No previous experience is necessary. Students will receive an introduction to statistics, computer programming, data visualization techniques, and available environmental data sources.  
Applies to requirement(s): Math Sciences  
S. Tuttle
GEOL-133 Mass Extinction, Dinosaurs and Ecological Recovery
Spring. Credits: 4
Beginning in Precambrian time over a half billion years ago, mass extinctions have periodically decimated earth's biota and left the biosphere in ruins. For example, both the Permo-Triassic and the End-Cretaceous mass extinctions reshaped life on earth and initiated new geological eras. In this course we will examine why mass extinctions occur and study the ways in which the biosphere recovers from mass extinction events. We will also evaluate the claim that we humans are causing a mass extinction and examine proposals regarding the steps we might take to hasten biospheric recovery.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. McMenamin
Prereq: Any one course in biology, chemistry, environmental studies, geology, or physics.
GEOL-141 Making the Past: Geosciences in the Makerspace
Fall. Credits: 4
The great German paleontologist Dolf Seilacher once remarked that "drawing enforces careful observation." As a consequence, Seilacher drew all of the illustrations for his influential scientific publications. Taking Seilacher's insight into three dimensions, in this course we will utilize Mount Holyoke's Makerspace to reconstruct ancient organisms. Studies have shown that well-crafted reconstructions of ancient creatures contribute substantially to improved scientific interpretation of their functional morphology, behavior and paleoecological role(s). We will use Makerspace resources, Pixologic's Sculptris, 3D printing and other tools to improve our understanding of the morphologies and activities of ancient organisms, while gleaning information derived from the rock record to analyze their ancient morphologies and behaviors.
Applies to requirement(s): Math Sciences
M. McMenamin

GEOL-201 Rocks and Minerals
Fall. Credits: 4
In this course you will learn to recognize the common rock-forming minerals and principal rock types, and to understand their origins, properties, associations, and geological significance. Observational skills and hand sample identification will be emphasized in lab and on field trips. Students must have either a one-year high school earth science class or any 100- or 200-level geology course or Geography 107. One or more field trips required.
Applies to requirement(s): Math Sciences
S. Dunn
Coreq: GEOL-211L.

GEOL-202 History of Earth
Spring. Credits: 4
This course explores the evolution and interaction of life, rocks, oceans, and air during the past 4 billion years of earth history. Some topics covered are: ice ages and greenhouse atmospheres, continental drift, extinctions and radiations of flora and fauna, the early evolution of earth, absolute and relative dating of rocks, and the geologic time scale. Oral presentations and writing assignments focus on the design and testing of earth science hypotheses, critical analysis of recently published research on earth history, and proposal writing. The final exam involves memorization of the geologic time scale and significant events in earth history.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Markley
Prereq: GEOL-123. May be taken concurrently with permission of instructor.

GEOL-203 The Earth's Surface
Fall. Credits: 4
The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature and every deposit is the result of processes acting at the Earth's surface. In this course we study these processes (e.g. glaciers, rivers, slopes, coastlines, arid regions, frozen ground, cave formation, soil development and groundwater) to understand how they work and to understand the resulting landforms and deposits. With this understanding we can then observe different landforms and deposits and infer past processes (environments of deposition). Field work and trips allow students to explore first-hand the processes that have created and modified the Earth's surface.
Applies to requirement(s): Math Sciences
T. Cook
Prereq: GEOL-123. Coreq: GEOL-203L.

GEOL-210 Plate Tectonics
Not Scheduled for This Year. Credits: 4
Plate tectonic theory explains the origins of volcanoes and earthquakes, continental drift, and the locations of mountain belts and oceans. This course focuses on the geometry of plate tectonics. Topics include mid-ocean ridge systems, transform faults, subduction zones, relative plate motion, earthquake analysis, triple point junctions, and stereographic projection. Work includes individual research projects on active plate boundaries.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Markley
Advisory: Comfort with geometry and trigonometry required.

GEOL-211 Uranium
Not Scheduled for This Year. Credits: 4
From the A-bomb to zircon, uranium has revolutionized humanity's destructive potential and wisdom about time. Uranium is the planet's heaviest naturally occurring element, and it transforms by both radioactive decay and nuclear fission. This course uses computer modeling to explore these two transformations and what we make of them, specifically: the age of the earth, high-precision dating of recent geologic and climate events, nuclear power, nuclear weapons, and radiation and health. Writing and reading assignments focus on science communication for a general audience.
Applies to requirement(s): Math Sciences
M. Markley
Prereq: One course in Chemistry, Geology, Math, or Statistics.

GEOL-224 Sedimentary Geology
Spring. Credits: 4
Sedimentary rocks provide us with repositories of fresh water, hydrocarbons, and other critical raw materials, as well as geological evidence for the history of planet earth. This course will introduce students to the study of sedimentary rocks and their environments of deposition, with a focus on the varied processes of sediment accumulation. We will employ the principles of stratigraphic analysis and correlation to interpret ancient environments, paleoclimate, and paleogeography, and use these tools to probe the characteristics of sedimentary basins. Field trips will introduce a variety of analytical techniques used to study sedimentary rocks.
Applies to requirement(s): Math Sciences
M. McMenamin
Prereq: Any one course in biology, chemistry, environmental studies, geology, or physics.
GEOL-227 Groundwater
Spring. Credits: 4
The demand for and the contamination of groundwater resources are major environmental concerns. To better understand the dynamics of the groundwater system, we will cover topics including the hydrologic cycle, surface and subsurface hydrology, groundwater resource evaluation, and groundwater geotechnical problems. Students are required to prepare weekly problem sets/labs, a term paper, and an oral presentation.
Applies to requirement(s): Math Sciences
A. Werner
Prereq: One 100-level Geology course. Coreq: GEOL-227L.

GEOL-240 Geological Resources and the Environment
Not Scheduled for This Year. Credits: 4
This course surveys the geology and exploitation of important mineral deposits and energy resources. We will discuss factors that govern the economics of their production and the environmental implications of their extraction and use.
Applies to requirement(s): Math Sciences
S. Dunn

GEOL-241 Topics in Geology

GEOL-247 Environmental Modeling & Statistics
Fall. Credits: 4
Models are simple representations of the real world, which can be used to convey information, generate and test hypotheses, and make predictions about what will happen in the future. This course introduces students to the art and science of modeling natural systems, as well as their mathematical and statistical foundations. Students will gain experience in asking research questions, creating hypotheses, collecting and arranging data, and designing computer models (in R) to address a variety of environmental problems. This course will include lecture and hands-on computer exercises and is aimed at students with interests in earth and environmental science or data science.
Applies to requirement(s): Math Sciences
S. Dunn
Prereq: One of the following: STAT-140, GEOG-107, GEOL-107, ENVST-200, BIOL-223, or COMSC-101.

GEOL-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

GEOL-316 Scanning Electron Microscopy
Not Scheduled for This Year. Credits: 2
Includes theory and operation of the scanning electron microscope and preparation of biological and geological materials for observation. The versatile use of the microscope will be emphasized and will include low magnification, high resolution, and back scattered (reflected) electron modes of operation as well as operation at different pressures. Energy dispersive X-ray microanalysis will be introduced.
Crosslisted as: BIOL-316
Applies to requirement(s): Meets No Distribution Requirement
The department
Prereq: 4 credits at the 200 level from Biological Sciences or Geology.

GEOL-322 Igneous and Metamorphic Petrology
Spring. Credits: 4
This course covers mineralogical and chemical compositions, classification, genesis, and mode of occurrence of igneous and metamorphic rocks, including relationships between rock-forming processes and global plate tectonics; labs involve the study of representative rock suites in hand specimen and thin section, introduction to analytical techniques and in-depth coverage of mineral optics. One or more field trips required.
Applies to requirement(s): Math Sciences
S. Dunn
Prereq: GEOL-201 and CHEM-101. CHEM-101 may be taken concurrently. Coreq: GEOL-322L.

GEOL-326 Seminar: Global Climate Change
Not Scheduled for This Year. Credits: 4
Earth's dynamic climate system is rapidly changing. This course will introduce you to the science behind climate change predictions as they apply to past, present, and future changes in our earth's climate. We will also discuss how, over the course of time, we adapted to these changing conditions with a specific focus on water resources and natural disasters, including floods, droughts, and hurricanes that have been predicted to intensify in response to ongoing climate change.
Applies to requirement(s): Meets No Distribution Requirement
S. Tuttle
Prereq: One Geology or Environmental Studies course at the 200-level.

GEOL-333 Structural Geology and Orogenesis
Fall. Credits: 4
This course covers the basic techniques of field geology and structural analysis. Lectures concentrate on field techniques, stress, strain, faulting, folding, rock strength, deformation mechanisms, and multidisciplinary approaches to mountain building (orogenesis). Many labs are field trips that involve data collection. Weekly writing assignments focus on presenting original research and distinguishing between observations and interpretations.
Applies to requirement(s): Math Sciences
M. Markley
Prereq: GEOL-123 and GEOL-201. GEOL-201 may be taken concurrently. Coreq: GEOL-333L.

GEOL-342 Seminar in Geology
Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year. Consult the department for information about future seminars.

GEOL-342DV Seminar in Geology 'Death Valley Field Course'
Not Scheduled for This Year. Credits: 4
This seminar will cover selected topics on the geology of Death Valley region, California. We will meet for two hours per week up until spring break, then embark on a nine-day field trip to Death Valley National Park, March 2019. A participation fee is required. Students will be responsible for researching particular topics and presenting a final report.
Applies to requirement(s): Meets No Distribution Requirement
S. Dunn, A. Werner
Instructor permission required.
Prereq: Two geology courses.
GEOL-343 Applied Environmental Geology

Not Scheduled for This Year. Credits: 4

This field-based course focuses on assessing the environmental impact of applied road salt in two local hill towns. Each week we will leave campus to collect snow and water samples along the main road corridors for subsequent lab analysis. Because this course is all about road salt and snow we will brave the coldest and snowiest conditions to collect our samples. Each student will pursue their own independent research project but will work collaboratively with other students in the class.

Crosslisted as: ENVST-343

Applies to requirement(s): Math Sciences

Other Attribute(s): Community-Based Learning

A. Werner

Prereq: GEOG-203 or ENVST-200. Coreq: GEOL-343L.

Advisory: Warm clothes and a good attitude are the main prerequisites for this course.

GEOL-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

GEOL-399 Getting Ahead in Geology and Geography

Not Scheduled for This Year. Credits: 1

This course provides mentoring for geology and geography majors as they pursue internships, summer jobs, independent research, graduate study, and careers. Experiences include: resume and communication workshops; self-reflection and sharing opportunities for students returning from internships, work experiences, and semesters abroad; guidance on preparing for, selecting, and applying to graduate school; and unconditional support for career exploration.

Crosslisted as: GEOG-399

Applies to requirement(s): Meets No Distribution Requirement

M. Markley

Restrictions: This course is limited to Geography and Geology majors and minors

Notes: Repeatable. Credit/no credit grading. Course meets on Fridays after Earth Adventures.
GERMAN STUDIES (GRMST)

GRMST-101 Elementary German
Fall. Credits: 4
This course introduces speaking, reading, and writing German. Cultural and literary readings together with frequent use of online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with a German language assistant supplement class work.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
M. Lauer, D. Van Handle
Coreq: GRMST-101L.
Notes: Requires conversation session (50 minutes). Labs will begin the week after classes start.

GRMST-102 Elementary German
Spring. Credits: 4
Continuation of the elementary German course; practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with a German language assistant supplement class work.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
D. Van Handle
Prereq: GRMST-101, or see department for placement. Coreq: GRMST-102L.
Advisory: See department for placement if you have not taken GRMST-101 at Mount Holyoke College
Notes: Requires conversation session (50 minutes). Labs will begin the week after classes start.

GRMST-103 Intensive Elementary German
Spring. Credits: 8
Two semesters in one. Practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with German language assistant supplement class work.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
M. Lauer
Coreq: GRMST-103L.

GRMST-115 German for Internships and Research
Not Scheduled for This Year. Credits: 2
For students who wish to acquire a working knowledge of German to prepare for an internship or research in a German-speaking country. Some knowledge of German affords students access to better placements in internships, especially DAAD RISE summer internships (http://www.daad.de/rise/en/rise-germany/) sponsored and supported by the German government. Focus on vocabulary and structures used when interacting with German speakers in specific cultural contexts or discipline-specific situations. Help with applications and resumes, along with presentations and staff from the CDC, McCulloch Center, and Alumnae Association.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive
D. Van Handle

GRMST-201 Intermediate German
Fall. Credits: 4
This course emphasizes further development of contextual reading, writing, and speaking skills in German. Focus on strategies that help students learn vocabulary and use grammatical structures in appropriate ways. Discussion of a variety of texts and genres, as well as exploration of topics such as immigration and social justice. Frequent writing assignments and speaking opportunities.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Lauer
Advisory: It is recommended that students have taken GRMST-101, GRMST-102, or GRMST-103, or the equivalent. Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.

GRMST-205 Europe on the Edge: Introduction to European Studies
Not Scheduled for This Year. Credits: 4
Europe embodies crossroads of multiple cultures, memories, migrations, and political demarcations. Taking a critical view of conventional paradigms of European nation states and "master" narratives, we study shifting European cultures and identities through multiple perspectives across time and space. What remains of the ancient and modern regimes? How have global movements, historical upheavals, and shifting boundaries within and adjacent to European borders from early empires to contemporary global networks affected the transformation of lives? Where is Europe heading today? Faculty from across the disciplines will join us to discuss Europe as a subject of global imagination and networks.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Notes: This course is designed for students eager to expand their knowledge of globalization, cultural politics, identity formation, and critical social thought. Students are encouraged to combine this course with the study of one or more European languages.

GRMST-215 Lesen, Schreiben, Sprechen
Not Scheduled for This Year. Credits: 2
Intensive practice in reading, writing, and speaking German. Students will write short essays on topics of their choosing, in addition to application letters and a sample resume for an internship or job in Germany. We will focus also on developing reading strategies and on improving students' ability to converse colloquially, idiomatically, and formally in German. Readings on popular culture, music, as well as current political, social, cultural, historical, and economic issues in the German-speaking world, reflecting student interest and academic focus. Students engage in a variety of speaking activities such as presentations, role-playing and simulations, pair work, and group discussions.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Van Handle
Advisory: GRMST-201 or equivalent recommended.
Notes: Students in GRMST-221 or GRMST-223 are strongly encouraged to enroll in GRMST-215 for additional language practice and review.
GRMST-221 German Culture and Histories

GRMST-221SH German Culture and Histories: 'Stories and Histories'
Not Scheduled for This Year. Credits: 4
This course examines historical, cultural, and political developments that continue to frame debates about the twentieth century, World War II, the former GDR, and German unification. Thematic focus helps students develop accuracy, fluency, and complexity of expression. Reading, writing, and speaking are consistently integrated. Special emphasis is placed on text organization toward expanding students’ language abilities, with a gradual movement from personal forms of expression to written and public discourse.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Lauer
Prereq: GRMST-201.
Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German recommended.
Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.
Notes: Taught in German.

GRMST-221TC German Culture and Histories: 'Turn of the 20th Century German Life and Culture'
Spring. Credits: 4
This course examines historical, cultural, and political developments from 1870-71 to 1933. Topics to be discussed will include the unification of Germany into a politically integrated nation state, German industrialization, Expressionism, early German film, and Hitler’s rise to power. Thematic focus helps students develop accuracy, fluency, and complexity of expression. Reading, writing, and speaking are consistently integrated. Special emphasis placed on text organization toward expanding students’ language abilities, with a gradual movement from personal forms of expression to written and public discourses.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Lauer
Prereq: GRMST-201 or equivalent placement.
Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German recommended.
Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.
Notes: Taught in German. May be taken for 300-level credit with permission of instructor.

GRMST-223 BR Topics in German Studies: 'Berlin: Cultural Memories, Identities, Spaces'
Not Scheduled for This Year. Credits: 4
Berlin provides a testing ground for understanding how space shapes memory and identity. Historic sites within the built environment of Berlin mark historical upheaval and reconciliation and the transformation of the periphery into productive sites of commerce and cultural exchange. Multiple historic and contemporary sites will serve as a point of departure to explore the emergence of multidimensional identities in today’s Europe. We explore the history, design, function, construction, and, in some cases, destruction, of major historical sites in Berlin, such as the Berlin Wall, the Reichstag, the Museum Island, the Holocaust Memorial, and others through case studies, archival research, and visual media. Students have the option of creating media projects and of drawing from other academic and professional interests.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Prereq: GRMST-201 or GRMST-221.
Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German recommended.
Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.
Notes: Taught in German. May be taken for 300-level credit with permission of instructor.

GRMST-223 DH Topics in German Studies: 'Deutscher Humor'
Fall. Credits: 4
Yes, it’s true! Despite what you have heard, Germans do have a sense of humor. By discussing theoretical readings and examining essays, prose, films, plays, poetry, songs, cartoons, caricatures, and other materials from the 19th century to the present, this course will analyze how the German language acts as a gateway to accessing a culture rich in satire, irony, parody, and other popular forms of comedy. Readings will include works by Erich Kästner, Wilhelm Busch, Loriot, Karl Valentin and Liesl Karlstadt, Erika Mann, Friedrich Hollaender, Irmtraud Morgner, and Martina Hill among many others.

Applies to requirement(s): Humanities; Language
D. Van Handle
Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German recommended.
Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.
Notes: Taught in German. May be taken for 300-level credit with permission of instructor.

GRMST-231 Topics in German and European Studies in a Global Context
An introduction to critical reading, writing, and arguing skills, emphasizing the practice of oral and written strategies for discussing and analyzing printed and film texts and the reader’s responses to them. Courses are taught in English.
GRMST-231EM Topics in German and European Studies in a Global Context: ‘Embodiment in Theory: Precarious Lives from Marx to Butler’
Not Scheduled for This Year. Credits: 4
We examine the writing of major nineteenth, twentieth, and twenty-first century theorists, such as Marx, Nietzsche, Freud, Dubois, Arendt, Fanon, Foucault, Butler, and others through the lens of embodiment. Rather than read theory as an abstract entity, we explore how theory itself is an embodiment of actual lives in which human beings experience life as precarious. What are the social conditions that create vulnerable bodies? How do thinkers who lived or are living precarious lives represent these bodies? Through a series of case studies based on contemporary examples of precarity, we examine the legacy and materiality of critical social thought.
Crosslisted as: CST-249EM, GNST-204EM
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
K. Remmler
Notes: Taught in English

GRMST-231GB Topics in German and European Studies in a Global Context: ‘A Global Enterprise: Germany Works’
Not Scheduled for This Year. Credits: 4
Students will explore how the humanities and social sciences contribute to our understanding of the changing role of work from a historical perspective. We will investigate how the concept of ‘work’ effects social organization and individual identity formation. By concentrating on the nineteenth and twenty-first centuries within the German speaking countries and beyond, the seminar will shed light on the two eras when technological changes and their concomitant transformations in social and individual organization brought disruptive change to our notions of ‘work.’ We will focus our attention on ‘work’ by literary scholars, artists, and philosophers who often work in cross-disciplinary research networks.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
M. Lauer
Notes: Taught in English. Students may receive German credit if they complete their assignments in German.

GRMST-231NT Topics in German and European Studies in a Global Context: ‘Black, Jewish, and Muslim Cultures in Germany: Intersectionalities of Othering’
Not Scheduled for This Year. Credits: 4
As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shaped cultural expression and cultural exchange. In this seminar we explore the expression of otherness as portrayed in literature, film, and art from the eighteenth through twenty-first Centuries. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production.
Crosslisted as: JWST-225NT, CST-249NT
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Notes: Taught in English

GRMST-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

GRMST-311 Advanced German Composition and Conversation
Not Scheduled for This Year. Credits: 4
This class offers intensive work in oral and written expression in German. Frequent papers and other exercises aimed at revising grammatical structures, improving students’ writing in German, and broadening their comprehension of content and style. Oral reports, class discussion, and team exercises. Students will also have the option of completing an ongoing project of interest to them such as creating a YouTube channel or developing independent videos.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Prereq: One four-credit course above GRMST-201.
Advisory: German. Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.
Notes: Taught in German.

GRMST-325 Senior Capstone Seminar: Writing (About) the Self
Fall. Credits: 4
This capstone seminar explores the trans-disciplinary practice of German Studies and its evolution from a study of literature to a field that draws from multiple disciplines and approaches across the liberal arts curriculum. The overarching theme of the course will focus on the development of autobiographical texts within the context of literary theory and practice. A focus on Writing (about) the Self will illustrate the role of the individual within the society from the 18th to the 21st century. An analysis of texts and genres within the field of autobiographical writings will serve as a framework when discussing the field of German Studies. Within this context each student will draw from their academic and professional interests to present works in progress towards a major research project that may culminate in a media project, standard research paper, or be extended into an honors thesis.
Applies to requirement(s): Humanities; Language
M. Lauer
Advisory: Previous study of Humanities; Language

GRMST-331 Topics in German and European Studies in a Global Context
This seminar is designed to explore theoretically and practically the nature of our field of inquiry. We explore such questions as: What does German studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? What meanings have been attributed to the terms of ‘culture’ and ‘civilization?’ Texts from a variety of disciplines are studied. Students write term papers on topics related to their major field(s) of interest.

GRMST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

Topics in German and European Studies in a Global Context
GRMST-231 Topics in German and European Studies in a Global Context
An introduction to critical reading, writing, and arguing skills, emphasizing the practice of oral and written strategies for discussing and analyzing printed and film texts and the reader’s responses to them. Courses are taught in English.
GRMST-231EM Topics in German and European Studies in a Global Context: 'Embodiment in Theory: Precarious Lives from Marx to Butler'
Not Scheduled for This Year. Credits: 4
We examine the writing of major nineteenth, twentieth, and twenty-first century theorists, such as Marx, Nietzsche, Freud, Dubois, Arendt, Fanon, Foucault, Butler, and others through the lens of embodiment. Rather than read theory as an abstract entity, we explore how theory itself is an embodiment of actual lives in which human beings experience life as precarious. What are the social conditions that create vulnerable bodies? How do thinkers who lived or are living precarious lives represent these bodies? Through a series of case studies based on contemporary examples of precarity, we examine the legacy and materiality of critical social thought.
Crosslisted as: CST-249EM, GNDST-204EM
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
K. Remmler
Notes: Taught in English

GRMST-231GB Topics in German and European Studies in a Global Context: 'A Global Enterprise: Germany Works'
Not Scheduled for This Year. Credits: 4
Students will explore how the humanities and social sciences contribute to our understanding of the changing role of work from a historical perspective. We will investigate how the concept of 'work' effects social organization and individual identity formation. By concentrating on the nineteenth and twenty-first centuries within the German speaking countries and beyond, the seminar will shed light on the two eras when technological changes and their concomitant transformations in social and individual organization brought disruptive change to our notions of 'work.' We will focus our attention on 'work' by literary scholars, artists, and philosophers who often work in cross-disciplinary research networks.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
M. Lauer
Notes: Taught in English. Students may receive German credit if they complete their assignments in German.

GRMST-231NT Topics in German and European Studies in a Global Context: 'Black, Jewish, and Muslim Cultures in Germany: Intersectionalities of Othering'
Not Scheduled for This Year. Credits: 4
As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shaped cultural expression and cultural exchange. In this seminar we explore the expression of otherness as portrayed in literature, film, and art from the eighteenth through twenty-first Centuries. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production.
Crosslisted as: JWST-225NT, CST-249NT
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Notes: Taught in English

GRMST-331 Topics in German and European Studies in a Global Context
This seminar is designed to explore theoretically and practically the nature of our field of inquiry. We explore such questions as: What does German studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? What meanings have been attributed to the terms of 'culture' and 'civilization'? Texts from a variety of disciplines are studied. Students write term papers on topics related to their major field(s) of interest.
GREEK (GREEK)

GREEK-101 Elementary Greek: Homer's Iliad
Fall. Credits: 4
This course introduces the ancient Greek language and epic meter through the study of the Iliad. The grammar of the Iliad, originally an oral poem, is relatively uncomplicated, so that by the middle of the first semester students will begin to read the poem in Greek. By the end of the year they will have read a portion of Iliad, Book I.
Applies to requirement(s): Humanities; Language
P. Debnar

GREEK-102 Elementary Greek: Homer's Iliad
Spring. Credits: 4
An introduction to the ancient Greek language and epic meter through the study of the Iliad. The grammar of the Iliad, originally an oral poem, is relatively uncomplicated. By the middle of the first semester, therefore, students will begin to read the poem in Greek. By the end of the year they will have read a portion of Iliad, Book I.
Applies to requirement(s): Humanities; Language
P. Debnar

GREEK-222 Classical Greek Prose and Poetry
Not Scheduled for This Year. Credits: 4
This course focuses on Attic Greek, the dialect in which the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, Thucydides' History, and Plato's dialogues were composed. Each year the readings will focus on a particular theme as it is treated in prose and poetry. Possible topics: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); Medea (Euripides and Apollonius); Alcibiades (Thucydides, Plato, Plutarch).
Applies to requirement(s): Humanities; Language
M. Landon
Prereq: GREEK-350.
Notes: Repeatable for credit. Students in this course attend class meetings for Greek 222.

GREEK-250 Intermediate Greek Tutorial
Fall and Spring. Credits: 2 - 4
May include further readings in Homer, Herodotus, pastoral poetry, the dialogues of Plato, the Greek novel, or other authors, topics, or genres.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Notes: Repeatable for credit. Meets Humanities requirement if taken for 4 credits

GREEK-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

GREEK-322 Classical Greek Prose and Poetry
Not Scheduled for This Year. Credits: 4
This course focuses on Attic Greek, the dialect in which the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, Thucydides' History, and Plato's dialogues were composed. Each year the readings will focus on a particular theme as it is treated in prose and poetry. Possible topics: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); Medea (Euripides and Apollonius); Alcibiades (Thucydides, Plato, Plutarch).
Applies to requirement(s): Humanities; Language
M. Landon
Prereq: GREEK-350.
Notes: Repeatable for credit. Students in this course attend class meetings for Greek 222.

GREEK-350 Advanced Greek Tutorial
Fall and Spring. Credits: 2 - 4
Studies in Greek lyric and tragedy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Prereq: GREEK-222 or above.
Notes: Repeatable for credit. Can meet the Humanities requirement, but only if taken for 4 credits.

GREEK-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
HISTORY (HIST)

100-Level Regional Surveys

HIST-124 History of Modern South Asia, 1700 to the Present
Not Scheduled for This Year. Credits: 4
This course will explore the history of South Asia between the eighteenth century and the present. Using a combined chronological and thematic approach and against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics, the aim of this course is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and people of the subcontinent. Using primary and secondary sources, we will address both the most significant historical moments of modern South Asian history and the historiographical debates that surround them.

Applies to requirement(s): Humanities; Multicultural Perspectives

The department

HIST-130 History of China through 1600
Not Scheduled for This Year. Credits: 4
A survey of the social, political, and cultural world of premodern China. Emphasis will be placed on the evolution and contrasts of elite and popular culture and the nature of change in an agrarian state. Readings will be drawn from Confucian, Taoist, and Buddhist traditions, classical poetry and fiction, and the history of social and political movements.

Applies to requirement(s): Humanities; Multicultural Perspectives

L. Wu
Notes: meets history department pre-1750 requirement

HIST-137 Modern East Asia, 1600-2000
Fall. Credits: 4
A comparative history of China, Japan, and Korea from the early seventeenth century to the present, with strong focus on regional interaction. After an introduction to early modern histories and cultures, we will examine the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly changing, often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent shape. We will also look at how individuals respond to and are shaped by larger historical movements.

Applies to requirement(s): Humanities; Multicultural Perspectives

The department

Notes: Required for East Asian Studies majors. All readings are in English

HIST-140 When People Met Power: Political Accountability in Africa Before 1750
Fall. Credits: 4
This course traces the long history of political accountability in Africa. How did Africans wrest good governance from their leaders? How did they understand civic virtue and social responsibility? What principles of political logic did kingdoms share with societies without kings and royal women? How did gender contribute to structures of authority? What sources and methods enable us to productively approach a period of time distant from our own?

Crosslisted as: AFCNA-140
Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

H. Hanson
Notes: meets history department pre-1750 requirement

HIST-151 Modern and Contemporary Europe
Fall and Spring. Credits: 4
Surveys the major movements and developments in Europe during the era of European expansion and dominance—from the devastations of the Thirty Years War to the Second World War—and up to the current era of European Union. Topics include: the French Revolution and the birth of nationalism; the scientific and industrial revolutions; the modern history of international relations; imperialism, fascism, the Holocaust, the two World Wars, and the present and potential roles of Europe at the dawn of the twenty-first century.

Applies to requirement(s): Humanities

J. King, The department

HIST-155 History of Modern Britain, 1750 to the Present
Not Scheduled for This Year. Credits: 4
Britain has long been considered an exemplary modern nation, credited, for example, with the world's first industrial economy, modern institutions of representative politics, a vibrant public sphere, a powerful war and welfare state, and one of the largest empires in world history. Using a combination of primary and secondary source readings, classroom lectures and discussions, and various written assessments, this course will ask how modern imperial Britain was made and how this history relates to the broader currents of world history.

Applies to requirement(s): Humanities

D. Fitz-Gibbon

HIST-161 British Empire and Commonwealth
Not Scheduled for This Year. Credits: 4
This course is an introduction to the expansion, consolidation, and eventual disintegration of the modern British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes of empire, and its effects. Themes include formal and informal imperialism, the emergence of anti-colonial nationalism, the roles of gender and culture, and the legacies of British colonialism. We will discuss British attitudes and policies toward empire, and toward particular colonies, what role empire played in the growth of the British economy, in short, how colonial ideologies and practices were shaped and in turn affected vast regions of the globe.

Applies to requirement(s): Humanities; Multicultural Perspectives

The department

HIST-170 The American Peoples to 1865
Fall. Credits: 4
This course examines the diverse cultures and peoples—Indian, African, and European—from the sixteenth to the nineteenth century, through combat and cooperation, forged North American societies. Topics include the indigenous societies of the Americas; the age of colonialism; slavery; the American Revolution; the creation of the American political system; expansion and industrialization; and the coming of the Civil War.

Applies to requirement(s): Humanities

L. Morgan
Notes: meets history department pre-1750 requirement
HIST-171 The American Peoples Since 1865
Spring. Credits: 4
This course introduces the history of the United States from Reconstruction to the present. Our themes include the nation's relationship to the world; the evolution of racial, gendered, and class hierarchies; the transformation of the federal government; and the changing forms of domestic life, work, consumer capitalism, politics, social protest, and cultural expression. How have the people of the United States struggled over such values as freedom, equality, prosperity, and progress? How have ideas about citizenship, manhood, and motherhood served to police the boundaries of national belonging? We will be concerned throughout with the role of storytelling in history.
Applies to requirement(s): Humanities
M. Renda

HIST-180 Introduction to Latin American Cultures
Fall and Spring. Credits: 4
Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.
Crosslisted as: LATAM-180
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

HIST-182 Topics in History
HIST-182LX Topics in History: 'Introduction to Latinx History'
Fall. Credits: 4
Introduction to Latinx History is a general and broad survey of the historical and cultural experiences of Latinx in the United States from conquest to the present. Through readings, lectures, film/documentaries, and class discussion we will examine the complex intersections between race/ethnicity, gender, sexuality and other social dimensions, such as age, education, language, and citizenship within the varied histories of the Latinx community. Studying Latinx history provides a deeper understanding of the social, economic, cultural, and political dimensions of U.S. history. By the end of the course, there will be no doubt that Latinx history is U.S. history.
Crosslisted as: LATST-182
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Huezo

200-Level Courses: Themes and Periods

HIST-206 African Cities: Development Dreams and Nightmares in the Twentieth Century
Spring. Credits: 4
African cities demonstrate the failure of models of development with the aim and ideal of industrialization. This course examines the empty promises of modernity through the lens of African urban history using fiction, film, and city archives. Beginning with Timbuctu and Cairo, the course explores the emergence and decline of trade entrepots, the rise of colonial cities, and the dilemmas of postcolonial economies and politics. Dar es Salaam, Nairobi, Kampala, Kinshasa, Harare, Johannesburg, Lagos, Accra, and Dakar are among the cities studied. Designed for those seeking only an introduction to development as well as those with further ambitions, it assumes no previous knowledge of Africa.
Crosslisted as: AFCNA-206
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson

HIST-214 History of Global Inequality
Spring. Credits: 4
Why are some nations so much richer and more powerful than others? This course demonstrates that global inequality is not natural; it has a history. Exploring patterns of exchange that developed among regions of the world over the past 600 years, we will ask about the role of power in the establishment of practices of production and exchange. We will explore how cross-regional productive systems benefited some participants at the expense of others. Having traced the consequences of unequal exchange over several centuries, we will ask how global trade and production would have to change for all participants to benefit equally. The course includes a community-based learning component.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson

HIST-216 War and Imperialism in the Ancient World
Not Scheduled for This Year. Credits: 4
Ancient Greeks and Romans viewed warfare as an abiding part of the human condition. The literature and artwork of the ancient world are filled with images of the two faces of war: it conferred great glory on the combatants but at the cost of tremendous horror and suffering. In this course we will examine warfare from archaic Greece and the rise of the city-state (ca. 800 B.C.E.) to the fall of the Roman Empire in the west (ca. 476 C.E.). We will consider such topics as the culture and ethics of war and imperialism, logistics and strategies of warfare, as well as armor, weaponry and battlefield tactics.
Crosslisted as: CLASS-232
Applies to requirement(s): Humanities
G. Sumi
HIST-223 Religion and Politics in Modern India
Not Scheduled for This Year. Credits: 4
The history of India has been singled out for its complex intermingling of religion and politics. This course will explore the constitution of religious identities in two of India's largest religious communities: Hindu and Muslim. Focusing primarily on the colonial period, we will discuss religious reform movements, communal violence, mass politics, and the partition of the subcontinent into the independent states of India and Pakistan. Throughout we will be interested in the ways that the colonial experience affected the religious thought and practice of Indians. Finally, we will explore the meanings of this history for the postcolonial workings of democracy and secularism in modern India.
Crosslisted as: RELIG-223
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department

HIST-224 The Busy Silk Roads: Cultural Exchange in Pre-modern Eurasia
Not Scheduled for This Year. Credits: 4
Centered on great powers in the web of the Silk Roads prior to the nineteenth century, this course seeks to present a history of incessant communication at a trans-regional level. Three vast empires dominated the heart of the Eurasian continent: the Tibetan empire (7th-9th centuries), the Mongol empire (1206-1370), and the Manchu Qing (1644-1911). Each of them cultivated and encouraged cultural exchanges in the landlocked regions that are now divided into many modern nations-states. Important questions include: is seaborne trade the only form of global circulation of knowledge? What roles did the great powers play in facilitating exchange and communication?
Crosslisted as: CLASS-224
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Wu
Notes: meets history department pre-1750 requirement; all readings are in English

HIST-226 Bread and Circuses: The Politics of Public Entertainment in Ancient Rome
Not Scheduled for This Year. Credits: 4
Bread and circuses (panem et circenses) was a catchphrase in the Roman empire that described the political strategy of controlling an unruly populace through free bread and public entertainment. Against a backdrop of Roman social and political institutions, this course focuses on the imperial ideology, aristocratic ethos, and cultural practices that underpinned this catchphrase, as well as questions concerning the careers of entertainers—gladiators, charioteers, and actors—who were at once celebrities and social outcasts; the rules of spectatorship at the games; the use of these games as a form of social control; and the logistics of feeding the city population.
Crosslisted as: CLASS-226
Applies to requirement(s): Humanities
G. Sumi
Notes: meets history department pre-1750 requirement

HIST-227 Ancient Greece
Not Scheduled for This Year. Credits: 4
This course will trace the emergence and expansion of Greek civilization in the Mediterranean between the Bronze Age and Alexander the Great. Among themes to be explored are political structures, trade, slavery, gender relations, and religion, as well as the contributions of ancient Greeks to literary genres (drama, rhetoric, historiography, philosophy) and to the visual arts. Throughout we will consider how the history of the ancient Greeks can speak to modern sources. Sources will include works of ancient Greek literature and history (e.g., Homer, Herodotus, Thucydides, Aristophanes, Plutarch) as well as archaeological and epigraphic evidence.
Crosslisted as: CLASS-227
Applies to requirement(s): Humanities
P. Debnar
Notes: meets history department pre-1750 requirement

HIST-228 Ancient Rome
Spring. Credits: 4
Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome’s republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.
Crosslisted as: CLASS-228
Applies to requirement(s): Humanities
G. Sumi
Notes: meets history department pre-1750 requirement

HIST-229 The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus
Not Scheduled for This Year. Credits: 4
Caligula was a god (or so he thought); Nero fiddled while Rome burned; Commodus dressed as a gladiator and fought man and beast in the arena. The history of the Roman empire is replete with scandalous stories about eccentric and even insane emperors whose reigns raise questions about the nature of the emperor’s power and his role in administering the empire. In this course a close study of Roman imperial biography and historiography—the source of so many of these stories of bad emperors—will be weighed against documentary and archaeological evidence in order to reveal the dynamic between the emperor, his court, and his subjects that was fundamental to the political culture of imperial Rome.
Crosslisted as: CLASS-229
Applies to requirement(s): Humanities
G. Sumi
Notes: meets history department pre-1750 requirement

HIST-230 History and Law
Fall. Credits: 4
An introduction to the study of history through law, using a comparative approach to group rights. Case studies, rooted in landmark court decisions and legislation, concern racial segregation in America before the civil rights era (‘separate but equal’) and in Europe during the Nazi era (the Nuremberg Laws, German ‘national groups’ in the East), as well as affirmative action in America and attempts at promoting equality among national groups in Austria before the First World War.
Applies to requirement(s): Humanities
J. King
HIST-232 Special Topics in Medieval History
HIST-232ME Special Topics in Medieval History: ‘Jews and Christians in Medieval and Early Modern Europe’
Fall. Credits: 4
This course focuses on how Jews and Christians fashioned their respective identities in late medieval and early modern Europe, how their communities interacted, and how they navigated their similarities and differences. Themes include how Jews and Christians constructed confessional and oppositional identities; how premodern people understood categories such as “ethnicity” and “religion” prior to the development of modern citizenship and secularization; and the viability of the distinction between “anti-Judaism” and “antisemitism” while investigating the relationship between premodern texts and more recent antisemitic ideas and movements. Students will read primary and secondary sources in order to understand religious people historically and on their own terms.
Crosslisted as: JWST-225ME, RELIG-225ME
Applies to requirement(s): Humanities
A. Duker

HIST-239 Topics in Asian History
HIST-239MC Topics in Asian History: ‘Borderlands and Ethnicity in Modern China’
Not Scheduled for This Year. Credits: 4
This seminar investigates the processes through which borderlands were imagined and ethnicities were made in twentieth-century China. Drawing from texts and films about and by the people living on the borderlands, students in the seminar are to explore the intersecting relation between the two pressing issues and how Chinese states dealt with them. Furthermore, how did all these concerns originate? To that end, the seminar begins by examining how the central state in early modern China formed a multicultural empire in the seventeenth to nineteenth centuries. Applications to requirement(s): Humanities; Multicultural Perspectives
L. Wu
Notes: All readings are in English.

HIST-239ME Topics in Asian History: ‘Cities in Modern East Asia’
Not Scheduled for This Year. Credits: 4
This course asks: what are cities in the history of modern East Asia? Cities were cosmopolitan, centers of commerce, and sites of social movements in late imperial China, Tokugawa Japan, and late Chosôn Korea. How did the roles of cities change in the nineteenth century when East Asia became more integrated into the global system? How was urban life affected in the first half of the twentieth century when the central states dealt with domestic turmoil and external pressures? How did the state work to redefine cities and urban culture in the postwar era? To answer these questions, this seminar encourages students to position cities historically and comparatively.
Applications to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
L. Wu

HIST-240 The Holocaust in History
Not Scheduled for This Year. Credits: 4
An attempt at understanding the Nazi-led assault on Europe’s Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.
Crosslisted as: JWST-240
Applies to requirement(s): Humanities
J. King

HIST-243 Rural Prosperity in the African Past
Not Scheduled for This Year. Credits: 4
This course seeks to understand what relationships engendered rural prosperity in African communities in the past, and what processes of change have led millions of rural people to abandon their homes and livelihoods to join flows of migrants to cities and other nations. We examine African patterns of production over the long term and the transformation of African agriculture in the last two centuries, considering famine, the social and political organization of access to productive resources, and the relationship of rural and urban communities. We ask how rural prosperity might be recreated in the 21st century.
Crosslisted as: AFCNA-243, ENVST-243
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson

HIST-244 European Public Policy, West and East
Spring. Credits: 4
In 1968, the USSR commenced a strategy of consumerist depoliticization in its European satellites. Around the same time, states on the other side of the Iron Curtain saw the postwar era of rapid economic growth and social consensus close. This course, reaching across the revolutionary break of 1989 up to the present, raises questions of convergence and continuity in European public policy, West and East. Paired case studies from a variety of countries in fields such as energy, the environment, minority rights, and housing serve to clarify rules and patterns to the politics of policy, from Cold War to European Union and beyond.
Applies to requirement(s): Humanities
J. King

HIST-246 20th Century Europe
Not Scheduled for This Year. Credits: 4
A survey of European events, themes, and trends between 1900 and the new millennium, centered on discussion of a rich mix of primary sources that include fiction and film. Students will range from the Balkans to the Baltic, from the Urals to the United Kingdom, from death camps to the welfare state, from Bolshevism to neoliberalism, from European civil and cold war to European Union. This course complements History 151, does not repeat high school history, and pays close attention to developing historical consciousness and analytical skills.
Applies to requirement(s): Humanities
J. King
HIST-248 Science, Revolution, and Modernity
Not Scheduled for This Year. Credits: 4
Introduces critical analysis of science and technology by tracing the historiography of the Scientific Revolution. The significance of this extended intellectual episode has been assessed in radically different ways throughout the intervening centuries. As such, it provides a fertile ground on which to pose and answer important questions about science and its role in society. What does it mean to regard science as ‘revolutionary’? How are scientific developments shaped by, and how do they shape, the social, economic, and political worlds in which they are embedded? How is our contemporary understanding of science and technology influenced by the stories we tell about the past?
Crosslisted as: CST-248
Applies to requirement(s): Humanities
D. Cotter

HIST-252 History of Money and Finance
Not Scheduled for This Year. Credits: 4
What is money? Is it the same in all times and places? If money could speak, what stories would it tell of the past? This course is about the history of money and money as an object of history. Using primary and secondary sources, students will learn about the social, political and cultural meaning of money at different times in the history of the western world. In addition, students will interpret the history of money using a variety of coins and money-related objects held in the MHC Art Museum. This is a course on the history of money, not the economics of money, but it will be of interest to anyone curious to learn more about the meaning of money in the past and today.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Fitz-Gibbon

HIST-260 Topics in the Recent History of Europe
HIST-260HH Topics in the Recent History of Europe: 'The Habsburgs, Hitler, and the Law'
Not Scheduled for This Year. Credits: 4
This course explores the complex, often comic, and ultimately tragic history of Bohemia, a territory located today in the Czech Republic, but previously a part of the Habsburg Monarchy, then of Czechoslovakia, and then of Hitler’s Third Reich. Students will complement historical studies with autobiographical material and contemporary fiction, beginning with the Revolution of 1848, progressing through the achievements and worrisome trends of Emperor Francis Joseph’s 68-year reign, and concluding with the world wars. Emphasis on the interplay among Czechs, Germans, Jews, and other pivotal players: the House of Habsburg and its supporters, and the political elites of neighboring countries.
Crosslisted as: JWST-225HH
Applies to requirement(s): Humanities
J. King

HIST-262 Stalinism in Central Europe
Not Scheduled for This Year. Credits: 4
This course explores the use of revolutionary terror by the state. More specifically, it examines policies of terror pursued by Communist dictatorships in Hungary and Czechoslovakia during the early years of the Cold War. Who did what to whom, and why? What insights do secret police work and public propaganda, knitted together in macabre show trials, allow us into Stalinist rule, European politics, and maybe ourselves? How did memories of terror shape politics after Stalin’s death? Students should deepen their understanding for the discipline of History, improve their reading and writing, and develop a working knowledge of Central European politics at the middle of the twentieth century.
Applies to requirement(s): Humanities
J. King

HIST-274 Black Abolitionists: American Revolution to Reconstruction
Not Scheduled for This Year. Credits: 4
Slavery existed throughout the U.S. at the time of the American Revolution; afterwards, gradual emancipation plans freed the children of the formerly enslaved in the northern states. Runaways from the South increased their numbers. These nineteenth-century African Americans built the first edifices of freedom, chiefly through the institutions of family and religion, and furnished both leaders and foot soldiers for the abolitionist movement. They acted in the hope that their efforts would end slavery and bring full citizenship for black people. We will examine their unique contributions to the history of freedom, and the many obstacles they faced as they mobilized for emancipation.
Crosslisted as: AFCNA-241BN
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
L. Morgan

HIST-276 U.S. Women's History Since 1890
Not Scheduled for This Year. Credits: 4
This course explores the use of revolutionary terror by the state. More specifically, it examines policies of terror pursued by Communist dictatorships in Hungary and Czechoslovakia during the early years of the Cold War. Who did what to whom, and why? What insights do secret police work and public propaganda, knitted together in macabre show trials, allow us into Stalinist rule, European politics, and maybe ourselves? How did memories of terror shape politics after Stalin’s death? Students should deepen their understanding for the discipline of History, improve their reading and writing, and develop a working knowledge of Central European politics at the middle of the twentieth century.
Applies to requirement(s): Humanities
J. King

HIST-276 U.S. Women's History Since 1890
Not Scheduled for This Year. Credits: 4
African American women's history through an investigation of selected topics in the field.
Particular emphasis will be placed on the experiences and perspectives many obstacles they faced as they mobilized for emancipation.
Crosslisted as: AFCNA-241BN
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
L. Morgan

HIST-280 Topics in North American History
HIST-280AA Topics in North American History: 'African American Women and United States History'
Not Scheduled for This Year. Credits: 4
How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.
Crosslisted as: AFCNA-241FW, GNDST-206FW
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Renda

HIST-280 Topics in North American History
HIST-280AA Topics in North American History: 'African American Women and United States History'
Not Scheduled for This Year. Credits: 4
How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.
Crosslisted as: AFCNA-241FW, GNDST-206FW
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Renda
HIST-280DD Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'
Not Scheduled for This Year. Credits: 4
How have Americans -- and those contending with America -- envisioned and reached for more just and inclusive communities? What historical circumstances have opened opportunities for more robust democratic forms to emerge in the face of oppression? We will consider structural barriers to meaningful inclusion, involving racism, wealth, poverty, property, citizenship, gender, sexuality, disability, and dissent, as well as efforts to overcome them through concerted action and cultural struggle in the arts and public humanities. What public stories shape our connections with one another? What can we learn about the possibilities for sustaining democracy through daily life and culture?
Crosslisted as: CST-249DD
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Renda

HIST-281 African American History, Precolonial to Emancipation
Fall. Credits: 4
This course will examine the cultural, social, political, and economic history of African Americans through the Civil War. Topics covered include the African background to the African American experience, the Atlantic slave trade, introduction and development of slavery, master-slave relationships, the establishment of black communities, slave revolts, the political economy of slavery, women in slavery, the experiences of free blacks, the crisis of the nineteenth century, and the effect of the Civil War.
Crosslisted as: AFCNA-241HS
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan
Notes: meets history department pre-1750 requirement

HIST-282 African American History from Emancipation to Obama
Not Scheduled for This Year. Credits: 4
This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.
Crosslisted as: AFCNA-282
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan

HIST-283 Topics in the Recent History of the United States
These courses are designed for students with a background in American history who wish to focus attention on developments since the late nineteenth century.

HIST-283CA Topics in the Recent History of the United States: 'Voices of the Central American Diaspora'
Fall. Credits: 4
Guatemalan scholar Arturo Arias argues that Central American communities in the U.S. have lived on the murky margins of Mexican-Americans and other larger Latinx groups. This course focuses on diasporic U.S. Central Americans to understand this invisibility and create spaces of visibility. By putting Central American immigrants and their children's voices at the forefront of our discussions, we will gain a critical understanding of the socio-political structures that inhibit ideas of belonging in the U.S. while exploring how this diasporic community has established and maintained roots in both U.S. and Central America.
Crosslisted as: LATST-250CA
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Huezo

HIST-283MC Topics in the Recent History of the United States: 'We Didn't Start the Fire: The United States Since WW II'
Fall. Credits: 4
The United States emerged from the Second World War as the most powerful nation on earth. This course explores American political, cultural, and social life in the postwar era, with an eye toward helping students gain a firmer understanding of contemporary issues and conflicts in our nation and around the world. Topics include birth of the national security state, the Cold War at home and abroad, popular culture and consumer society, the civil rights struggle, the political and cultural rebellions of the 1960s, the resurgence of conservatism, and America's changing relationship to the world in the post Cold War era. Students will have the opportunity to do a research paper on the topic of their choice.
Applies to requirement(s): Humanities
D. Czitrom

HIST-283RA Topics in the Recent History of the United States: 'Reel America: History and Film'
Spring. Credits: 4
This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.
Crosslisted as: FLMST-220RA
Applies to requirement(s): Humanities
D. Czitrom

HIST-287 Topics in Latin American Studies

HIST-287AF Topics in Latin American Studies: 'Afro-Latin America: From Slavery to Invisibility'
Fall. Credits: 4
Exploration of the history of Afro-Latin American populations since Independence within and outside the nation-state. We will question why and how to study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Readings include early twentieth-century Latin American racialist theorizing; research using census, economic, criminal, and marriage records; autobiographical works, and analysis of race in textual and musical representations of peoples, regions, and nations.
Crosslisted as: LATAM-260, AFCNA-241AF
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson
HIST-288 Modern Mexico
Not Scheduled for This Year. Credits: 4
A course, organized topically rather than geographically or nationally, that offers a comparative analysis of African American slavery as a dominant social system in Brazil, the Caribbean, and the U.S. South. Topics include: why slavery?; sugar and slavery; historical demography; culture and the law; kinship and family; long-run economic development; patterns of race relations; master class and racist ideologies; resistance to slavery; and abolition and its aftermath. Readings include historical and anthropological studies, as well as a major documentary collection on slavery in Brazil.
Crosslisted as: LATAM-289
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

HIST-289 Slavery in the Americas
Not Scheduled for This Year. Credits: 4
An analysis of the modern Mexican nation-state organized around three major themes: the conflictive yet symbiotic relationship with the United States, from the war of the 1840s through NAFTA most recently; the succession of reformist and revolutionary upheavals in 1810-1821, 1856-1867, 1910-1917, the 1930s, and again today, seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.
Crosslisted as: LATAM-288
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

HIST-296 CG Women in History: 'Women and Gender in China'
Not Scheduled for This Year. Credits: 4
This 200-level seminar introduces students to gender relations in the history of China. It offers students a broad historical narrative of women’s lives from early China through the imperial period, and concludes with the power dynamics of gender relations in modern China in the twentieth century. The course is organized chronologically with thematic focus on the politics of marriage and reproduction; the state’s shifting perspectives on women’s social roles; and how women interpreted and responded to the changing cultural landscape.
Crosslisted as: GNDST-206 CG
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Wu
Notes: All readings are in English. This course meets the history department pre-1750 requirement.

300-Level Colloquia

HIST-301 Colloquia

HIST-301AB Colloquium: 'The Abolition Movement'
Not Scheduled for This Year. Credits: 4
This course will examine the maturation of North American slave regimes after the American Revolution and the diverse activities of people who worked to abolish slavery. The assorted motives of white opponents of slavery and the actions of both free and enslaved African Americans to achieve freedom will be highlighted. We will analyze the mechanics of biracial coalition building and assess the historical legacy of these activists for subsequent social movements.
Crosslisted as: AFCNA-301
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan

HIST-301DW Colloquium: 'Darwin'
Spring. Credits: 4
This course looks at the scientific content and intellectual context of Darwin's theory of evolution - his facts, metaphors, hypotheses, and philosophical assumptions. Readings from Darwin and his sources, and examination of the organisms he studied. A background in eighteenth- and nineteenth-century history or whole organism biology is recommended.
Crosslisted as: BIOL-308
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
S. Rachootin
Prereq: BIOL-226 or HIST-248.

HIST-301EM Colloquium: 'The Age of Emancipation'
Not Scheduled for This Year. Credits: 4
This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups--freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example--will be covered. African American viewpoints and histories will receive particular emphasis.
Crosslisted as: AFCNA-341 EM
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Morgan

HIST-296 AW Women in History: 'African Women's Work'
Not Scheduled for This Year. Credits: 4
The power to produce food and reproduce society gave women significant public voice in African societies in the past. But over 200 years they lost that public voice and control over subsistence. Why, when women are still producing food and people, is the social and political voice of women so much less significant than it was before? We explore African women’s work of governing, production, and social reproduction across the tumultuous changes of the 20th century. The class seeks to provide an achievable yet challenging set of learning experiences for those who have no prior experience studying Africa, but also for those who have substantial previous engagement with African issues.
Crosslisted as: AFCNA-241 AW, GNDST-206 AW
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
H. Hanson
HIST-301FH Colloquium: ‘Food and Hunger in the Modern World’
Not Scheduled for This Year. Credits: 4
At a time when rapidly rising food prices are causing distress, starvation and food riots around the world, we will focus our enquiry on the creation of markets for food and the industrialization of agriculture. What changed when food become a commodity traded over long distances? What changed when food began to be produced using industrialized methods? What are the social consequences of these transformations? What was the role of colonial rule in the loss of food security in Africa? What factors explain famine, and people’s responses to it? We will explore these questions globally, with a focus on Africa.
Crosslisted as: AFCNA-341FH
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
H. Hanson
Restrictions: Course limited to sophomores, juniors and seniors

HIST-301HE Colloquium: ‘History of Energy’
Not Scheduled for This Year. Credits: 4
We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. Often our energy agony accompanies other assumptions about energy’s past, in particular the idea that social change invariably follows the discovery of new energy technologies. From food to fuel cells, this colloquium charts a more complicated and interesting history, a history in which people have continually shaped and made meaningful the energies that fuel the modern world. It will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.
Crosslisted as: ENVST-301
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Fitz-Gibbon

HIST-301ND Colloquium: ‘The Indian Ocean World’
Not Scheduled for This Year. Credits: 4
In recent years, the Indian Ocean has become an exciting field of historical scholarship, contributing to new understandings of Indian and world history. This colloquium explores trade and travel, conquest, religious conversion, and migration across a large area, from East Africa to the islands of Southeast Asia. Its purpose will be to understand a complex and integrated commercial system, pivoted on the Indian subcontinent, by considering movements of goods and people across the Indian Ocean.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
The department
Restrictions: This course is open to juniors and seniors

HIST-301NE Colloquium: ‘New York City: Capital of the World’
Not Scheduled for This Year. Credits: 4
A colloquium focusing on the cultural, social, and political life of New York City, with special reference to its uneasy relationship to American society as a whole. Examination of New York politics, writers and artists, architecture, immigrant communities, economic role, and shifting power relations. Accompanying film series and possible field trip to New York City, with historical walking tours.
Applies to requirement(s): Humanities
D. Czitrom
Prereq: 8 credits in History.

HIST-301NY Colloquium: ‘Reading the New York Times: Journalism, Power, History’
Fall. Credits: 4
This course examines the political and cultural power of the New York Times in the American past and present. Students will analyze the NYT today through daily reading, study its evolution as an institution, and research its coverage of critical historical events over the past century. We will also explore several larger issues: the history of news and newspapers; the relationship between journalistic practice and writing history; tensions between news organizations and government; the blurred boundaries between news and entertainment; the emergence of various ideological critiques of ‘the media.’
Applies to requirement(s): Humanities
D. Czitrom
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 8 credits in history.

HIST-301RG Colloquium: ‘Race, Gender, and Empire: Cultural Histories of the United States and the World’
Not Scheduled for This Year. Credits: 4
Recent cultural histories of imperialism--European as well as U.S.--have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States’ relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of ‘America’ and its ‘others’ called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to ‘the intimacies of empire?’
Crosslisted as: GNDST-333GG
Applies to requirement(s): Humanities
M. Renda
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in History, or 4 credits in History and 8 credits in Gender Studies, or permission of the instructor by application to the History department.

HIST-301SA Colloquium: ‘Women and Gender in Modern South Asia’
Not Scheduled for This Year. Credits: 4
This colloquium will explore the history of South Asia as seen from women’s perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women’s experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship—in short, those issues central to women’s movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.
Crosslisted as: GNDST-333SA
Applies to requirement(s): Humanities; Multicultural Perspectives
The department
Instructor permission required.
HIST-301SC Colloquium: ‘Popular Education and Social Change in the Americas’
Spring. Credits: 4
Popular education emerged in the Americas as a liberation project nourished by revolutionary aspirations. The Brazilian educator, Paulo Freire and others envisioned liberatory education by and for the people. What were its origins? This course will examine the historical moments and movements where popular education emerged. Taking up a range of voices and sources, we will consider the principles and practices that animated revolutionary projects and social movements in El Salvador, Brazil, Nicaragua, among other Latin American and Latinx communities. As a class, we will take part in a CBL component where we will interact with some community-based organizations that practice popular education. Together, we will learn from these experiences and energize our own liberatory practices.
Crosslisted as: LATAM-387SC
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
L. Hueso
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: At least 4 credits in Latin American Studies.

HIST-301WF Colloquium: ‘Women and the Family in Imperial China’
Not Scheduled for This Year. Credits: 4
This course examines the lives of women in imperial China (221 BCE-1911). How did Confucian didactic texts define women and their place in the family? Seen as the core of the family in a patrilineal, patrilocal, and patriarchal society, men prescribed women's roles in family life. How did women understand and respond to the social expectations imposed on them? What changed over the long history of imperial China? Students consider writings by and about women alongside the evidence of material culture.
Crosslisted as: GNDST-333WF
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
L. Wu
Prereq: One course on East Asian history, culture, politics, or language.
Notes: meets history department pre-1750 requirement

Research Seminars

HIST-317 Perspectives on American Environmental History
Fall. Credits: 4
We explore the history of human-environment interactions in North America from precolonial times to the present from different cultural perspectives. How have such human activities as migration, colonization, and resource use depended on or modified the natural world? How have different cultural perceptions of and attitudes toward environment shifted through time and helped to reshape American landscapes? Case studies include ecological histories of Native America and Euro-America, slavery and land use, wilderness and conservation, and environmental racism and social justice. In addition to historical documents, we also consider scientific studies, literature, visual records, and oral tradition.
Crosslisted as: ENVST-317
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Savoy
Instructor permission required.
Advisory: You must apply for admission to this course by completing the online application form. Please try to apply during advising week. Priority given to juniors and seniors in ENVST, HIST, and GEOG.

HIST-323 Germans, Slavs, and Jews, 1900-1950
Fall. Credits: 4
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.
Crosslisted as: JWST-350GE
Applies to requirement(s): Humanities
J. King
Prereq: 8 credits in History or International Relations.

HIST-326 Comparative History of Early Modern Empires
Not Scheduled for This Year. Credits: 4
This course examines the history of Qing China (1644-1911), the Ottoman Empire (1299-1922), and the Russian Empire (1721-1917) in the early modern era. The course is organized thematically and introduces important conceptual frameworks in historical inquiries. Students are to explore emergent research in state formation, economic development, social changes, and cultural dynamics. The central questions to be considered include the role of the state as well as its negotiation with varied ruling mechanisms within each of the three expansive landmass empires. Comparisons are to be drawn with maritime empires when needed to address the issue: what we talk about when we talk about empire.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Wu
Prereq: Students must have taken at least one 100-level introductory course in either Asian or European history.
Notes: meets the pre-1750 requirement.

HIST-331 Topics in Asian History

HIST-332 Environmental History of China
Not Scheduled for This Year. Credits: 4
This course offers a sweeping history of how the people in China have interacted with the natural world. Students will investigate historically specific social, economic, and political forces that have shaped environmental transformations in China. The course is organized thematically within a chronological framework. The course concludes with a closer look at the development of environmental practice in the modern era.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Wu
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 8 credits in History.
Notes: Meets the history department pre-1750 requirement. All readings are in English.
HIST-333 Research Seminar in American Women's History

HIST-333ML Research Seminar in American Women's History: 'Mary Lyon's World and the History of Mount Holyoke'

Fall. Credits: 4

What world gave rise to Mary Lyon's vision for Mount Holyoke and enabled her to carry her plans to success? Has her vision persisted or been overturned? We will examine the conditions, assumptions, and exclusions that formed Mount Holyoke and the arrangements of power and struggles for justice that have shaped it ever since. Topics include colonial and missionary projects; northern racism and abolitionism; industrial capitalism and the evolution of social classes; debates over women's education, gender, and body politics; religious diversity; land and resource use; and efforts to achieve a just and inclusive campus.

Students write a substantial research paper based on primary sources.

Crosslisted as: GNDST-333ML

Applies to requirement(s): Humanities

M. Renda

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in History, or 4 credits in History and 8 credits in Gender Studies.

Advisory: Open to juniors and seniors with either 8 credits in history or 4 credits in history and 8 credits in gender studies (no application required for students who meet these prerequisites). All other interested students may apply at https://www.mtholyoke.edu/acad/history/300-level_application.

HIST-338 History, Race, and the American Land

Spring. Credits: 4

Environmental justice is a key concern today. Yet ties between "race" and environment in what is now the U.S. have existed for centuries. In this research seminar we will explore how this country's still-unfolding history, and ideas of race and nature, have marked the land, this society, and each of us as individuals. We will consider Indigenous, colonial European, and African senses of Earth; origins of placenames; contested terrains; migration and displacement; and other topics revealing the place of race. We'll examine often-unrecognized connections, such as the siting of the nation's capital and the economic motives of slavery. None of these links is coincidental and all touch us today.

Crosslisted as: ENVST-338

Applies to requirement(s): Humanities; Multicultural Perspectives

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

L. Savoy

Restrictions: This course is open to juniors and seniors

Instructor permission required.

Prereq: ENVST-317.

Advisory: You must apply for admission to this course by completing the online application form. Priority given to juniors and seniors in ENVST, HIST, and GEOG.

Notes: This course is reading intensive

HIST-341 Topics in African History

HIST-341PW Topics in African History: 'Power and Exchange in the African Past'

Not Scheduled for This Year. Credits: 4

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

Crosslisted as: AFCNA-341PW

Applies to requirement(s): Humanities; Multicultural Perspectives

H. Hanson

Prereq: 8 credits of history or other significant preparatory coursework relevant to the topic.

HIST-357 History of British Capitalism

Not Scheduled for This Year. Credits: 4

Drawing on insights from recent scholarship on the "histories of capitalism," this course explores the history of economic life in modern Britain, from the late seventeenth to the early twentieth centuries. Rather than take British economic development as exemplary of modernization we will situate that which was particular about the British case against the pluralities of capitalism that have evolved over the past three centuries. Topics include revolutions in agriculture, finance, commerce and manufacturing; the political economy of empire; the relationship between economic ideas, institutions and practice; and, the shaping of everyday economic life by gender, class and race.

Crosslisted as: CST-349BC

Applies to requirement(s): Humanities

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

D. Fitz-Gibbon

Restrictions: This course is open to juniors and seniors

HIST-361 Topics in Modern Europe: The Nineteenth Century

HIST-365 Topics in Modern Europe: The Twentieth Century

HIST-365ST Modern Europe: The Twentieth Century: 'The Other Europe since Stalin'

Not Scheduled for This Year. Credits: 4

A charting of the paths taken by Poland, Czechoslovakia, and Hungary from the post-totalitarian regimes of the '60s through the fall of the Berlin Wall and on to membership in the European Union. Topics include strategies of political control and opposition, the uses of consumer culture, breaks and continuities between Communist and liberal capitalist orders, and national particularities to the regional project of undoing dictatorship. Sources reach from the elite to the everyday, and extend to film and fiction. Methods are comparative and interdisciplinary.

Applies to requirement(s): Humanities

J. King

Instructor permission required.

Advisory: Students not majoring in history are welcome.
HIST-381 Topics in Recent American History
HIST-381KT Recent American History: 'Kitchen Table History'
Spring. Credits: 4
This seminar focuses students on researching and writing the history of their own families, going back at least two generations. Along with digging into the specifics of family history, students will explore the key historical contexts for the decisions and choices made in the past, e.g. immigration (both voluntary and forced), war, economic conditions, political movements, professional and entrepreneurial opportunities. Kitchen Table History asks that we interrogate critically the stories and lessons learned from family members, using the widest array of historical sources. These include the digital databases that have opened up new paths for inquiry, e.g. Ancestry.com, Ellisisland.org, Jewishген, and others.
Crosslisted as: JWST-350KT
Applies to requirement(s): Humanities
D. Czitrom
Prereq: 8 credits in U.S. history.

HIST-381RD Recent American History: 'American Radicalism'
Not Scheduled for This Year. Credits: 4
This research seminar will explore a variety of Left radical traditions in the United States from the late nineteenth century through the end of the twentieth. What does it mean to be “a radical,” and how have definitions changed over time? What impact have American radicals had on electoral politics and the larger society? We will pay special attention to the connections between political and cultural radicalism, as well as to government and private campaigns aimed at suppressing radical movements. Topics: Gilded Age labor movements; Eugene Debs and American socialism; bohemian radicalism; African American radical movements; the American Communist Party; peace activism; radical feminism.
Applies to requirement(s): Humanities
D. Czitrom
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 4 credits in U.S. history.

HIST-386 Central America: Reform, Reaction, Revolution
Spring. Credits: 4
This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area’s indigenous and Atlantic-coast peoples within and outside the nation-state framework.
Crosslisted as: LATAM-386
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Latin American Studies.

HIST-389 Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat
Not Scheduled for This Year. Credits: 4
Explores societies generated in the Americas by several widely distributed export crops. Multinational and cross-cultural comparisons holding constant the crop itself allows a focus on the possible variations by time and place in each commodity’s technologies, labor systems, farm sizes, and social structure; their political and social dynamics; the problematic features of capitalism in agriculture, or if, how, and when do peasants become farmers and farming agribusiness? Particular focus on family and household relations under so-called "peasant to farmer" agricultural transitions and environmental implications of single-crop and export agriculture.
Crosslisted as: LATAM-389
Applies to requirement(s): Humanities
L. Gudmundson
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Latin American Studies or related field.

Independent study

HIST-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

HIST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
INTERNATIONAL RELATIONS (IR)

IR-200 Research Methods
Spring. Credits: 4
Develops students’ skills in writing expository essays and introduces basic quantitative and qualitative research methods used in the social sciences and history. The course provides a foundation for writing research papers in advanced courses, as well as an honors thesis. Applies to requirement(s): Meets No Distribution Requirement
S. Hashmi
Notes: This course should be taken by International Relations majors in their sophomore year.

IR-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

IR-337 International Human Rights Advocacy in Theory and Practice
Fall. Credits: 4
Human rights have emerged in the past sixty years as a powerful set of ideas in international relations. This course explores the intellectual and political evolution of these rights and their integration into the international system today. We will examine the principal human rights institutions, protocols, and conventions and analyze their successes and limitations in theory and practice. We will also examine the central controversies and challenges – the practice of human rights in a system based on sovereign states; the tensions associated with cultural relativism; and, the challenges of dominant states selectively applying rights to serve their own interests. We will also examine the role of human rights advocacy in the era of globalization. Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
J. Western
Prereq: 8 credits in Politics or International Relations including POLIT-116.

IR-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

Related Courses

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ECON-165</td>
<td>International and Development Economics</td>
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<tr>
<td>ECON-213</td>
<td>Economic Development: A Survey</td>
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<tr>
<td>ECON-307</td>
<td>Seminar in Industrial Organization</td>
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<td>ECON-312</td>
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<td>ECON-349DE</td>
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<td>GEOG-105</td>
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<td>HIST-151</td>
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<td>HIST-260HH</td>
<td>Topics in the Recent History of Europe: ‘The Habsburgs, Hitler, and the Law’</td>
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<td>Germans, Slavs, and Jews, 1900-1950</td>
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<td>HIST-365ST</td>
<td>Modern Europe: The Twentieth Century: ‘The Other Europe since Stalin’</td>
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International Relations

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<td>Oil and Water Don’t Mix: Geopolitics, Energy, and the Environment</td>
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<td>Democracy and its Challengers: Populism, Nationalism, and Autocracy</td>
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<td>Just War and Jihad: Comparative Ethics of War and Peace</td>
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<td>Global Capitalism and Its Critiques</td>
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<td>POLIT-384</td>
<td>Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century</td>
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<td>POLIT-385</td>
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<tr>
<td>POLIT-387CY</td>
<td>Advanced Topics in Politics: ‘Cyberpolitics’</td>
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**Russian & Eurasian Studies**

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<td>RES-330</td>
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<td>RES-350</td>
<td>Revolutions</td>
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### ITALIAN (ITAL)

#### ITAL-101 Elementary Italian I

**Fall and Spring. Credits: 4**

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

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

*Notes: Successful completion of both ITAL-101 and ITAL-102 will give students a full grammatical knowledge of basic Italian and is highly recommended.*

**M. Svaldi**

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

**ITAL-102 Elementary Italian II**

**Spring. Credits: 4**

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

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

*Prereq: ITAL-101.*

**ITAL-112 Bridge to Italian 201 Part 1**

**Spring. Credits: 2**

This course is particularly designed to create a new path for students who are taking (or have taken) Italian 101 and wish to have the necessary preparation to take Intermediate Italian (Italian 201) the following fall semester. They will be provided with the skills necessary to: understand, speak, and write Italian at the advanced beginner level, learn about contemporary Italian society, and develop the competence, interest and enthusiasm for the language that will inspire them to proceed to more advanced levels.

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

*Prereq: ITAL-101.*

*Advisory: For students who are taking, or have taken, ITAL-101.

*Notes: Second half of semester.*

**ITAL-113 Bridge to Italian 201 Part 2**

**Fall. Credits: 2**

This course is particularly designed to create a new path for students who have taken Italian 112 only. They will be provided with the skills necessary to: understand, speak, and write Italian at the advanced beginner level, learn about contemporary Italian society, and develop the competence, interest and enthusiasm for the language that will inspire them to proceed to more advanced levels.

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

*Prereq: ITAL-112.*

*Notes: Half-semester course.*

#### ITAL-201 Intermediate Italian

**Fall. Credits: 4**

After reviewing essential grammar and vocabulary, Intermediate Italian will expose students to new and more complex lexicon and communicative grammatical structures. Through authentic materials (videoclips, music, newspaper articles, websites etc.), the course emphasizes reading, writing, listening, and speaking. A realistic picture of modern Italy replaces stereotypical images of Italy with contemporary representation. Class time emphasizes group conversations and builds accurate use of the language in an interactive and dynamic way. Projects will give a solid foundation that provide opportunities for cultivating interests and help prepare students for more advanced study of Italian.

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

*Prereq: ITAL-102.*

**ITAL-209 Conversation and Composition**

**Spring. Credits: 4**

Offers practice of colloquial and idiomatic speech patterns in Italian to emphasize correct pronunciation and intonation. Includes oral presentations as well as frequent compositions, from short reports to full-length essays. Uses newspapers, magazines, and literary texts to discuss issues and lifestyles concerning Italian society.

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

*O. Frau*

**ITAL-221 Introduction to Italian Culture and Literature I**

**ITAL-221CT Introduction to Italian Culture and Literature I: 'Cities in the Italian Renaissance'**

**Not Scheduled for This Year. Credits: 4**

This course is a journey through five exceptional Italian Renaissance cities: Florence, Rome, Venice, Mantova and Ferrara. Through these cities’ history and literature, we will explore the cultural, historical and social conditions that contributed to make the Renaissance a unique period. We will read texts and learn about art, architecture, theatre, poetry and society.

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

*The department*

*Prereq: ITAL-209.*

*Notes: Taught in Italian*

**ITAL-221DE Introduction to Italian Culture and Literature I: 'On Love, Death, and Other Frivolous Things: Early Modern Italian Writers'**

**Not Scheduled for This Year. Credits: 4**

This course is an introduction to the major cultural movements of Medieval and Renaissance Italy, from Saint Francis of Assisi to Dante, Boccaccio, Petrarch, Machiavelli, and Vittoria Colonna. It surveys the major cultural and historical currents and introduces students to the masterpieces of Italy’s literary tradition. Love and death will be the main themes covered in the course. Class discussions, written work, and movie screenings are aimed at developing skills in oral expression and expository writing in Italian. In Fall 2016, the course will include a special focus on Italian Theatre and Opera.

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

*Other Attribute(s): Speaking-Intensive*

*The department*

*Notes: Taught in Italian*
ITAL-222 Introduction to Italian Culture and Literature II

ITAL-222MB Introduction to Italian Culture and Literature II: "Mystery Boutique: The Modern Short Story in Italy"
Fall. Credits: 4
Writing short stories is a challenging art. Starting with Boccaccio, Italian authors are considered masters of the novella. This course will explore the universe of the short story in modern Italy, from realism to mystery, from love to rebellion, from the hardships of child labour to the fantastic. Readings will include DeAmicis, Capuana, Verga, Neera, Marchesa Colombi, Serao, Pirandello, Ginzburg, Buzzati, Pavese, Landolfi, Calvino, and Scego.  
Applies to requirement(s): Humanities; Language O. Frau
Notes: Taught in Italian.

ITAL-241EF Italian Topics Taught in English: 'Elena Ferrante, an Italian Mystery'
Not Scheduled for This Year. Credits: 4
This course explores the writings of Elena Ferrante. In particular, we are going to concentrate on Ferrante's four volume epic known as the Neapolitan Quartet and its two female protagonists, Elena and Lila. We will examine Ferrante's notion of female friendship and solidarity, love, marriage and motherhood. We will pay special attention to working class women in post-WWII Naples and their unique lives. We are going to follow Elena and Lila's complex journey around Naples, Pisa, Rome, Ischia etc. while we try to understand and unmask the literary sensation that reclusive Ferrante has become.  
Applies to requirement(s): Humanities
The department
Notes: The course is taught in English. Students who wish to obtain Italian credit at the 300 level, please contact Professor Frau.

ITAL-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

ITAL-301 Liars, Pranksters, and Jesters on the Italian Stage
Not Scheduled for This Year. Credits: 4
This course explores the role of lies and practical jokes in Italian literary culture and the way the concept of humor has changed over time. We will investigate the intimate connection between power, religion, and laughter by reading some of the funniest and politically charged works. Our authors (Machiavelli, Goldoni, Pirandello, De Filippo, Fo) will take us through the streets of Renaissance Florence, eighteenth-century Venetian canals, as well as the improvised "factory theaters" of the 1970s.  
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
The department
Notes: Taught in English. Students who wish to obtain Italian credit will have to do all of the readings/writings in Italian and participate in a tutorial with Professor Frau.

ITAL-306 All in the Family
Spring. Credits: 4
Starting with Roman times, familial ties have always played a strong role in Italian society. This course examines the concept of famiglia through the centuries and through cultural, literary, and historical changes. From the Roman family, to the Renaissance power families, to the idea of family in the Risorgimento, to the Fascist family, to the modern and post-modern family, to representations of Italian families on TV, cinema, and advertisement. Authors and directors include Boccaccio, Goldoni, Machiavelli, Leopardi, Manzoni, De Filippo, Ginzburg, Saraceno, Wertmueller, Scola.
Applies to requirement(s): Humanities; Language O. Frau
Prereq: ITAL-221.
Notes: Taught in Italian

ITAL-311 Advanced Topics in Italian
ITAL-311GM Advanced Topics in Italian: 'Bric-a-Brac, Trinkets, Needlework, Pen and Paper Gendering Material Culture in Italy'
Not Scheduled for This Year. Credits: 4
In this course we examine female and male spaces in the Italian home through modern works of literature and art. We will analyze how objects can define a personality, a space, a life. Spaces examined include intellectual/writing spaces, working spaces, eating/cooking spaces, clothing, décor. Authors include Mara Antelling, Gabriele D’Annunzio, Guido Gozzano, Oscar Wilde, Jolanda, Aldo Palazzeschi, Marchesa Colombi, Matilde Serao, Virginia Woolf.  
Applies to requirement(s): Humanities; Language
The department
Notes: Taught in Italian

ITAL-341 Italian Topics Taught in English
ITAL-341DA Italian Topics Taught in English: 'Global Dante: A Journey through Hell'
Fall. Credits: 4
In this course, we investigate what makes Dante's Divine Comedy one of the major classics of world literature, and why this poem is still relevant in today's imagination and politics. By reading Inferno (Hell) in its entirety, we will establish a foundation for Dante's influence as a national, regional and global source of inspiration across the ages, and explore the major themes of the Comedy: love, sin, freedom, religion, violence, and politics. Dante's encyclopedic knowledge will be our reference map to navigate the complexity of our age. Through in-class discussions, journal entries and peer collaboration, you will increase your academic skills and contribute to make our collective journey into hell a lively exploration of the present world.  
Crosslisted as: RELIG-331DA
Applies to requirement(s): Humanities
M. Lovato
Restrictions: This course is open to juniors and seniors
Notes: Taught in English
ITAL-350 Topic
ITAL-350LC Topic: 'Once upon a Time: Literature for Children in Italy from the 1500s to the 1900s'
Not Scheduled for This Year. Credits: 4
This course explores the development of gender roles, gender narratives, and patterns and metaphors of society through books and short stories aimed at children and young adults. Readings include classics such as Basile's Pentamerone, Collodi's Pinocchio and DeAmicis' Cuore, and less-known works by Salgari, Baccini, Capuana, Vamba, and Rodari. We will also examine the evolution of children's textbooks (with particular attention given to fascist schoolbooks), children's magazines, and the media.
Applies to requirement(s): Humanities
The department
Notes: Taught in Italian

ITAL-361 Seminar in Romance Languages and Cultures
This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

ITAL-361HE Seminar in Romance Languages and Cultures: 'Heroes & Infidels: Masculine Identity and The Birth of Europe in Medieval Romance Classics'
Not Scheduled for This Year. Credits: 4
In this course we will read the canonical works that have shaped the national identity of European Romance countries such as Spain, France, Italy, Portugal, and Romania: from the medieval Chanson the Roland and Cantar del mio Cid to the early modern Don Quixote, Os Lusíadas, Orlando Furioso, and Mesterul Manole. We will discuss the performed masculinity of heroes, enemies, and mediators at the threshold between worlds. We will employ a decolonial critical approach to the Medieval, to question past and present wars against the infidel and their roles in the shaping of a modern European identity.
Crosslisted as: ROMLG-375HE, SPAN-360HE, FREN-321HE
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Advisory: For Language Majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.
Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

ITAL-361LT Seminar in Romance Languages and Cultures: 'Romance Language Translate'
Spring. Credits: 4
This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.
Crosslisted as: ROMLG-375L T, FREN-321L T, SPAN-360L T
Applies to requirement(s): Humanities; Language C. Shread
Advisory: Two courses in culture and literature at the 200 level.
Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

ITAL-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
JEWISH STUDIES (JWST)

JWST-104 Introduction to the New Testament
Not Scheduled for This Year. Credits: 4
Introduction to the New Testament investigates the social and historical context of first- and early second-century Christianity, examines New Testament and select non-canonical documents, and introduces you to the principal methods of New Testament studies. In the course of the semester you will read the works that make up most modern collections of the New Testament, a number of early Christian documents that did not make the final cut, and several ancient non-Christian sources.
Crosslisted as: RELIG-104
Applies to requirement(s): Humanities
The department

JWST-112 Introduction to Judaism
Spring. Credits: 4
Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.
Crosslisted as: RELIG-112
Applies to requirement(s): Humanities
M. Benjamin

JWST-216 Middle East Politics
Fall. Credits: 4
Introduction to the cultures and politics of the Middle East. Includes the situation of the region at the time of the dissolution of the Ottoman Empire; the emergence of independent states before and after World War II; the rise of Arab and Zionist nationalism; the Arab-Israeli conflicts; and the superpower rivalry and its influence on regional politics. Other topics include the Iranian revolution, the domestic and regional role of Islamic movements, and the political economy of oil.
Crosslisted as: POLIT-216
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi
Prereq: POLIT-116.

JWST-225 Topics in Judaism
JWST-225HH Topics in Judaism: 'The Habsburgs, Hitler, and the Law'
Not Scheduled for This Year. Credits: 4
This course explores the complex, often comic, and ultimately tragic history of Bohemia, a territory located today in the Czech Republic, but previously a part of the Habsburg Monarchy, then of Czechoslovakia, and then of Hitler’s Third Reich. Students will complement historical studies with autobiographical material and contemporary fiction, beginning with the Revolution of 1848, progressing through the achievements and worrisome trends of Emperor Francis Joseph’s 68-year reign, and concluding with the world wars. Emphasis on the interplay among Czechs, Germans, Jews, and other pivotal players: the House of Habsburg and its supporters, and the political elites of neighboring countries.
Crosslisted as: HIST260HH
Applies to requirement(s): Humanities
J. King

JWST-225ME Topics in Judaism: 'Jews and Christians in Medieval and Early Modern Europe'
Fall. Credits: 4
This course focuses on how Jews and Christians fashioned their respective identities in late medieval and early modern Europe, how their communities interacted, and how they navigated their similarities and differences. Themes include how Jews and Christians constructed confessional and oppositional identities; how premodern people understood categories such as “ethnicity” and “religion” prior to the development of modern citizenship and secularization; and the viability of the distinction between “anti-Judaism” and “antisemitism” while investigating the relationship between premodern texts and more recent antisemitic ideas and movements. Students will read primary and secondary sources in order to understand religious people historically and on their own terms.
Crosslisted as: RELIG-225ME, HIST-232ME
Applies to requirement(s): Humanities
A. Duker

JWST-225NT Topics in Judaism: 'Black, Jewish, and Muslim Cultures in Germany: Intersectionalities of Othering'
Not Scheduled for This Year. Credits: 4
As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shaped cultural expression and cultural exchange. In this seminar we explore the expression of otherness as portrayed in literature, film, and art from the eighteenth through twenty-first Centuries. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production.
Crosslisted as: GRMST-231NT, CST-249NT
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler

JWST-234 Women and Gender in Judaism
Fall. Credits: 4
This course examines gender as a key category in Jewish thought and practice. We will examine different theoretical models of gender, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources.
Crosslisted as: RELIG-234, GNDST-210JD
Applies to requirement(s): Humanities
M. Benjamin

JWST-240 The Holocaust in History
Not Scheduled for This Year. Credits: 4
An attempt at understanding the Nazi-led assault on Europe's Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.
Crosslisted as: HIST-240
Applies to requirement(s): Humanities
J. King
JWST-251 Reading the Hebrew Bible
*Not Scheduled for This Year. Credits: 4*
This course examines the Hebrew Bible in light of Jewish reading practices. Students will read significant sections of the Hebrew Bible in translation and learn to read ancient, medieval and modern Jewish approaches to the biblical text. This course seeks to help students become adept at the interpretation of texts and the practice of close reading.
*Crosslisted as: RELIG-251*
*Applies to requirement(s): Humanities*
M. Benjamin

JWST-254 Eat This Book: A Cross-Cultural Introduction to Sacred Text
*Fall. Credits: 4*
Scripture is not only read or interpreted; it is also sung, illuminated, held aloft, buried, recited, eaten, and worn. In this thematic course, students examine what makes a text "scripture" by examining the idea of sacred text across multiple traditions. Students will become familiar with hermeneutic theory and will analyze embodied, material, and performative aspects of religious life as they pertain to the broad category of scripture.
*Crosslisted as: RELIG-254*
*Applies to requirement(s): Humanities; Multicultural Perspectives*
M. Benjamin

JWST-269 Jewish Modernities
*Not Scheduled for This Year. Credits: 4*
This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.
*Crosslisted as: RELIG-269, CST-249JM*
*Applies to requirement(s): Humanities*
M. Benjamin

JWST-295 Independent Study
*Fall and Spring. Credits: 1 - 4*
The department
*Instructor permission required.*

JWST-343 The Sabbath
*Spring. Credits: 4*
The practice of a weekly sacred day of rest has organized Jewish life for millennia. In this seminar, students will examine the Sabbath using narrative, folk, and legal primary sources from the biblical, Second Temple, rabbinic, medieval, and modern periods. Key themes include sacred time, cultural identity, and the transformation of religious practice. Experiential learning, and critical thinking about your experiential learning, are integral to this seminar.
*Crosslisted as: RELIG-343*
*Applies to requirement(s): Humanities*
M. Benjamin

JWST-350 Special Topics in Jewish Studies

JWST-350CH Special Topics in Jewish Studies: 'Childhood and Children in Religion'
*Not Scheduled for This Year. Credits: 4*
This course explores a diversity of religious approaches to the meaning of childhood and the nature of children. We critically examine influential writings, rituals and liturgy, fiction, and other types of literature to understand the construction of childhood as distinctive life stage that entails special rights and responsibilities. We will also examine how gender, power, race, social structures, and economic arrangements produce divergent understandings of what it means to be a child.
*Crosslisted as: RELIG-331CH, CST-349CH*
*Applies to requirement(s): Humanities*
M. Benjamin

*Restrictions: Course limited to sophomores, juniors and seniors*
*Notes: Students wishing to take this course for credit in Jewish studies must choose a research topic that builds on Jewish sources.*

JWST-350GE Special Topics in Jewish Studies: 'Germans, Slavs, and Jews, 1900-1950'
*Fall. Credits: 4*
This course explores relations among Germans, Slavs, and Jews in Central and Eastern Europe before, during, and after, and 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.
*Crosslisted as: HIST-323*
*Applies to requirement(s): Humanities*
J. King

*Prereq: 8 credits in History or International Relations.*

JWST-350KT Special Topics in Jewish Studies: 'Kitchen Table History'
*Spring. Credits: 4*
This seminar focuses on students researching and writing the history of their own families, going back at least two generations. Along with digging into the specifics of family history, students will explore the key historical contexts for the decisions and choices made in the past, e.g. immigration (both voluntary and forced), war, economic conditions, political movements, professional and entrepreneurial opportunities. Kitchen Table History asks that we interrogate critically the stories and lessons learned from family members, using the widest array of historical sources. These include the digital databases that have opened up new paths for inquiry, e.g. Ancestry.com, Ellisisland.org, Jewish.gen, and others.
*Crosslisted as: HIST-381KT*
*Applies to requirement(s): Humanities*
D. Citrom
*Prereq: 8 credits in U.S. history.*

JWST-395 Independent Study
*Fall and Spring. Credits: 1 - 8*
The department
*Instructor permission required.*
LATIN (LATIN)

LATIN-101 Elementary Latin I
Fall. Credits: 4
Offers study and practice in the grammar and syntax of classical Latin.
Applies to requirement(s): Humanities; Language
B. Arnold, M. Landon
Restrictions: This course is limited to first-years, sophomores, and juniors

LATIN-102 Elementary Latin II
Spring. Credits: 4
Offers study and practice in the grammar and syntax of classical Latin.
Applies to requirement(s): Humanities; Language
B. Arnold
Advisory: Students who have not completed LATIN-101 should consult the department.

LATIN-201 Intermediate Latin I
Fall. Credits: 4
Combines a thorough review of Latin grammar and syntax with an introduction to the life and literature of ancient Rome, based on the reading of selected passages of Roman prose and poetry.
Applies to requirement(s): Humanities; Language
M. Landon
Prereq: LATIN-102.

LATIN-202 Cicero and the Enemies of the Roman Republic
Spring. Credits: 4
The career of the Roman orator and statesman Marcus Tullius Cicero spanned the last generation of the Roman Republic, a period of political instability and civil war. As the leading orator of his day, Cicero often used his rhetorical skills to thwart those who he believed were bent on the destruction of the Roman Republic. In this course, we will examine the role of public oratory in the political process in this period with a close reading of Cicero's speeches and letters concerning one of his political enemies (Catiline, Clodius, or Mark Antony).
Applies to requirement(s): Humanities; Language
G. Sumi
Prereq: LATIN-201.

LATIN-207 The Slender Muse
Not Scheduled for This Year. Credits: 4
A study of the highly romantic poetry that launched a revolution in Latin literature, including such works as Catullus's epyllion on Peleus and Thetis and Vergil's Eclogues and Georgics, with attention to the new understanding of poetry shown in these poems and to their commentary on the social turmoil of the last phase of the Republic.
Applies to requirement(s): Humanities; Language
B. Arnold
Prereq: LATIN-201.

LATIN-212 Roma Ludens: Comedy and Satire in Ancient Rome
Not Scheduled for This Year. Credits: 4
Could Romans be funny? Perhaps surprisingly, in a culture where seriousness (gravitas) and sternness (severitas) were praiseworthy attributes, Romans enjoyed theatrical productions adapted from Greek comedies - from raucous and ribald farces to more subtle comedies of manners. They also believed that satire, poetry that poked fun at the vices and foibles of human nature, was a truly Roman genre. Moreover, both comic and satirical elements appear in a wide range of Roman literature. Authors may include Plautus, Terence, Horace, Ovid, Martial, Juvenal, and others.
Applies to requirement(s): Humanities; Language
G. Sumi
Prereq: LATIN-201.

LATIN-213 Myth, Memory, and History: Writing the Past in the Roman Republic
Not Scheduled for This Year. Credits: 4
Livy and Sallust, the best known historians of the Roman Republic, viewed history writing as a moral enterprise, presenting events from the past as exemplary tales to inform and enlighten the lives of their readers. Their narratives thus are highly rhetorical, combining myth, memory, and history to reconstruct the past. Close reading of selections from Livy's Ab Urbe Condita and/or Sallust's monographs--the Bellum Catilinae and Bellum Jugurthinum--will lead to discussions about how Romans viewed their past and how they wrote about it.
Applies to requirement(s): Humanities; Language
G. Sumi
Prereq: LATIN-201.

LATIN-225 Intermediate Latin Tutorial
Not Scheduled for This Year. Credits: 2 - 4
Studies in various Roman authors or genres.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Notes: Repeatable for credit. Can meet the Humanities requirement, but only if taken for 4 credits.

LATIN-250 Intermediate Latin Tutorial
Not Scheduled for This Year. Credits: 2 - 4
Studies in various Roman authors or genres.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Notes: Repeatable for credit. Can meet the Humanities requirement, but only if taken for 4 credits.

LATIN-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

LATIN-302 Cicero and the Enemies of the Roman Republic
Spring. Credits: 4
The career of the Roman orator and statesman Marcus Tullius Cicero spanned the last generation of the Roman Republic, a period of political instability and civil war. As the leading orator of his day, Cicero often used his rhetorical skills to thwart those who he believed were bent on the destruction of the Roman Republic. In this course, we will examine the role of public oratory in the political process in this period with a close reading of Cicero's speeches and letters concerning one of his political enemies (Catiline, Clodius, or Mark Antony).
Applies to requirement(s): Humanities; Language
G. Sumi
Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.
LATIN-307 The Slender Muse
Not Scheduled for This Year. Credits: 4
A study of the highly romantic poetry that launched a revolution in Latin literature, including such works as Catullus's epyllion on Peleus and Thetis and Vergil's Eclogues and Georgics, with attention to the new understanding of poetry shown in these poems and to their commentary on the social turmoil of the last phase of the Republic.
Applies to requirement(s): Humanities; Language
B. Arnold
Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.

LATIN-308 Lucretius
Not Scheduled for This Year. Credits: 4
This course explores Lucretius' philosophical poem De Rerum Natura as an exposition of Epicurean atomic theory and ethics, and considers the place of the poem in later literature and thought.
Applies to requirement(s): Humanities; Language
P. Debnar
Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.

LATIN-309 Vergil: Aeneid
Not Scheduled for This Year. Credits: 4
A study of the Aeneid with attention both to its presentation of the classic conflict between Greek and Roman value systems and to its controversial portrayal of empire in the Augustan age.
Applies to requirement(s): Humanities; Language
B. Arnold
Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.

LATIN-310 Ovid: Metamorphoses
Fall. Credits: 4
A study of Ovid's ambitious epic celebrating change and transformative forces, with attention to the challenges it poses to traditional Roman values and to conventional Roman notions of the work appropriate to a poet. In particular, consideration will be given to the way Ovid's poem subversively responds to Vergil's work.
Applies to requirement(s): Humanities; Language
P. Debnar
Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.

LATIN-312 Roma Ludens: Comedy and Satire in Ancient Rome
Not Scheduled for This Year. Credits: 4
Could Romans be funny? Perhaps surprisingly, in a culture where seriousness (gravitas) and sternness (severitas) were praiseworthy attributes, Romans enjoyed theatrical productions adapted from Greek comedies - from raucous and ribald farces to more subtle comedies of manners. They also believed that satire, poetry that poked fun at the vices and foibles of human nature, was a truly Roman genre. Moreover, both comic and satirical elements appear in a wide range of Roman literature. Authors may include Plautus, Terence, Horace, Ovid, Martial, Juvenal, and others.
Applies to requirement(s): Humanities; Language
G. Sumi
Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.

LATIN-313 Myth, Memory, and History: Writing the Past in the Roman Republic
Not Scheduled for This Year. Credits: 4
Livy and Sallust, the best known historians of the Roman Republic, viewed history writing as a moral enterprise, presenting events from the past as exemplary tales to inform and enlighten the lives of their readers. Their narratives thus are highly rhetorical, combining myth, memory, and history to reconstruct the past. Close reading of selections from Livy's Ab Urbe Condita and/or Sallust's monographs--the Bellum Catilinae and Bellum Jugurthinum--will lead to discussions about how Romans viewed their past and how they wrote about it.
Applies to requirement(s): Humanities; Language
G. Sumi
Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.

LATIN-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
LATIN AMERICAN STUDIES (LATAM)

LATAM-180 Introduction to Latin American Cultures
Fall and Spring. Credits: 4
Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.
Crosslisted as: HIST-180
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

LATAM-243 Introduction to Latin American Politics
Not Scheduled for This Year. Credits: 4
Why has Latin America struggled to achieve democratic stability? Why is it the region of the world with the highest economic inequality? How have the periodic political and economic crises allowed for creative experimentation with policy alternatives to create a more equal and sustainable social order? This course examines the political and economic evolution and transformation of Latin America from the time of the European conquest until these very days, with a particular focus on the 20th century. It will also analyze how these general trends took specific shapes in each of the 7 countries studied: Mexico, Argentina, Brazil, Cuba, Chile, Venezuela and Bolivia.
Applies to requirement(s): Social Sciences
C. Fernandez Anderson
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Politics 106 (Comparative Politics) is recommended.

LATAM-260 Afro-Latin America: From Slavery to Invisibility
Fall. Credits: 4
Exploration of the history of Afro-Latin American populations since Independence within and outside the nation-state. We will question why and how to study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Readings include early twentieth-century Latin American racialist theorizing; research using census, economic, criminal, and marriage records; autobiographical works, and analysis of race in textual and musical representations of peoples, regions, and nations.
Crosslisted as: HIST-287AF, AFCNA-241AF
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

LATAM-287 Topics in Latin American Studies
This course studies significant problems relating to Latin America in greater depth from the perspectives of appropriate disciplines. Some topics may be cross-listed with other departments.

LATAM-287FM Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'
Not Scheduled for This Year. Credits: 4
A frame of mind typically refers to a mood or perspective. However, such dispositions also reflect a certain regulation of thought and thus behavior. In other words, something "frames" our minds in the first place. This course explores these ideas by interrogating the history of commonplace assumptions regarding issues such as freedom, race, prison, sexuality, government, and insanity. Authors include Giorgio Agamben, Wendy Brown, Michel Foucault, Friedrich Nietzsche, Edward Said, Ann Laura Stoler, and others.
Crosslisted as: CST-249FM
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Advisory: The course is geared toward both first-year students with minimal experience with philosophy and other students who have an interest in critical theory.

LATAM-287RP Topics in Latin American Studies: 'Sexual and Reproductive Rights in Latin America'
Not Scheduled for This Year. Credits: 4
Since the 1990s Latin America has witnessed increasing societal and political debates over sexual and reproductive rights. Issues such as abortion, gay marriage, transgender rights, sexual education and assisted reproductive technology have risen to the top of some countries’ agendas after decades of silence, taboos, and restrictive or non-existent legislation. The course aims to provide a survey of sexual and reproductive rights in the region as a whole while at the same time highlighting the disparities that exist within it. The course analyzes the multiple factors behind the current policies focusing particularly on the role of women and LGBT movements advancing more liberal legislation.
Crosslisted as: POLIT-255RP
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
C. Fernandez Anderson
Advisory: Previous coursework in Latin American Studies and/or Gender Studies recommended.

LATAM-288 Modern Mexico
Not Scheduled for This Year. Credits: 4
An analysis of the modern Mexican nation-state organized around three major themes: the conflictive yet symbiotic relationship with the United States, from the war of the 1840s through NAFTA most recently; the succession of reformist and revolutionary upheavals in 1810-1821, 1856-1867, 1910-1917, the 1930s, and again today, seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.
Crosslisted as: HIST-288
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson
LATAM-289 Slavery in the Americas
Not Scheduled for This Year. Credits: 4
A course, organized topically rather than geographically or nationally, that offers a comparative analysis of African American slavery as a dominant social system in Brazil, the Caribbean, and the U.S. South. Topics include: why slavery?; sugar and slavery; historical demography; culture and the law; kinship and family; long-run economic development; patterns of race relations; master class and racist ideologies; resistance to slavery; and abolition and its aftermath. Readings include historical and anthropological studies, as well as a major documentary collection on slavery in Brazil.
Crosslisted as: HIST-289, AFCNA-241SA
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

LATAM-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

LATAM-374 Latin American Cinema: Beyond the Farm and The Factory
Not Scheduled for This Year. Credits: 4
How do labor relationships and the social construction of what work means affect our lives as well as our communities? How do they contribute to shape our identities? In which ways can our gender, sexual orientation, race, social class or migratory status define our working possibilities? How do the concepts of marginality and informality emerge to identify the precarious Latin American labor conditions? Through Latin American films, students will problematize the idea of service, worker, industry, classic and non-classic work, sexual and affective work, and child labor, among others.
Crosslisted as: GNSTF-333FC
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Pitetta

LATAM-386 Central America: Reform, Reaction, Revolution
Spring. Credits: 4
This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area's indigenous and Atlantic-coast peoples within and outside the nation-state framework.
Crosslisted as: HIST-386
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Latin American Studies or related field.

LATAM-387HR Special Topics in Latin American Studies: 'Human Rights Abuses and Accountability Mechanisms in the Southern Cone of Latin America'
Not Scheduled for This Year. Credits: 4
During the 1960s and 1970s military coups brought authoritarian regimes to power in the Southern Cone (Argentina, Brazil, Chile and Uruguay). Human rights movements emerged demanding information about victims of torture, executions and disappearances which became the way military regimes attempted to eliminate dissent. What accounts for the different role these movements in the transition and consolidation of democracy and the rule of law? Did they take part to the same extent in the design and implementation of accountability mechanisms to prosecute those responsible for the abuses? We will answer these questions through the analysis of academic readings, movies, and primary sources.
Crosslisted as: POLIT-364
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
C. Fernandez Anderson
Advisory: Previous coursework in Latin American Studies and/or comparative politics recommended.

LATAM-387SC Special Topics in Latin American Studies: 'Popular Education and Social Change in the Americas'
Spring. Credits: 4
Popular education emerged in the Americas as a liberation project nourished by revolutionary aspirations. The Brazilian educator, Paulo Freire and others envisioned liberatory education by and for the people. What were its origins? This course will examine the historical moments and movements where popular education emerged. Taking up a range of voices and sources, we will consider the principles and practices that animated revolutionary projects and social movements in El Salvador, Brazil, Nicaragua, among other Latin American and Latinx communities. As a class, we will take part in a CBL component where we will interact with some community-based organizations that practice popular education. Together, we will learn from these experiences and enrich our own liberatory practices.
Crosslisted as: HIST-301SC
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
S. Huezo
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: At least 4 credits in History or Latin American Studies.

LATAM-389 Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat
Not Scheduled for This Year. Credits: 4
Explores societies generated in the Americas by several widely distributed export crops. Multinational and cross-cultural comparisons holding constant the crop itself allows a focus on the possible variations by time and place in each commodity's technologies, labor systems, farm sizes, and social structure; their political and social dynamics; the problematic features of capitalism in agriculture, or if, how, and when do peasants become farmers and farming agribusinesses? Particular focus on family and household relations under so-called "peasant to farmer" agricultural transitions and environmental implications of single-crop and export agriculture.
Crosslisted as: HIST-389
Applies to requirement(s): Humanities
L. Gudmundson
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from Latin American Studies or related field.
LATAM-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.
LATINA/O STUDIES (LATST)

LATST-180 Introduction to Latina/o Studies: Structural Inequalities
Fall and Spring. Credits: 4
The course provides an overview of current and past social conditions of Latinas and Latinos within the U.S. We will address laws, policies and institutions that shape the complexity of Latinas'/os' social location and serve as critical sites of resistance. The course addresses legal constructions of race and citizenship, nomenclature, border politics, public health, education, and labor. We will consider the critical intersections of class, gender and sexuality as well as inequality in relation to other persons of color. Students will develop a firm sense of the importance and breadth of the Latina/o political agenda and acquire skills to think across social issues.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
The department

LATST-182 Introduction to Latinx History
Fall. Credits: 4
Introduction to Latinx History is a general and broad survey of the historical and cultural experiences of Latinx in the United States from conquest to the present. Through readings, lectures, film/documentaries, and class discussion we will examine the complex intersections between race/ethnicity, gender, sexuality and other social dimensions, such as age, education, language, and citizenship within the varied histories of the Latinx community. Studying Latinx history provides a deeper understanding of the social, economic, cultural, and political dimensions of U.S. history. By the end of the course, there will be no doubt that Latinx history is U.S. history.
Crosslisted as: HIST-182LX
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Huezo

LATST-250 Special Topics in Latina/o Studies
LATST-250AN Special Topics in Latina/o Studies: 'Aliens, Anti-Citizens, and Identities'
Not Scheduled for This Year. Credits: 4
The course will examine marginal and "alien" citizenship statuses in the United States. Whereas the Declaration of Independence asserts that "all men are created equal," we will interrogate that statement by studying identities and personages that are explicitly treated unequally in the law and society. From immigrants to gang members, from tipped workers to queer persons, from presumed terrorists to disenfranchised ex-cons, we will examine the deliberate incorporation and maintenance of people in society into lower classes and statuses.
Crosslisted as: CST-249AN
Applies to requirement(s): Social Sciences; Multicultural Perspectives
D. Hernández
Notes: This class will be jointly taught with students from Holyoke Community College (HCC). Please reserve one hour before and after class time for travel to and from HCC for part of the semester. MHC will provide transportation.

LATST-250CA Topics in the Recent History of the United States: 'Voices of the Central American Diaspora'
Fall. Credits: 4
Guatemalan scholar Arturo Arias argues that Central American communities in the U.S. have lived on the murky margins of Mexican-Americans and other larger Latinx groups. This course focuses on diasporic U.S. Central Americans to understand this invisibility and create spaces of visibility. By putting Central American immigrants and their children's voices at the forefront of our discussions, we will gain a critical understanding of the socio-political structures that inhibit ideas of belonging in the U.S. while exploring how this diasporic community has established and maintained roots in the both U.S. and Central America.
Crosslisted as: HIST-283CA
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Huezo

LATST-250LR Special Topics in Latina/o Studies: 'Latina/o/x Urbanism'
Fall. Credits: 4
This course examines the relationship between the urban and Latina/o/x placemaking, identities and culture(s). Urban scholars have long studied the "evolving" city-this course explores the changing city in relation to Latina/o/x populations and urban social change movements. We examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, "new urbanism," placemaking, gentrification, migration/immigration, segregation, and more. The readings in this course aim to provoke a consideration of the dynamic between space and place, as well as how urban life, culture, and form impacts Latina/o/x populations and vice versa.
Crosslisted as: CST-249LR
Applies to requirement(s): Social Sciences; Multicultural Perspectives
V. Rosa

LATST-250RP Special Topics in Latina/o Studies: 'Race, Racism, and Power'
Spring. Credits: 4
This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial "difference." In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.
Crosslisted as: CST-249RP, GNST-204RP
Applies to requirement(s): Social Sciences; Multicultural Perspectives
V. Rosa
Restrictions: This course is limited to sophomores and juniors.
LATST-250SP Special Topics in Latina/o Studies: 'Scholarly Pathways: Research, College Achievement and Post-Baccalaureate Futures'
*Not Scheduled for This Year. Credits: 4*
This course demystifies college by focusing on three areas: 1) benefits of undergraduate research, 2) how to capitalize on the college experience, and 3) how to prepare for post-baccalaureate opportunities. Specifically, this course will teach students the elements of a research proposal by guiding them with original research. Moreover, students will learn strategies to thrive as undergraduates by exploring interests as means to finding their passion. In addition, this course will decipher the graduate/professional school application process. The overall goal of this course is to encourage and empower students to take their education and pre-professional experience into their own hands and equip them with the necessary tools to be successful.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
A. Soltero López

LATST-250YE Special Topics in Latina/o Studies: 'The Undocumented Latina/o Youth Experience: Struggles, Resiliency, and Futures'
*Not Scheduled for This Year. Credits: 4*
This course provides an overview of the immigrant rights movement, emphasizing diverse undocumented Latina/o students throughout the K-20 pipeline. Readings and discussions will: address the socio-political construction of 'illegality'; critically examine the creation and implementation of pro- and anti-immigrant legislation, particularly policies that impact undocumented students; survey the challenges and resiliency of the undocumented youth movement as it pertains to education, social mobility, and health; and deconstruct the legislative, political, economic, and cultural factors that impact the undocumented community in the U.S.
Crosslisted as: CST-249YE
Applies to requirement(s): Social Sciences; Multicultural Perspectives
A. Soltero López

LATST-295 Independent Study
*Fall and Spring. Credits: 1 - 4*
The department
Instructor permission required.

LATST-350 Special Topics in Latina/o Studies

LATST-350AC Special Topics in Latina/o Studies: 'Latina/o/x Studies in Action'
*Not Scheduled for This Year. Credits: 4*
Latina/o/x Studies in Action explores university/college-community partnerships and civic engagement with/Latina/o/x communities in the United States. Drawing from the field of Latina/o/x Studies, the course explores and interrogates "traditional" academic understandings of knowledge production, research, and service learning. Focusing on questions of power, inequality, and social change, this course will examine how university/college-community partnerships can be based on reciprocity, exchange, and the centering of community assets, needs, and voices.
Crosslisted as: CST-349AC
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
V. Rosa

LATST-350FM Special Topics in Latina/o Studies: 'Latina Feminism(s)'
*Fall. Credits: 4*
What is Latina Feminism? How does it differ from and/or intersect with "other" feminisms? In this seminar, we will explore the relationship between Latina feminist theory, knowledge production, and social change in the United States. This interdisciplinary course explores Latina feminism in relation to methodology and epistemology through a historical lens. This will help us to better understand how Latina feminist approaches can inform our research questions, allow us to analyze women's experiences and women's history, and challenge patriarchy and gender inequality. We will explore topics related to knowledge production, philosophies of the "self," positionality, inequality, the body, reproductive justice, representation, and community. Our approach in this class will employ an intersectional approach to feminist theory that understands the interconnectedness between multiple forms of oppression, including race, class, sexuality, and ability. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.
Crosslisted as: GNDST-333FM, CST-349FM
Applies to requirement(s): Social Sciences; Multicultural Perspectives
V. Rosa
Restrictions: Course limited to sophomores, juniors and seniors

LATST-350MC Special Topics in Latina/o Studies: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'
*Spring. Credits: 4*
Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the "American Dream," homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining: 1. the history of housing policy in the United States; 2. national identity, assimilation, and housing; and 3. discriminatory housing policies/programs and housing inequality. We explore topics including immigration, housing policy, public housing, segregation, gentrification, the suburbs, homelessness, eviction, affordability, and community building. Exploring this range of topics will help us develop a clearer understanding of why housing is one of the most pressing issues for Latinas/os/x today.
Crosslisted as: CST-349MC, GNDST-333MC
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
V. Rosa
Restrictions: This course is open to juniors and seniors
LATST-350RT Special Topics in Latina/o Studies: ‘Critical Race Theory in Education’
Not Scheduled for This Year. Credits: 4
This course focuses on Critical Race Theory, its history and application in the field of Education. Through course readings and assignments, students will explore and discuss key issues such as race/racism, class/classism, gender/sexism among other “isms” and how they impact the teaching and learning experiences of students of color. This course is specifically designed to challenge students and make them think critically about their multiple identities, privileges and challenges as students and future leaders. The goal is gain a critical understanding of the connection between theory, research, and practice in order to better understand educational structures, processes, and discourses.
Crosslisted as: CST-349RT
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Soltero López
Notes: Students interested in careers within Education are highly encouraged to enroll.

LATST-350VN Special Topics in Latin American Studies: ‘Visualizing Immigrant Narratives: Migration in Film’
Not Scheduled for This Year. Credits: 4
This course offers an interrogation of overt and embedded narratives of migrants and the migration process in popular and documentary film, paying specific attention to cinematic representations of non-citizen bodies confronting migration, deportation, labor, acculturation, and anti-immigrant hysteria. Film screenings and class discussions comprise the interpretative lens through which students will examine the aesthetic, cultural, economic, gendered, historical, political, racial and sexual dimensions of cultural texts. The course is supplemented with readings about immigration policies and histories.
Applies to requirement(s): Humanities; Multicultural Perspectives
D. Hernández

LATST-360 Latina/o Immigration
Not Scheduled for This Year. Credits: 4
The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.
Crosslisted as: GNDST-333UU, CST-349UU
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
D. Hernández
Notes: Community-based learning is optional in this class.

LATST-365 Disposable People: A History of Deportation
Not Scheduled for This Year. Credits: 4
Taught in English, the course explores comparative racial and ethnic politics in the U.S. during the 20th century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice. The course also offers an optional Community-Based Learning (CBL) component.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
D. Hernández

LATST-395 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.
MATHEMATICS (MATH)

MATH-100 Precalculus
MATH-100QR Precalculus: 'Problem Solving and Quantitative Reasoning'
Fall. Credits: 4
This course is intended for students who, based on the results of their mathematics assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic skills in order to be ready to progress to further mathematics, science, and economics courses. In this class students learn to translate real problems into mathematics, to solve complex multi-step problems, and to gain confidence in using logarithms, exponents, and trigonometry in different contexts.
Applies to requirement(s): Meets No Distribution Requirement
P. Rosnick
Instructor permission required.
Advisory: Permission of instructor. Send score from math online self-assessment and background information to Margaret Robinson, robinson@mtholyoke.edu

MATH-101 Calculus I
Fall and Spring. Credits: 4
This course is for students who have not studied calculus and who have the necessary precalculus background. It presents rates of change and their applications, integrals, the fundamental theorem, and modeling of phenomena in the natural and social sciences. All students are required to complete the online self assessment of precalculus skills before the course begins.
Applies to requirement(s): Math Sciences
M. Robinson, R. Tramel, The department

MATH-102 Calculus II
Fall and Spring. Credits: 4
Topics include techniques of integration, applications of integration, differential equations, sequences, series, and Taylor series.
Applies to requirement(s): Math Sciences
P. Rosnick, D. Shepardson, A. Wheeler, The department

MATH-114 Explorations in Number Theory
Spring. Credits: 4
We will cover the arithmetic of whole numbers and of prime numbers, in particular, examining some of the earliest questions in mathematics from a modern perspective, finding whole number solutions to equations with several variables, deciding whether or not such solutions exist and if so, determining whether the solution set is finite or infinite. Topics include the theory of 'finite arithmetic,' converting questions about the infinite set of whole numbers to those involving just a small set of primes, using computers to examine problems numerically.
Applies to requirement(s): Math Sciences
The department
Advisory: A good grasp of arithmetic

MATH-120 Explorations in Geometry
MATH-120PA Explorations in Geometry: 'The Mathematics of Perspective Drawing'
Fall. Credits: 4
How do we calculate the optimal viewing distance of a painting? If you are drawing a building, how do you decide which lines are parallel and which intersect? In this course students will learn the mathematics of perspective drawing, which answers both questions. We will explore ways to use mathematics to analyze and create art.
Applies to requirement(s): Math Sciences
J. Sidman
Advisory: No prior background in either drawing or mathematics is required.

MATH-203 Calculus III
Fall and Spring. Credits: 4
Topics include differential and integral calculus of functions of several variables.
Applies to requirement(s): Math Sciences
The department
Prereq: MATH-102 or its equivalent.

MATH-211 Linear Algebra
Fall and Spring. Credits: 4
Topics include elements of the theory of matrices and vector spaces.
Applies to requirement(s): Math Sciences
G. Davidoff, N. Gray, The department
Prereq: MATH-102 or above.

MATH-232 Discrete Mathematics
Fall and Spring. Credits: 4
Studies some aspects of discrete mathematics. Topics include sets, functions, elementary probability, induction proofs, and recurrence relations.
Applies to requirement(s): Math Sciences
G. Davidoff, J. Sidman, The department
Prereq: MATH-102 or above or COMSC-101/151.

MATH-251 Mathematical Experimentation: An Introduction to Research in the Mathematical Sciences
Fall. Credits: 4
A selection of projects with a goal of discovery of properties and patterns in mathematical structures. The choice of projects varies from year to year and is drawn from algebra, analysis, discrete mathematics, geometry, applied mathematics, and statistics.
Applies to requirement(s): Math Sciences
Other Attribute(s): Writing-Intensive
D. Shepardson
Prereq: MATH-102 or above.
Advisory: MATH-232 recommended

MATH-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.
Notes: The permission of The department is required for independent work to count towards the major or minor.
MATH-301 Real Analysis
Fall and Spring. Credits: 4
Topics include the real number system, convergence of sequences and series, power series, uniform convergence, compactness and connectedness, continuity, abstract treatment of differential and integral calculus, metric spaces, and point-set topology.
Applies to requirement(s): Math Sciences
N. Gray, The department
Prereq: MATH-102, MATH-211, and MATH-232.

MATH-302 Complex Analysis
Fall. Credits: 4
Topics include differentiation and integration of functions of a complex variable, the Cauchy integral formula, residues, conformal mapping, and applications to physical science and number theory.
Applies to requirement(s): Math Sciences
R. Tramel, The department
Prereq: MATH-203 and PHYS-205.
Notes: offered alternate years at Mount Holyoke and Smith Colleges

MATH-311 Abstract Algebra: Groups and Rings
Not Scheduled for This Year. Credits: 4
Topics include algebraic structures: groups, rings (including some elementary number theory), fields, and vector spaces.
Applies to requirement(s): Math Sciences
The department
Prereq: MATH-211 and MATH-232.
Advisory: Students who have taken MATH-312RT Rings may only take MATH-311 Abstract Algebra: Groups and Rings with instructor permission.

MATH-312 Abstract Algebra
MATH-312GT Abstract Algebra: 'Groups'
Spring. Credits: 4
Abstract algebra is the study of the common principles that govern computations with seemingly disparate objects. One way to begin is by studying groups, which are sets with a single operation under which each non-identity element is invertible. Examples include the integers with addition, invertible matrices of size n, permutations of a fixed set, and the symmetries of an object. Our goal is to study a definition of groups that unifies all of the important examples above and more.
Applies to requirement(s): Math Sciences
A. Wheeler, The department
Prereq: MATH-211 and MATH-232.
Advisory: Students who have taken MATH-312RT Rings may only take MATH-312 Abstract Algebra: Groups and Rings with instructor permission.
Notes: This course will satisfy the MATH-311 requirement for the mathematics major.

MATH-319 Topics in Algebra
MATH-319NT Topics in Algebra: 'NumberTheory'
Fall and Spring. Credits: 4
This course will begin with an introduction to number theory, covering material on congruences, prime numbers, arithmetic functions, primitive roots, quadratic residues, and quadratic fields. We will then continue our study of number theory by picking special topics which might include some of the following: Finite Fields, Prime Factorization of Ideals, Fermat's Last Theorem, Elliptic curves, Dirichlet's Theorem on Arithmetic Progressions, the Prime Number Theorem, or the Riemann Zeta function.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Robinson
Prereq: MATH-211 and MATH-232.

MATH-329 Topics in Geometry
MATH-329TP Topics in Geometry and Topology: 'Topology'
Spring. Credits: 4
This course is an introduction to point-set topology, which is a fundamental language for much of modern mathematics. One of the goals of topology is to understand what it means for a function to be continuous, first in Euclidean space, and then to generalize the notion of continuity to other spaces. The core topics to be studied include: basic set theory, various interesting topologies, continuous functions, connectedness and compactness. Topics from algebraic topology will be covered if time permits.
Applies to requirement(s): Math Sciences
The department
Prereq: MATH-232 and any 300-level math class.

MATH-333 Differential Equations
MATH-333 Differential Equations
Not Scheduled for This Year. Credits: 4
This is an introduction to differential equations for students in the mathematical or other sciences. Topics include first-order equations, second-order linear equations, and qualitative study of dynamical systems.
Applies to requirement(s): Math Sciences
The department
Prereq: MATH-211.

MATH-339 Topics in Applied Mathematics
MATH-339SP Topics in Applied Mathematics: 'Stochastic Processes'
Not Scheduled for This Year. Credits: 4
A stochastic process is a collection of random variables. For example, the daily prices of a particular stock are a stochastic process. Topics of this course will include Markov chains, queueing theory, the Poisson process, and Brownian motion. In addition to theory, the course will investigate applications of stochastic processes, including models of call centers and models of stock prices. Simulations of stochastic processes will also be used to compare with the theory.
Crosslisted as: STAT-344SP
Applies to requirement(s): Math Sciences
The department
Prereq: MATH-211 and MATH-342.
MATH-342 Probability
Fall and Spring. Credits: 4
This course develops the ideas of probability simultaneously from experimental and theoretical perspectives. The laboratory provides a range of experiences that enhance and sharpen the theoretical approach and, moreover, allows us to observe regularities in complex phenomena and to conjecture theorems. Topics include: introductory experiments; axiomatic probability; random variables, expectation, and variance; discrete distributions; continuous distributions; stochastic processes; functions of random variables; estimation and hypothesis testing.
Applies to requirement(s): Math Sciences
M. Peterson, The department
Prereq: MATH-203.

MATH-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
Notes: The permission of The department is required for independent work to count towards the major or minor.
MUSIC (MUSIC)

100-Level Courses

MUSIC-100 Rudiments of Music
Fall and Spring. Credits: 2
In this half-semester course students will become familiar with the elements of music notation (staves, clefs, pitch names, note and rest values) and with some of the basic skills necessary for college-level music instruction (e.g., construction and identification of scales, intervals, triads, and basic diatonic functions).

Appplies to requirement(s): Meets No Distribution Requirement
L. Schipull, The department
Notes: Meets for only the first half of the semester.

MUSIC-102 Music and Technology
Fall and Spring. Credits: 4
It is now possible to record, manipulate, and compose music with a variety of powerful and flexible tools using the personal computer. Through reading, discussion, demonstration, listening sessions, technical tutorials and hands-on projects, we will explore the techniques, practices and aesthetics surrounding creative applications of current and emerging music technologies, including sound recording and editing, mixing, synthesis and music sequencing.

Appplies to requirement(s): Humanities
M. Bullock, T. Ciufo
Restrictions: This course is limited to first-years, sophomores, and juniors
Advisory: Basic computer literacy (such as comfort with user interface navigation, file management, and editing commands) is required.
Notes: Not open to seniors in the first week of pre-registration.

MUSIC-131 Basic Musicianship
Fall and Spring. Credits: 4
Explores the ways in which sound is organized into musical structures. Topics include the physical properties of sound; the basic vocabulary of Western music (scales, key signatures, intervals, triads, rhythm, meter); and an introduction to musical form and analysis. Includes extensive practice in music reading, sight singing, ear training, and critical listening.

Appplies to requirement(s): Humanities
L. Schipull, The department
Coreq: MUSIC-131L.

200-Level Courses

MUSIC-171 Topics in Music

MUSIC-171R Topics in Music: 'Race in the American Musical'
Not Scheduled for This Year. Credits: 4
The history of musical theater in the United States is bound up with race on multiple levels: from the problematic legacies of vaudeville and minstrelsy, to erasure, whitewashing, and nontraditional casting, to issues of genre and identity in pop, rock, and hip hop musicals. In this course, we will survey selected musical works in the history of musical theater from the perspective of race, moving from Hamilton to Show Boat, Porgy and Bess, South Pacific, West Side Story, and Rent, and others. Our guiding question will be: what is musical about race in the musical? How does the spectacle of the singing body, the longevity of the catchy show tune, and new modes of consumption and fandom via the web and social media affect the way Broadway’s creators and audiences negotiate power, inequality, and representation?

Appplies to requirement(s): Humanities, Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
A. Mueller
Notes: The course will include student-moderated QAs with faculty in related disciplines, a field trip to Hartford to attend the 20th-anniversary touring production of Rent, and will culminate in a student-led symposium and digital exhibition.

MUSIC-202 Electronic and Computer Music
Spring. Credits: 4
This course will explore a range of approaches and techniques involved in the creation of electronic and computer music, including aspects of form and development, analog and digital synthesis and signal processing, basic computer music programming, and audio recording and production techniques. The focus of this seminar will be a series of exercises and creative projects that develop aesthetic and technical abilities. This creative work will be supported and enriched by selected reading and listening examples, as well as ongoing technical labs and demonstrations.

Appplies to requirement(s): Humanities
T. Ciufo
Prereq: MUSIC-102.

MUSIC-203 Acoustic Ecology and Sonic Art
Fall. Credits: 4
The field of acoustic ecology is particularly concerned with how we create, interpret and interact with the sounds around us and how imbalances in the soundscape may affect human health and the natural world. Through reading, discussion, listening sessions, independent research, and hands-on projects, we will examine the broad interdisciplinary fields of acoustic ecology and sonic art. We will engage historical, conceptual, and aesthetic aspects of sound as a cultural, environmental, and artistic medium, with an emphasis on listening, psychoacoustics, soundscape studies, field recording and soundscape composition. We will question predominate ideas regarding the relationships between location, environment, sound, silence, music, and noise, and test these ideas through individual and group research as well as hands-on sonic art projects.

Appplies to requirement(s): Humanities
T. Ciufo
Restrictions: Course limited to sophomores, juniors and seniors
MUSIC-215 Intermediate Composition
Not Scheduled for This Year. Credits: 4
Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances at the end of the semester.
Applies to requirement(s): Humanities
D. Sanford
Prereq: MUSIC-100 or MUSIC-131.

MUSIC-220 Music and Film
Not Scheduled for This Year. Credits: 4
This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.
Crosslisted as: FLMST-220M/1
Applies to requirement(s): Humanities
D. Sanford
Prereq: MUSIC-100, MUSIC-102, MUSIC-103 or MUSIC-131, or one Film Studies course.

MUSIC-226 World Music
Fall. Credits: 4
This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean, and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions. Students are expected to undertake a final project in music ethnography.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
The department

MUSIC-228 African Opera in Theory and Practice
Not Scheduled for This Year. Credits: 4
In this course, African opera will provide the framework for exploring salient features of African music. The course will begin by examining a wide range of performance elements, including ensemble practice, the role of dance, and musical storytelling. The second part will feature practical sessions culminating in a public performance of an African opera. Students will work with visiting and local musicians and choreographer. The practical sessions will afford students an opportunity to reflect on the theoretical issues examined earlier on in the semester, and gain practical knowledge of the African operatic tradition.
Applies to requirement(s): Humanities; Multicultural Perspectives
B. Omojola

MUSIC-229 African Popular Music
Not Scheduled for This Year. Credits: 4
This course examines selected genres and their relationships to the political and social dynamics of their respective national origins. Regional examples like highlife, soukous, chimurenga, and Fela Anikulapo-Kuti’s Afro-beat will provide the basis for assessing the significance of popular music as a creative response to the African colonial and postcolonial environment. The course also discusses African hip-hop music by exploring how indigenous cultural tropes have provided the basis for its local appropriation. Themes explored include music and identity; music, politics, and resistance; interaction of local and global elements; and political significance of musical nostalgia. Students’ final projects for this class could be in form of live performances or paper presentations focusing on any genre or aspect of African popular music.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
B. Omojola

MUSIC-231 Theory I
Spring. Credits: 4
Studies diatonic harmony (part-writing, inversions, harmonization, figured bass and non-harmonic tones), continues with seventh chords, and begins the exploration of chromaticism. Includes analysis, ear-training, solfege, and keyboard harmony.
Applies to requirement(s): Humanities
L. Schipull
Prereq: MUSIC-100 or MUSIC-131. Coreq: MUSIC-231L.

MUSIC-242 Conducting I
Spring. Credits: 4
Fundamentals of conducting: gestures, rehearsal techniques, study of representative short scores, and practice leading primarily choral ensembles. Videotaping, class recital.
Applies to requirement(s): Meets No Distribution Requirement
T. Ng
Prereq: MUSIC-231.
Advisory: Ensemble experience

MUSIC-269 Projects in Sound and Media Arts
Not Scheduled for This Year. Credits: 4
This innovative arts and technology course will explore emerging creative practices that transcend any single medium or discipline. Class meetings will combine seminar-style discussions, hands-on lab sessions, brainstorming and project development, and critique sessions for feedback on student projects. Guest artists’ visits will enhance students’ exposure to sound and media arts practitioners. While sound will be a primary focus of the course, students will design and realize projects that might also include still or moving images, text, spoken word, graphics, computational elements, interactivity, performance, etc. At least one project will be collaborative and involve multiple mediums.
Applies to requirement(s): Humanities
T. Ciufo
Instructor permission required.
Advisory: Previous experience in any arts and technology area and consent of instructor.
Notes: Repeatable for credit.
MUSIC-281 History of Western Music I: Music to 1700  
Not Scheduled for This Year. Credits: 4  
The first in a three-semester survey of Western music history, Music 281 examines the cultures of art music in Europe and Americas to 1700, focusing on evolution of style and the changing roles of composers, performers, patrons, and audience.  
Applies to requirement(s): Humanities  
Other Attribute(s): Writing-Intensive  
R. Eisenstein  
Prereq: MUSIC-100 or MUSIC-131.

MUSIC-282 History of Western Music II: Music from 1700 to 1900  
Spring. Credits: 4  
The second in a three-semester survey of Western music history, Music 282 examines the cultures of art music in Europe and the Americas from 1700-1900, focusing on the evolution of styles and genres and the changing roles of composers, performers, and audiences.  
Applies to requirement(s): Humanities  
Other Attribute(s): Writing-Intensive  
A. Mueller  
Prereq: MUSIC-100 or MUSIC-131.

MUSIC-283 History of Western Music III: Music Since 1900  
Fall. Credits: 4  
The third in a three-semester survey of Western music history, Music 283 examines the cultures of art music in Europe and the Americas from 1900 to the present day, focusing on the evolution of styles and genres and the changing roles of composers, performers, and audiences.  
Applies to requirement(s): Humanities  
Other Attribute(s): Writing-Intensive  
A. Mueller  
Prereq: MUSIC-100 or MUSIC-131.

MUSIC-299 Creative Career Strategies and Music Entrepreneurship  
Not Scheduled for This Year. Credits: 2  
This combined lecture series/seminar will expose students to a wide range of career options available in music and music-related fields. Guest speakers will present broad and varied approaches to creating a meaningful career in music, as well as sharing specific strategies, resources, and advice. This seminar will also include course readings and discussion, as well as skill building in entrepreneurial thinking and professional aspects of career development.  
Applies to requirement(s): Meets No Distribution Requirement  
T. Ciufo  
Restrictions: This course is limited to Music majors and minors.

300-Level Courses

MUSIC-315 Advanced Composition  
Not Scheduled for This Year. Credits: 4  
Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances a the end of the semester.  
Applies to requirement(s): Humanities  
D. Sanford  
Prereq: MUSIC-215 and MUSIC-231.  
Notes: Repeatable for credit.

MUSIC-321 Advanced Interdisciplinary Topics

MUSIC-321AM Advanced Interdisciplinary Topics: 'Art, Music and the Brain'  
Spring. Credits: 4  
Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.  
Crosslisted as: PSYCH-349AM  
Applies to requirement(s): Social Sciences  
Other Attribute(s): Writing-Intensive  
M. Breen, A. Mueller  
Restrictions: This course is limited to seniors.  
Instructor permission required.  
Prereq: At least 8 credits at the 200 level in Psychology, Neuroscience and Behavior, Art History, or Music.

MUSIC-332 Theory II  
Fall. Credits: 4  
This course continues the study of harmonic practices in the 18th and 19th centuries, including modulation, chromatically altered chords, and an introduction to selected 20th- and 21st century techniques. Includes part-writing, analysis, ear training, solfege, and keyboard harmony.  
Applies to requirement(s): Humanities  
D. Sanford  
Prereq: MUSIC-231. Coreq: MUSIC-332L.

MUSIC-334 Music Analysis  
Not Scheduled for This Year. Credits: 4  
The course begins with an overview of the ways music analysis informs, and is informed by, other disciplines of musical inquiry: history, criticism, etc. The course culminates in an application of various analytic approaches to a small group of related works within the Western art music tradition. This year the topic will be Mozart's operas, and we will study works that exemplify Mozart's three main operatic genres: opera seria (Idomeneo), opera buffa (The Marriage of Figaro), and Singspiel (The Magic Flute).  
Applies to requirement(s): Humanities  
Other Attribute(s): Writing-Intensive  
A. Mueller  
Prereq: MUSIC-231.

MUSIC-341 Conducting II  
Spring. Credits: 4  
Conducting II builds on fundamentals of conducting from Music 242. The course will include gestural vocabulary, moving fluently between choral and instrumental conducting, introduction to keyboard realization of scores, relationship between interpretation and conducting, and rehearsal preparation. The conducting class forms the core of the ensemble for the class.  
Applies to requirement(s): Humanities  
Other Attribute(s): Writing-Intensive  
T. Ng  
Prereq: MUSIC-242.
MUSIC-371 Topics in Music
This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological/ethnomusicological and/or theoretical research, as well as in the critical evaluation of published scholarship. Engagement with a shared topic at the outset of the semester provides the context from which each student fashions an independent project. Oral presentations and active discussion are integral to the course.

MUSIC-371CH Topics in Music: 'Music and Childhood in the Western Tradition'
Fall. Credits: 4
This course examines significant moments in the history of children as creators, performers, consumers, and subjects of music, with a focus on Western Europe and the United States. From Mozart to Michael Jackson, medieval psalmody to playground games and beyond, we will survey the enlisting of children, childhood, and the childlike across a range of musical genres and pedagogical, aesthetic, and cultural-political agendas. For their final project, students may work with a historical artifact of children's musical culture, or research a local children's music program or ensemble.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Mueller
Prereq: MUSIC-231, and MUSIC-281, MUSIC-282, or MUSIC-283.

MUSIC-371EM Topics in Music: 'Electronic and Experimental Music'
Not Scheduled for This Year. Credits: 4
This course examines significant moments of disruption found at the intersection of particular technologies and emergent musical practices. We will explore a range of electronic and experimental music approaches, read case studies and other influential texts, as well as engaging the sonic outcomes and aesthetic/philosophical implications of these developments. We will further explore and test the potential promise, hype and challenges posed by these emergent music practices through hands-on labs and creative projects.
Applies to requirement(s): Humanities
T. Ciufo
Prereq: MUSIC-231, and MUSIC-281, MUSIC-282, or MUSIC-283.

MUSIC-371SH Topics in Music: 'Shakespeare and Music to 1800'
Not Scheduled for This Year. Credits: 4
This seminar develops skills in the use of primary materials for musicological, ethnomusicological, and/or theoretical research; in critical engagement with published scholarship; and in the communication of original research to a wider community. Collaborative inquiry on a specific interdisciplinary topic provides the context from which each student fashions a substantial independent project, often with a practical or public component. This year, the topic is musical settings and adaptations of Shakespeare from 1590-1800. Students will collectively research, program, rehearse, and perform an evening-length program of music from Shakespeare's Tempest.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Mueller
Prereq: MUSIC-231, and MUSIC-281, MUSIC-282, or MUSIC-283.
Notes: Students who wish only to participate as dancers, actors, singers, or musicians may register for a single unit of ensemble credit: See Music 147A Collegium.

MUSIC-374 Advanced Seminar in Ethnomusicology
Spring. Credits: 4
Designed for music and non-music majors, this advanced seminar examines core theoretical and methodological issues in ethnomusicology and the debates that have shaped its practice since its origins in the early twentieth century as comparative musicology. Drawing on musical traditions from different parts of the world and supplemented by workshops conducted by visiting professional musicians, the course explores the interdisciplinary approaches that inform how ethnomusicologists study the significance of music “in” and “as” culture. Topics covered will include ethnographic methods, the intersection of musicalological and anthropological perspectives, the political significance of musical hybridity, applied ethnomusicology, and sound studies.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
B. Omojola
Restrictions: Course limited to sophomores, juniors and seniors

Performance Studies

MUSIC-151A Individual Performance Study: 'Piano'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
S. Dennis, M. Gionfriddo, D. Gilwood
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151B Individual Performance Study: 'Voice'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
C. Cobb, E. Ruby
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151C Individual Performance Study: 'Flute'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
A. Greenbaum, A. Hale
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.
MUSIC-151D Individual Performance Study: 'Oboe'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
C. Huang
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151E Individual Performance Study: 'Clarinet'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
M. Brignolo
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151F Individual Performance Study: 'Saxophone'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
T. Levine
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151G Individual Performance Study: 'Bassoon'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
R. Eldredge
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151H Individual Performance Study: 'French Horn'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
J. Jeffries
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151I Individual Performance Study: 'Trumpet'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
E. Berlin, J. Klement
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151J Individual Performance Study: 'Trombone'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
S. Pemrick
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151K Individual Performance Study: 'Tuba'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151M Individual Performance Study: 'Percussion'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
F. Conant, D. Patrick
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151N Individual Performance Study: 'Harpischord'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
L. Schipull, The department
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.
MUSIC-151O Individual Performance Study: ‘Organ’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
L. Schipull, The department
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151P Individual Performance Study: ‘Harp’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
T. Alterman
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151Q Individual Performance Study: ‘Guitar’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
P. de Fremery, M. Lach
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151R Individual Performance Study: ‘Violin’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151S Individual Performance Study: ‘Viola’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
M. Knieriem
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151T Individual Performance Study: ‘Cello’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
N. Fizznoglia
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151U Individual Performance Study: ‘Bass’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
L. Lovell, D. Picchi
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151V Individual Performance Study: ‘Recorders/Early Winds’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
D. Meyers, E. Samuels
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151W Individual Performance Study: ‘Loud Winds’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
D. Meyers
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151X Individual Performance Study: ‘Lute’
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
M. Pash
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.
MUSIC-151Y Individual Performance Study: 'Early Strings'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
D. Maiben, A. Robbins
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for
initial semester of study
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-151Z Individual Performance Study: 'Music Technology'
Fall and Spring. Credits: 1 - 2
Private study - individual instruction in the use of current and emerging
technologies for the creation and performance of electronic music and
sonic art.
Applies to requirement(s): Meets No Distribution Requirement
T. Ciufo
Instructor permission required.
Prereq: MUSIC-100, or MUSIC-102, or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for
initial semester of study
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-251A Individual Performance Instruction: 'Piano'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
S. Dennis, M. Gionfriddo, D. Gilwood
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level
instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-251B Individual Performance Instruction: 'Voice'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
C. Cobb, E. Ruby
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level
instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-251C Individual Performance Instruction: 'Flute'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
A. Greenbaum, A. Hale
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level
instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-251D Individual Performance Instruction: 'Oboe'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
C. Huang
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level
instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-251E Individual Performance Instruction: 'Clarinet'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
M. Brignolo
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level
instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-251F Individual Performance Instruction: 'Saxophone'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
R. Eldredge
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level
instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-251G Individual Performance Instruction: 'Bassoon'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
R. Eldredge
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level
instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.

MUSIC-251H Individual Performance Instruction: 'Horn'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
J. Jeffries
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level
instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher
availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after
10th academic day of class.
MUSIC-251I Ind. Perform. Study: Trumpet  
Fall and Spring. Credits: 2  
Applies to requirement(s): Meets No Distribution Requirement  
E. Berlin, J. Klement  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251J Ind. Perform. Study: Trombone  
Spring. Credits: 2  
Applies to requirement(s): Meets No Distribution Requirement  
S. Pemrick  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251K Ind. Perform. Study: Tuba  
Not Scheduled for This Year. Credits: 2  
Applies to requirement(s): Meets No Distribution Requirement  
The department  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251M Individual Performance Instruction: 'Percussion'  
Fall and Spring. Credits: 2  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
D. Patrick  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251N Individual Performance Instruction: 'Harpichord'  
Fall and Spring. Credits: 2  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
L. Schipull, The department  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251O Individual Performance Instruction: 'Organ'  
Fall and Spring. Credits: 2  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
L. Schipull, The department  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251P Individual Performance Instruction: 'Harp'  
Fall and Spring. Credits: 2  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
T. Alterman  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251Q Individual Performance Instruction: 'Guitar'  
Fall and Spring. Credits: 2  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
P. de Fremery, M. Lach  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251R Individual Performance Instruction: 'Violin'  
Fall and Spring. Credits: 2  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
The department  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251S Individual Performance Instruction: 'Viola'  
Fall and Spring. Credits: 2  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
M. Knieriem  
Instructor permission required.  
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.  
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.
MUSIC-251T Individual Performance Instruction: 'Cello'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
N. Fizznoglia
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251U Individual Performance Instruction: 'String Bass'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
L. Lovell, D. Picchi
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251V Individual Performance Instruction: 'Recorders/Early Winds'
Spring. Credits: 2
Applies to requirement(s): Meets No Distribution Requirement
E. Samuels
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251W Ind. Perform. Stdy: Loud Winds
Spring. Credits: 2
Applies to requirement(s): Meets No Distribution Requirement
D. Meyers
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251X Ind. Perform. Study: Lute
Spring. Credits: 2
Applies to requirement(s): Meets No Distribution Requirement
M. Pash
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251Y Ind. Perform. Study: Early Strings
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
A. Robbins
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251Z Individual Performance Study: 'Music Technology'
Fall and Spring. Credits: 2
Private study - individual instruction in the use of current and emerging technologies for the creation and performance of electronic music and sonic art.
Applies to requirement(s): Meets No Distribution Requirement
T. Ciufo
Instructor permission required.
Prereq: MUSIC-102 or similar course work.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-351A Individual Performance Study: 'Piano'
Fall and Spring. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
S. Dennis, M. Gionfriddo, D. Gilwood
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351B Individual Performance Study: 'Voice'
Fall and Spring. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
C. Cobb, E. Ruby
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351C Individual Performance Study: 'Flute'
Fall and Spring. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
A. Greenbaum, A. Hale
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.
MUSIC-351D Individual Performance Study: 'Oboe'
Fall and Spring. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351E Individual Performance Study: 'Clarinet'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
M. Brignolo
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351F Individual Performance Study: 'Saxophone'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
T. Levine
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351G Individual Performance Study: 'Bassoon'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
J. Jeffries
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351H Individual Performance Study: 'Horn'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
J. Jeffries
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351I Individual Performance Study: 'Trumpet'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
J. Klement
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351J Individual Performance Study: 'Trombone'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
S. Pemrick
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351K Individual Performance Study: 'Tuba'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351L Individual Performance Study: 'Percussion'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
D. Patrick
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351M Individual Performance Study: 'Harpichord'
Fall. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
L. Schipull, The department
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.
MUSIC-351O Individual Performance Study: 'Organ'
Fall. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
L. Schipull, The department
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351P Individual Performance Study: 'Harp'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
T. Alterman
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351Q Individual Performance Study: 'Guitar'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
P. de Fremery, M. Lach
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351R Individual Performance Study: 'Violin'
Fall and Spring. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351S Adv. Perform. Study: Viola
Fall. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
M. Knieriem
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351T Individual Performance Study: 'Cello'
Fall. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
N. Fizznoglia
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351U Individual Performance Study: 'String Bass'
Fall. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
L. Lovell
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351V Individual Performance Study: 'Recorders/Early Winds'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
E. Samuels
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351W Individual Performance Study: 'Loud Winds'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
D. Stillman
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351X Individual Performance Study: 'Lute'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
M. Pash
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.
MUSIC-351Y Individual Performance Study: 'Early Strings'
Not Scheduled for This Year. Credits: 4
Applies to requirement(s): Meets No Distribution Requirement
A. Robbins
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-
level history course, demonstration of prior public performance.
Notes: Repeatable for credit. Continuation of studies at the 300 level depends
on evaluation by the instructor and is not automatic. Lesson fee: see Tuition
and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351Z Individual Performance Study: 'Music Technology'
Fall and Spring. Credits: 4
Private study - individual instruction in the use of current and emerging
technologies for the creation and performance of electronic music and
sonic art.
Applies to requirement(s): Meets No Distribution Requirement
T. Ciufo
Instructor permission required.
Prereq: One 200-level music technology course.
Notes: Repeatable for credit. Continuation of studies at the 300 level depends
on evaluation by the instructor and is not automatic. Lesson fee: see Tuition
and Fees in catalog. No refunds after 10th academic day of class.

Ensemble Performance Studies: Instrumental Ensembles

MUSIC-143A Chamber Music: 'Wind Ensembles'
Fall and Spring. Credits: 1
Chamber Music for wind instruments
Applies to requirement(s): Meets No Distribution Requirement
M. Brignolo, J. Jeffries
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the
ensemble.
Notes: Repeatable for credit.

MUSIC-143B Chamber Music: 'String Ensembles'
Fall and Spring. Credits: 1
Chamber Music for string instruments
Applies to requirement(s): Meets No Distribution Requirement
N. Fizznoglia, M. Knieriem, M. Lach
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the
ensemble.
Notes: Repeatable for credit.

MUSIC-143C Chamber Music: 'Piano Ensembles'
Fall and Spring. Credits: 1
Chamber Music for piano instruments
Applies to requirement(s): Meets No Distribution Requirement
S. Dennis
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the
ensemble.
Notes: Repeatable for credit.

MUSIC-143D Chamber Music: 'Mixed Ensembles'
Fall and Spring. Credits: 1
Chamber music for mixed ensembles.
Applies to requirement(s): Meets No Distribution Requirement
M. Brignolo, J. Jeffries, M. Knieriem
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the
ensemble.
Notes: Repeatable for credit.

MUSIC-143E Chamber Music: 'Brass Ensembles'
Fall and Spring. Credits: 1
Chamber Music for brass instruments
Applies to requirement(s): Meets No Distribution Requirement
J. Jeffries
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the
ensemble.
Notes: Repeatable for credit.

MUSIC-143F Chamber Music: 'Klezmer Ensemble'
Fall and Spring. Credits: 1
Study and perform music for klezmer.
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the
ensemble.
Notes: Repeatable for credit. Students should contact Adrianne Greenbaum
(agreenba@mtholyoke.edu) for further information.

MUSIC-143G Chamber Music: 'Flute Choir'
Fall and Spring. Credits: 1
Study and perform music for flute ensembles.
Applies to requirement(s): Meets No Distribution Requirement
A. Hale
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the
ensemble.
Notes: Repeatable for credit. 1 rehearsal (2 hours)

MUSIC-143H Chamber Music: 'Euridice Ensembles'
Fall and Spring. Credits: 1
Study and perform music for Euridice.
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the
ensemble.
Notes: Repeatable for credit.
MUSIC-143I Chamber Music: 'Percussion Ensembles'
Fall and Spring. Credits: 1
Chamber Music for percussion instruments.
Applies to requirement(s): Meets No Distribution Requirement
D. Patrick
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-155A Jazz Ensemble: 'Big Band'
Fall and Spring. Credits: 1
A mixed instrumental group for beginning, intermediate, and advanced musicians. Students learn a variety of classic and contemporary swing, Latin, jazz, and pop standards. The group performs in concert twice a semester and occasionally off campus as well.
Applies to requirement(s): Meets No Distribution Requirement
M. Gionfriddo
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-161 Beginning West African Drumming Ensemble
Fall and Spring. Credits: 1
This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Non-musicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.
Applies to requirement(s): Meets No Distribution Requirement
F. Conant
Instructor permission required.
Prereq: MUSIC-161.
Notes: Repeatable for credit.

MUSIC-191 Mount Holyoke Orchestra
Fall and Spring. Credits: 1
Studies and presents a variety of orchestra repertoire on and off campus. Multiple opportunities to perform each semester.
Applies to requirement(s): Meets No Distribution Requirement
T. Ng
Instructor permission required.
Advisory: Enrollment is by audition only.
Notes: Repeatable for credit.

MUSIC-255A Chamber Jazz Ensemble: 'Chamber Jazz'
Fall and Spring. Credits: 1
A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop, and fusion. Students also learn exercises and techniques that will aid them in solo improvisation.
Applies to requirement(s): Meets No Distribution Requirement
M. Gionfriddo
Prereq: Enrollment in Big Band or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-261 Intermediate West African Drumming Ensemble
Fall and Spring. Credits: 1
This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs, and some dance steps. Non-musicians are welcome; practice between classes is required. The group will perform in a workshop at the end of the semester.
Applies to requirement(s): Meets No Distribution Requirement
M. Gionfriddo
Prereq: Enrollment in Big Band or previous participation in the ensemble.
Notes: Repeatable for credit.

Ensemble Performance Studies: Choral Ensembles

MUSIC-155B Jazz Ensemble: 'Vocal Jazz'
Fall and Spring. Credits: 1
The Vocal Jazz Ensemble is a select group of singers which performs classic and contemporary jazz vocal music. The group performs in concert twice a semester and occasionally off campus as well. Solo opportunities also exist with the Big Band and Chamber Jazz Ensembles for students enrolled in Vocal Jazz.
Applies to requirement(s): Meets No Distribution Requirement
M. Gionfriddo
Instructor permission required.
Advisory: Enrollment is by audition only
Notes: Repeatable for credit. 1 rehearsal; limited enrollment.

MUSIC-193 Chorale
Fall and Spring. Credits: 1
With varied repertoire, an intermediate-level women's choir providing excellent vocal training, occasional solo opportunities, and a structured sight-singing curriculum. Performs on and off campus, sometimes with men's choruses and orchestra. Previous ensemble experience is helpful, though not a prerequisite.
Applies to requirement(s): Meets No Distribution Requirement
S. Council
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-293 Glee Club
Fall and Spring. Credits: 1
A relatively advanced women's choir with a varied classical, contemporary, and folk-derived repertoire. Occasional collaborations with men's choruses and orchestra, sometimes involving long-distance travel. Previous ensemble experience (vocal or instrumental) and strong musicianship—including sight singing—are prerequisites.
Applies to requirement(s): Meets No Distribution Requirement
S. Council
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.
MUSIC-297 Chamber Singers
Fall and Spring. Credits: 1
Highly select vocal ensemble drawn from Glee Club to perform original works for women’s chorus, with emphasis on contemporary music.
Applies to requirement(s): Meets No Distribution Requirement
S. Council
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

Independent Study
MUSIC-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

MUSIC-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

The Five-College Early Music Program
MUSIC-147A Early Music Ensembles: ‘Collegium’
Fall and Spring. Credits: 1
Renaissance and baroque music for mixed voices
Applies to requirement(s): Meets No Distribution Requirement
S. Council, R. Eisenstein
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-147B Early Music Ensembles: ‘Voces Feminae’
Fall and Spring. Credits: 1
Renaissance and baroque music for women’s voices.
Applies to requirement(s): Meets No Distribution Requirement
C. Bell
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-147C Early Music Ensembles: ‘Instrumental Ensemble’
Fall and Spring. Credits: 1
Study and perform music for early strings, recorder, shawm, and other early music instruments from the medieval, renaissance and Baroque periods.
Applies to requirement(s): Meets No Distribution Requirement
D. Meyers, A. Robbins, E. Samuels
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-147D Early Music Ensembles: ‘Renaissance and Baroque Dance I’
Fall. Credits: 1
Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.
Crosslisted as: DANCE-127
Applies to requirement(s): Meets No Distribution Requirement
N. Monahin, M. Pash
Notes: Repeatable for credit.

MUSIC-147E Early Music Ensembles: ‘Seminar in Seventeenth-Century Song’
Fall. Credits: 1
This course is a repertory survey conducted in masterclass format. Each participant will learn and sing in class a song every week or two. English lute ayres, French airs de cour, Italian monodies, and later music up to and including Henry Purcell are included. There is a very limited but interesting selection of reading as well.
Applies to requirement(s): Meets No Distribution Requirement
R. Eisenstein
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit. Limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba).

MUSIC-147F Early Music Ensembles: ‘Renaissance and Baroque Dance II’
Spring. Credits: 1
Continuation of Renaissance and Baroque Dance I. Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.
Crosslisted as: DANCE-128
Applies to requirement(s): Meets No Distribution Requirement
N. Monahin, M. Pash
Prereq: MUSIC-147D or DANCE-127.
NEUROSCIENCE AND BEHAVIOR (NEURO)

NEURO-100 Introduction to Neuroscience and Behavior
Fall and Spring. Credits: 4
This comprehensive survey course explores the brain and the biological basis of behavior. We will examine the anatomy of the nervous system and the unique properties of the cells that make up the brain. We will discuss the mechanisms by which individual brain cells communicate with each other, and how small networks of cells underlie more complex processes such as perception, learning, and behavior. In labs, students will perform experiments that expand upon and reinforce these ideas through hands-on exercises.
Applies to requirement(s): Math Sciences
K. Colodner, M. Sabariego
Restrictions: This course is limited to first-years and sophomores.
Coreq: NEURO-100L.

NEURO-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

NEURO-309 Topics in Neuroscience and Behavior

NEURO-324 Cellular and Molecular Neuroscience
Not Scheduled for This Year. Credits: 4
This course will explore cellular and molecular mechanisms of nervous system development and function through lectures, laboratory exercises, and the critical analysis of primary literature. Topics include synapse formation and synaptic transmission, neuronal-glial interactions, the molecular basis of behavior, and applied genetic engineering techniques.
Applies to requirement(s): Math Sciences
K. Colodner
Prereq: NEURO-100 and BIOL-230 (or BIOL-220).
Notes: This course meets the 300-level laboratory-based course requirement for the Neuroscience and Behavior major.

NEURO-331 Glial Cells in Health and Disease
Fall. Credits: 4
This course will explore the “other” cells in your brain, the glial cells. While neuronal cells receive most of the attention, glial cells are now recognized as essential players in normal brain physiology. Through the critical analysis of primary literature, we will highlight recent advances in glial cell biology and discuss how the various glial cell subtypes (astrocytes, microglia, myelinating cells, etc.) contribute to the healthy and diseased brain. We will examine the glial contribution to a variety of disorders (e.g. multiple sclerosis, spinal cord injury, neurodegenerative diseases, etc.) as we cultivate a better understanding of these often overlooked brain cells.
Applies to requirement(s): Math Sciences
K. Colodner
Prereq: NEURO-100 and BIOL-230.

NEURO-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
PHILOSOPHY (PHIL)

PHIL-101 Introduction to Philosophy
Fall. Credits: 4
This course will explore topics that philosophers have grappled with for thousands of years, and that still undergird (or sometimes threaten to undermine) our understanding of the world, our knowledge, ourselves, and each other. In historical and modern texts of the Western intellectual tradition, we will discuss questions such as: Are we all selfish? What makes right actions right, if anything? Do you know anything at all about the future? Are you really free if your actions are caused? This class is for first and second year students who know nothing about philosophy, and want to know whether they will be interested in it. Students with some exposure to, and interest in, the field should take other classes.
Applies to requirement(s): Humanities
S. Mitchell

PHIL-103 Comparative Introduction to Philosophy
Not Scheduled for This Year. Credits: 4
In this course, questions concerning views of the self, humans in relation to one another, and humans in relation to the non-human world will be explored by bringing together conventional philosophy texts with culturally diverse philosophical writings. Through these questions and the materials which address them, issues of ethnicity, race, class, and gender will impact our discussion of various perspectives on fundamental problems.
Applies to requirement(s): Humanities; Multicultural Perspectives
The department

PHIL-161 Science and Human Values
Spring. Credits: 4
Modern science has taught us surprising new things and modern technology has given us extraordinary new abilities. We can now prolong life in extraordinary ways, dramatically enhance our physical and cognitive abilities, collect and process remarkable amounts of data, and radically reshape the natural environment on local and global scales. This course is devoted to the critical study of moral problems that have been raised or affected by this newfound information and these newfound abilities. Potential topics include euthanasia, pharmaceutical enhancement, genetic engineering, the moral status of animals, climate change, and artificial intelligence.
Applies to requirement(s): Humanities
N. Emery
Restrictions: This course is limited to first-year students.

PHIL-170 Logical Thought
Fall. Credits: 4
This course cultivates sound reasoning. Students will learn to see the structure of claims and arguments and to use those structures in developing strong arguments and exposing shoddy ones. We will learn to evaluate arguments on the strength of the reasoning rather than on the force of their associations and buzzwords.
Applies to requirement(s): Humanities
N. Emery

PHIL-180 Topics in Applied Philosophy
These courses ask questions about the ethical and/or conceptual problems pertaining to a practice, such as law, medicine, or caring for the natural environment. Such courses are suitable for philosophy majors as well as for students who are new to philosophy but who are interested in the relevant practice.

PHIL-180LW Topics in Applied Philosophy: 'Philosophy of Law'
Not Scheduled for This Year. Credits: 4
This course is an inquiry into questions concerning the nature of 'justice,' 'law,' and the relationship between the two from the point of view of various schools of legal thought like natural law theory, positivism, utilitarianism, legal realism, critical race studies, and feminist theory. We will examine questions like 'is there a duty to obey, or sometimes disobey, the law?' and 'What do we mean by 'equality' or 'rights'?' within the context of contemporary legal issues like affirmative action, abortion, and same-sex marriage. Readings drawn from Aristotle, Hobbes, Locke, Kant, Mill, Holmes, Llewellyn, Hart, Rawls, and others.
Applies to requirement(s): Humanities
The department

PHIL-181 Medical Ethics
Fall. Credits: 4
Contemporary medicine gives rise to a variety of moral and philosophical questions. Some of the questions we will discuss include: Is the concept of disease objective? What moral duties do we have to those at the beginning and the end of life? How should limited health care resources be distributed? What are the responsibilities of medical researchers towards their subjects? Do we have reason to be worried about the growth of technology in medicine? Are the basic institutions of medicine just? The goals of this course are to improve our understanding of the arguments on different sides of these questions, and to acquire some tools to evaluate those arguments.
Applies to requirement(s): Humanities
The department

PHIL-182 Ethics in Entrepreneurship and Business
Not Scheduled for This Year. Credits: 4
What are the special challenges of obligation and responsibility that individuals, businesses and other organizations face in a complex global environment? We explore these questions using applied philosophical ethics from the traditional approaches to moral philosophy (studying the ethical character of both actions themselves and the results of those actions) and the more recent ethics of care. We apply these ethical considerations in different cases and contexts of individual decision-making and the choices and dilemmas that businesses and other organizations face.
Applies to requirement(s): Humanities
The department

PHIL-183 Problems in Global Ethics: Climate Change, War, and Poverty
Spring. Credits: 4
Living in today’s world presents distinctive and pressing moral problems. What are the responsibilities of individuals, particularly individuals living in relatively affluent societies, to prevent climate change, or to alleviate the harms caused by it? How should we act to prevent war, and should we ever initiate wars in order to prevent greater evils (such as terrorism)? What responsibilities do citizens of relatively affluent nations have to prevent and ameliorate poverty and global inequality? In order to reason clearly about these questions, we will need to think deeply about the notion of global citizenship (or "cosmopolitanism") and the nature of individual moral responsibility.
Applies to requirement(s): Humanities
J. Harold
PHIL-184 Environmental Ethics
Not Scheduled for This Year. Credits: 4
A fundamental problem we face as humans is how we should relate to the natural world. Why not turn Yosemite into a parking lot? Should we control nature by applying scientific and technological expertise? Or should we strive for noninterference and preservation of the wild? How do we balance the pressing needs of people for food, energy, and other resources with the needs of other species or whole ecosystems?
Applies to requirement(s): Humanities
The department

PHIL-201 Philosophical Foundations of Western Thought: The Greek Period
Fall. Credits: 4
An introduction to ancient Greek philosophy, focusing mainly but not exclusively on the works and ideas of three Athenian philosophers who worked and taught in the period between the Persian Wars and the rule of Alexander the Great, more than 2,300 years ago: Socrates, Plato, and Aristotle. Topics to be discussed include: What is the nature of the self? What is truth, and how can it be known? What kind of life should we live? We will work to understand each philosopher's responses to these questions, but we will also learn to develop our own answers. We will take care to place these figures and their works in their historical and cultural context.
Applies to requirement(s): Humanities
J. Harold

PHIL-202 Philosophical Foundations of Western Thought: The Modern Period
Spring. Credits: 4
Philosophy was transformed during the 17th and 18th centuries, in a period known as the Modern period, or the Enlightenment. This period is important for the background of our current views both in Philosophy and in intellectual endeavor generally. In this course, we'll look at the major figures involved in this transformation, and the positions about knowledge and reality that they defended. We'll have selections from the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. We might not cover all of these, but will get to most.
Applies to requirement(s): Humanities
S. Mitchell
Notes: Evaluation is by three essays.

PHIL-205 Ethics
Spring. Credits: 4
What do we owe to ourselves and to others? Which actions are right, which are wrong, and how can we tell the difference? Can we give principled answers to questions like these, or is it just a matter of opinion? We will think critically about such questions and some key theoretical approaches to answering them. We will focus on central traditions of Western moral philosophy, typified by Mill, Kant, and Aristotle. We will also consider vexing contemporary moral issues with an eye to whether these theories can guide our actions. Along the way, we will ask whether the moral theorizing we engage in can really uncover objective moral truths.
Applies to requirement(s): Humanities
K. Vavova

PHIL-212 Philosophical Foundations of Chinese Thought: The Ancient Period
Not Scheduled for This Year. Credits: 4
An introduction to Chinese thought in the classical period roughly between 500 and 221 BCE, a time of social and political furor. We will survey different philosophical responses to this upheaval, with an eye to the contemporary relevance of ancient Chinese wisdom. We will conclude the course by looking at how classical Chinese thought changes and adapts with the arrival of Buddhism. The course format consists of lecture and discussion preceded by extensive reading of primary texts (in translation).
Crosslisted as: ASIAN-214
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
J. Harold
Advisory: No familiarity with Chinese history, philosophy, or language is assumed.

PHIL-222 Philosophy of Quantum Mechanics
Not Scheduled for This Year. Credits: 4
Although quantum mechanics is a remarkably successful scientific theory, it also leads scientists to make extraordinary claims like that cats can be both dead and alive and that the state of a fundamental particle depends on whether someone is observing it. In this class we will consider the various interpretations of quantum mechanics and the way in which those interpretations influence and are influenced by philosophical issues in science more generally.
Applies to requirement(s): Humanities
The department
Advisory: No previous work in physics is necessary, but students should be prepared to learn some mathematical formalism involving basic algebra and trigonometry.

PHIL-225 Symbolic Logic
Spring. Credits: 4
This course develops a symbolic system that can be used as the basis for inference in all fields. It will provide syntax and semantics for the language of this system and investigate its adequacy. It provides the basis for all further work in logic or in the philosophical foundations of mathematics. Much of the course has a mathematical flavor, but no knowledge of mathematics is necessary.
Applies to requirement(s): Humanities
S. Mitchell

PHIL-242 Social and Political Philosophy
Spring. Credits: 4
We will examine the place of liberty and equality in a just society by looking at classic and contemporary topics in social and political philosophy. We will consider big questions such as the following: what is liberty and why is it important? What about equality? Do these values conflict? Or can a society ensure both? We will also consider more narrow, practical questions on topics such as immigration, voting, commodification, reparations, freedom of expression, and a universal basic income.
Applies to requirement(s): Humanities
The department
PHIL-248 Philosophical Issues in Race and Racism  
*Spring. Credits: 4*  
This course examines the nature of race and racism primarily (but not exclusively) from a philosophical perspective. What kind of entity or category is "race"? Is it something real at all? If so, how is it real exactly? If not, what consequences (should) follow from its lack of reality? Do we have to be a member of a 'race' in order to have the right to know and speak for it? How is race and race-thinking relevant for our personal and group identities? What is the nature of racism? How do race, ethnicity, gender, and class intersect? How legitimate are race-based social policies that aim to bring about social justice or diversity? Readings will come from philosophy and a variety of interdisciplinary texts (e.g., film and other media).  
*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*The department*

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PHIL-249 Women and Philosophy  
*Not Scheduled for This Year. Credits: 4*  
The goal of this course is to see how careful philosophical thought can help us with pressing issues that women face. We approach this topic through a distinctly feminist lens, as opposed to a traditional philosophical, queer theoretic, or gender studies lens. We will draw on a variety of philosophical resources, ranging from liberal and feminist political theory, to speech act theory. Possible questions we will consider include: What is objectification? What is consent? Is pornography degrading? How does sexism and bias lead to bad science?  
*Crosslisted as: GNDST-210PH*  
*Applies to requirement(s): Humanities*  
*The department*

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PHIL-250 Topics in Philosophy  
*PHIL-255 Existentialism*  
*Fall. Credits: 4*  
Does human life have meaning (purpose)? Can religion or spirituality provide it? If not, is human life ‘absurd’? How can we attain or create meaning in the face of the ‘absurdity’ of human life? What is genuine human freedom? Are other people in the world obstacles to, or also sources for, our attempt to attain or create meaning in our lives? What is existential commitment and ‘authenticity’? Is existentialist ethics possible at all? We will examine the central themes of existentialism in readings from Kierkegaard, Dostoyevsky, Nietzsche, Sartre, Camus, de Beauvoir, and Fanon (among others). We will also end the course by considering some significant criticisms of existentialism.  
*Applies to requirement(s): Humanities*  
*The department*

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PHIL-257 Metaphysics  
*PHIL-272 Metaphysics*  
*Not Scheduled for This Year. Credits: 4*  
Metaphysics is the study of what world is like. This course will survey of some major topics in metaphysics, with a particular focus on radical metaphysical arguments – arguments that call into question our most basic beliefs about the world. Examples of questions that we will consider include: Do ordinary objects exist? Is there anything that makes persons distinct from other sorts of objects? Could things have been different than the way they in fact are? In answering these questions we will investigate the nature of composite objects, the criteria for personal identity, and the metaphysics of causation, laws of nature, and modality.  
*Applies to requirement(s): Humanities*  
*N. Emery*

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PHIL-273 Philosophy of the Arts  
*Not Scheduled for This Year. Credits: 4*  
The purpose of this course is to explore philosophical problems concerning the arts and aesthetic experience. Some questions to be explored include: What is the difference between beauty and moral goodness? Can artistic taste be objective? What does it mean for a work of music to be ‘sad’? Are the intentions of artists relevant to appreciation? What is the purpose of art criticism? How do pictures represent their objects? Readings will be drawn from both historical and contemporary philosophical writings.  
*Applies to requirement(s): Humanities*  
*N. Emery*

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PHIL-278 Advanced Studies in Epistemology  
*Not Scheduled for This Year. Credits: 4*  
As the study of knowledge and related concepts like justification, rationality, and evidence, epistemology is of central importance, and not just to philosophy. This course provides an introduction to epistemology through a number of epistemological problems or puzzles about skepticism, dogmatism, and humility.  
*Applies to requirement(s): Humanities*  
*The department*  
*Prereq: 4 credits in Philosophy.*  
*Advisory: The required credits should be from a course with a substantial writing component. If in doubt ask instructor.*
PHIL-285 Advanced Studies in Ethics
Spring. Credits: 4
What do we owe to ourselves and to others? Which actions are right, which are wrong, and how can we tell the difference? Can we give principled answers to questions like these, or is it just a matter of opinion? We will think critically about such questions and some key theoretical approaches to answering them. We will focus on central traditions of Western moral philosophy, typified by Mill, Kant, and Aristotle. We will also consider vexing contemporary moral issues with an eye to whether these theories can guide our actions. Along the way, we will ask whether the moral theorizing we engage in can really uncover objective moral truths.
Applies to requirement(s): Humanities
K. Vavova
Prereq: 4 credits in philosophy.

PHIL-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

PHIL-327 Advanced Logic
Fall. Credits: 4
This course uses the predicate calculus to present a careful development of formal elementary number theory, and elementary recursion theory, culminating in a proof of Gödel's incompleteness results. It includes some discussion of the philosophical significance of these results for the foundations of mathematics.
Applies to requirement(s): Humanities
S. Mitchell
Prereq: PHIL-225.

PHIL-328 Non-Classical Logic
Not Scheduled for This Year. Credits: 4
This course looks at the recent flowering of non-classical logics. The most prominent are modal logics concerning necessity and possibility, which have come to dominate work in metaphysics and epistemology. Conditional logics, intuitionist logics, and relevance logics have also become important. These logics are particularly useful in graduate-level classes in philosophy but also are interesting in their own right.
Applies to requirement(s): Humanities
The department
Prereq: 4 credits from Philosophy, Mathematics, or Computer Science department.
Advisory: One course in Logic, Mathematics, Computer Science or Philosophy 209

PHIL-334 Topics in Ethics
PHIL-334HC Topics in Ethics: 'The Ethics of Having Children'
Not Scheduled for This Year. Credits: 4
Few choices have as much of an impact on ourselves and others as those we make about having children. In this course, we will discuss the ethics of issues such as procreation, pregnancy, surrogate, adoption, genetic modification, and our obligations to future generations. In the process, we will explore deep and challenging issues such as the nature of harm, value, and personal identity. The course format will consist in discussions of contemporary books and articles.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
The department
Prereq: 8 credits from the Philosophy department.

PHIL-334KR Topics in Ethics: 'Knowing Right from Wrong'
Spring. Credits: 4
We know it's wrong to kick puppies for fun -- morally wrong. But how do we know this? Wait -- do we know it? This class is about moral knowledge: what it is, if we have it, and how we get it (when we do have it). We'll consider question in moral epistemology such as: Can we gain moral knowledge from testimony? What are the implications of the prevalence of moral disagreement? Do our evolutionary origins pose a challenge to our moral beliefs? And, more generally, should we be moral skeptics?
Applies to requirement(s): Humanities
K. Vavova
Prereq: 8 credits from the Philosophy department in writing intensive courses.

PHIL-334MA Topics in Ethics: 'Immoral Art'
Not Scheduled for This Year. Credits: 4
From Plato's attacks on Homer's poems to the protests against D.W. Griffith's racist film *The Birth of a Nation* to the recent spotlight cast by the #metoo movement, it is clear that the relationship between art and morality is a difficult one. Are some works of art inherently immoral? If so, why? What should we say about works of art that are created by immoral artists? Or works that have morally troubling social effects? What is the relationship between an artwork's moral status and its value as a work of art? Are moral and aesthetic judgments objective? How are they related? We will survey the current state of the philosophical debate over the conflict between moral and aesthetic value.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
The department
Prereq: 8 credits from the Philosophy department.
Advisory: One previous course in ethics or philosophy of art; at least one course in philosophy that is writing-intensive.

PHIL-350 Topics in Philosophy
PHIL-350BA Topics in Philosophy: 'Reasons for Belief and Action'
Not Scheduled for This Year. Credits: 4
Your friend wrote a tacky song. Should you believe it's a masterpiece? (She is your friend, after all). You're about to jump across an icy stream. You're more likely to make it if you believe you can. Should you believe that? Your resolutions to exercise regularly usually fail. Should you believe you will succeed this time? If we say 'yes', what is the relevant sense of 'should'? Are these beliefs rational, or merely beneficial? These cases suggest that there can be different sorts of considerations in favor of belief and action. This course is about how to understand these different sorts of reasons and how these might conflict or interact.
Applies to requirement(s): Humanities
The department
Prereq: 8 credits from the Philosophy department.

PHIL-350FR Topics in Philosophy: 'Freedom and Responsibility'
Not Scheduled for This Year. Credits: 4
Is free will possible if all our actions are causally determined? Might we be justified in blaming, praising, rewarding, or punishing people even if their actions are not free? Abstract metaphysical questions about freedom intersect in important ways with everyday problems in our relationships with others and our attitudes about moral ignorance, addiction, and madness. This course will examine these issues side by side in the hope of improving our understanding of freedom and responsibility.
Applies to requirement(s): Humanities
The department
Prereq: 8 credits from the Philosophy department.
Advisory: The required credits should be from a course with a substantial writing component. If in doubt ask instructor.
PHIL-350ME Topics in Philosophy: 'The Metaphysics of Mind'  
Spring. Credits: 4  
The course investigates the nature of the mind and its relation to the brain. Is the mind reducible to the mind, or is it distinct. Does mental phenomena somehow emerge from physical phenomena, and what does that mean? Along the way we will learn to evaluate a range of metaphysical considerations including considerations to do with simplicity, ideology, and explanatory power.  
Applies to requirement(s): Humanities  
N. Emery  
Prereq: 8 credits in philosophy.

PHIL-350SE Topics in Philosophy: 'The Philosophy and Science of Emotion'  
Not Scheduled for This Year. Credits: 4  
This course, rooted in an analytical philosophical approach, is an interdisciplinary investigation of emotions. The course goals are to understand emotions, how different academic disciplines approach the study of emotions, and how these perspectives can inform each other. Are emotions primarily bodily responses? Feelings? Thoughts? What role does culture play in shaping emotions? What functions do emotions serve? What can neuroscience tell us about emotions? We will read and critically analyze material from different disciplines including philosophy, psychology, neuroscience, anthropology and evolutionary theory.  
Applies to requirement(s): Humanities  
Other Attribute(s): Writing-Intensive  
The department  
Prereq: 8 credits in Philosophy or Neuroscience and Behavior, or 4 credits in each.  
Notes: Assignments include in class presentations and several short and longer papers.

PHIL-350WU Topics in Philosophy: 'Women and Utopias'  
Not Scheduled for This Year. Credits: 4  
While utopian speculation was a noteworthy part of western philosophy from its origins in ancient Greece, it wasn’t until the early twentieth century that a utopia was published by a woman. Since then, there have been a number of important, primarily literary works written by women speculating about ideal societies. This course will examine the distinctive traits of these utopias and their differences with the major utopias written by men.  
Applies to requirement(s): Humanities  
Other Attribute(s): Writing-Intensive  
The department  
Prereq: 8 credits from the Philosophy department.

PHIL-395 Independent Study  
Fall and Spring. Credits: 1 - 8  
The department  
Instructor permission required.
PHYSICAL EDUCATION AND ATHLETICS (PE)

Aquatics
PE-101 Beginning Swimming
Fall and Spring.
For the student who has little to no experience in the water. Introduces breath control, bobbing and floating. Stresses safety and comfort in the water and covers basic strokes and water entries.
D. Allen
Notes: 1 PE unit. Half semester. Repeatable.

PE-102 Springboard Diving
Spring.
An introduction to the techniques of springboard diving. Includes forward, backward, inward, reverse and twisting dives.
R. Araujo
Notes: 2 PE units. Repeatable.

PE-103 Advanced Beginning Swimming
Spring.
For students who are comfortable in the water with a few basic swimming skills. Reviews the basic front and back strokes, floating and treading water. Introduces additional strokes and techniques.
The department
Notes: 1 PE unit. Half semester. Repeatable.

PE-104 Scuba Diving
Fall and Spring.
Designed for someone with no scuba experience. Consists of classroom and pool time. Classroom: learning academics of diving; pool time: learning to use scuba equipment. Optional weekend of ocean diving leading to NAUI Scuba Diver certification, near end of session. First half of semester.
S. Ausevich
Notes: 2 PE units. Half semester. Repeatable.

PE-201 Intermediate Swimming
Not Scheduled for This Year.
For the student who is experienced with two to three strokes and can swim a minimum of 25 yards and is comfortable in deep water. Covers the four competitive strokes and recreational strokes and diving.
D. Allen
Notes: 1 PE units. Half semester. Repeatable.

PE-306 Red Cross Lifeguard Training
Fall.
Includes certifications in Lifeguarding, CPR for the Professional Rescuer, and Standard First Aid. Requirements include text and assigned reading and a written and practical final examination.
D. Allen
Advisory: Screening test; for advanced swimmers.
Notes: 3 PE units with certification, 2 PE units without. Some classes for the required CPR training portion will meet between 8:00am and 9:50am. Fee course. Repeatable.

PE-307 Water Safety Instruction
Not Scheduled for This Year.
Includes required test, reading assignments, and final examinations. This course will give the student a Red Cross certification to teach basic water safety and learn to swim classes.
D. Allen, C. Lee
Advisory: Minimum 17 years of age, screening test; for advanced swimmers.
Notes: 3 PE units with certification, 2 PE units without. Fee course. Repeatable.

Exercise, Fitness, and Wellness
PE-122 Fitness for Life
Not Scheduled for This Year.
Explains the purpose of physical exercise to enable each student to evaluate one's own level of fitness and design a personalized exercise program that will be beneficial throughout life. Topics include cardiovascular endurance, nutrition, muscular strength and endurance, flexibility, weight management, and stress management. Half lecture, half activity. Required text and examination.
The department
Notes: 3 PE Units. Repeatable.

PE-123 Running for Fitness
Spring.
Covers all aspects of running, including gear, training, and running techniques. All levels of runners welcome.
C. Kibler
Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-125 Weight Training
Fall and Spring.
Covers basic weight-training techniques and theory. Instructs students in the use of weight machines and a variety of other modalities. Allows students to develop individualized weight-training programs.
S. Hussey, C. Kibler, J. Ward, A. Whitcomb
Restrictions: This course is limited to first-years and sophomores.
Notes: 1 PE Unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-128 Walking for Fitness
Fall and Spring.
Covers all aspects of walking, focusing on incorporating walking into a lifetime fitness regimen. Emphasis on cardiovascular fitness by use of heart rate monitoring and perceived exertion. Goals will be set for distance and time.
S. Hussey
Notes: 1 PE Unit. Half semester. Repeatable.
PE-325 Functional Strength Training  
Spring.
Introduces an integrated, functional approach to strength training that incorporates balance, coordination, and agility. Teaches weight training without machines, using dumbbells, medicine balls, stability balls, and body weight to grow stronger. Mini lectures on a variety of related exercise topics will also be given. This class is designed for students who exercise regularly and have at least a minimal level of fitness.
E. Perrella  
Restrictions: This course is limited to first-years and sophomores.
Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

Dance and Individual Activities

PE-110 Hiking in the Pioneer Valley  
Fall.
This course will introduce and develop an understanding of the activity of hiking by presenting the basics in the form of lecture and activity. It will cover safety, equipment, and planning trips. Course will consist of local hikes.
L. Hendricks, J. Ward  
Restrictions: This course is limited to first-years and sophomores.
Notes: 2 PE units. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-111 RAD (Rape Aggression Defense) Self Defense  
Fall and Spring.
This course is part of a nationally-recognized program in Rape Aggression Defense (RAD). It will cover "streetwise" self-defense techniques, including stances, blocking, kicking, striking, voice commands and ground defense. It will also impart techniques for risk awareness, risk recognition and risk reduction. The semester's study concludes with an optional full contact self-defense simulation.
B. Arrighi  
Restrictions: This course is limited to first-years and sophomores.
Notes: 1 PE unit. Half semester; course fee $25; RAD manual $5; repeatable; dress comfortably with athletic shoes with non-marking soles. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-112 Yoga  
Fall and Spring.
Yoga is an ancient practice from India that develops a balance of physical strength and flexibility and promotes evenness of mind. This class introduces and builds on basic postures, meditation, and breathing techniques with a focus on unifying breath with movement. Revered for its therapeutic benefits, yoga can be practiced by people of all abilities with safe and healthy results.
K. Haneishi, L. Cameron  
Restrictions: This course is limited to first-years and sophomores.
Notes: 1 PE unit. Half semester. Fee: $25. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-114 T'ai Chi (Taijiquan)  
Fall and Spring.
T'ai Chi (Taijiquan) is a slow movement exercise that stimulates energy (Qi). This course introduces the Yang-style form, which includes a sequential pattern of movements that builds strength and flexibility, increases internal energy, and promotes a peaceful feeling in body and mind.
M. Kinuta  
Restrictions: This course is limited to first-years and sophomores.
Notes: 1 PE unit. Half semester. Fee: $25. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-126 Pilates  
Fall and Spring.
The Pilates Method offers a slow-building repertoire of stabilizing and mobilizing exercises that work the entire body. Focus is on use of breath, core strength, and full body connection. Students will learn and build on the basic exercises that strengthen the major muscle groups of the body creating length and flexibility in an integrated way.
J. Carey  
Restrictions: This course is limited to first-years and sophomores.
Notes: 1 PE unit. Repeatable. Half semester. Fee: $25. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-211 RAD (Rape Aggression Defense) Keychain Self Defense  
Spring.
This six-week course is a continuation of the RAD Self-Defense course. The Kubotan is a keychain that doubles as a self-defense tool. It is easy to learn to use and carry. The keychain can enable any person, with a minimum of training, to defend oneself, by nullifying any power/strength imbalance between oneself and the attacker.
B. Arrighi  
Restrictions: This course is limited to first-years and sophomores.
Prereq: PE-111.
Advisory: Completion of a basic RAD self defense class.
Notes: 1 PE unit. Half semester. Course fee $25; RAD manual and Kubotan $10; dress comfortably with athletic shoes with non-marking soles. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

Sports

PE-130 Table Tennis  
Fall and Spring.
This course is an introduction to the game of table tennis. The grip, basic rules, serve, forehand and backhand will be introduced. Designed for students who have little or no table tennis experience.
I. Carpio, J. Ward, A. Whitcomb  
Restrictions: This course is limited to first-years and sophomores.
Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.
PE-131 Beginning Tennis  
Fall and Spring.  
This course is an introduction to the game of tennis. It covers the basic skills, rules and strategy of singles and doubles. It is designed for beginning players with little or no tennis experience.  
A. Santiago  
Restrictions: This course is limited to first-years and sophomores.  
Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-132 Soccer  
Spring.  
Covers basic technique and strategies as well as the rules of the game. Designed for those with little or no previous experience.  
K. Haneishi  
Restrictions: This course is limited to first-years and sophomores.  
Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-133 Canoeing  
Fall.  
This course will provide basic skills and knowledge necessary for safe enjoyment of recreational flat water canoeing. It will cover basic tandem bow and stern strokes. It will provide students with the awareness of common hazards associated with the sport and develop the safety knowledge to avoid such hazards.  
S. Hussey  
Restrictions: This course is limited to first-years and sophomores.  
Advisory: Must be a swimmer; swim test given at first class meeting.  
Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-134 Badminton  
Fall and Spring.  
This course is an introduction to the game of badminton. Teaches and builds on the skills, rules and strategy of singles and doubles.  
I. Carpio, J. Ward  
Restrictions: This course is limited to first-years and sophomores.  
Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-135 Volleyball  
Spring.  
Covers and builds on basic skills and strategies of volleyball.  
I. Carpio  
Restrictions: This course is limited to first-years and sophomores.  
Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-136 Fencing  
Fall and Spring.  
Covers the basics of Olympic-style fencing. You will learn the basic movements and principles of foil fencing and progress to fencing and refereeing one another’s bouts. It is recommended that students who take the first half semester (section 01) also take the second half (02). The second half semester will build on the skills learned in the first half, with the addition of strategy and additional techniques, with plenty of fencing and will culminate in an in-class tournament at the end of the semester.  
D. McMenamin  
Notes: 1 PE Unit. Half semester. Fee: $25. Repeatable.

PE-137 Golf  
Fall and Spring.  
Covers the fundamentals and builds on: complete swing, golf course etiquette, golf rules. Classes meet at golf course.  
T. Walko  
Notes: 1 PE unit. Half semester; equipment provided; fee: $25. Repeatable.

PE-138 Basketball  
Spring.  
Basketball is a team sport that is played in a five on five format with all players playing both offense and defense. This course is designed for people who have limited experience of the game. Students of this class will be given the opportunity to develop knowledge, skills, and techniques of basketball.  
J. Ward  
Notes: 1 PE unit. Repeatable.

PE-140 Indoor Rowing  
Fall.  
Rowing is a lifelong activity that provides great cardiovascular conditioning as well as an overall muscular workout. This course will introduce or perfect the participant’s rowing stroke in the rowing tank or on the rowing machines (ergometers). Proper stretching and strategies for working out will also be discussed.  
S. Hussey  
Notes: 1 PE unit. Half semester. Repeatable.

PE-144 Racquetball  
Fall.  
This course is an introduction to the game of racquetball. Covers and builds on basic strokes, rules, and strategy.  
A. Whitcomb  
Notes: 1 PE unit. Half semester. Repeatable.

PE-146 British Racketball  
Fall and Spring.  
This course is an introduction to the game of British racketball which is a game that combines racquetball with a slower ball played on the squash court. The course will cover the techniques, rules, and strategy of racketball. This course is ideal for those with little or no racketball/racquetball experience.  
E. Robson  
Restrictions: This course is limited to first-years and sophomores.  
Notes: 1 PE unit. Half semester. Repeatable.

Riding

PE-051 Beginning Riding: An Introductory Course
Fall and Spring.
Teaches safety and general procedures in handling, grooming, and tacking the horse. Allows mounted students to learn and practice the basic riding position and communication aids for stopping, going and turning at the walk and trot. Instruction will be multidisciplinary. Special emphasis on horse care and overall stable management, with one meeting per week unmounted. For those with no prior horse experience and/or no formal riding instruction.
E. Donaldson, J. Law, R. Sattler
Notes: 2 PE Units. Riding fee $765; two 60-minute meetings. Repeatable.

PE-052 Beginning Riding II
Fall and Spring.
Continues to teach unmounted safe handling and tacking procedures. Reviews basic riding position and the proper aids for the walk and trot with emphasis on greater control and harmony with the horse. Introduces canter work and the jumping position.
E. Donaldson, J. Law
Notes: 2 PE Units. Riding fee $765; two 60-minute meetings. Repeatable.

PE-151 Low-Intermediate Riding
Fall and Spring.
Teaches students to improve control of the horse on the flat and may introduce low jumps. Focus on the rider includes developing a stable position, strength, and balance. For riders capable of controlling a horse at the walk, trot, and beginning canter.
E. Donaldson, R. Sattler
Notes: 2 PE units. Riding fee $765. Two 60 minute classes. Repeatable.

PE-155 Novice Western Riding
Fall and Spring.
For the rider who would like to develop western riding skills including horsemanship, showmanship, trail and pattern work. Riders must be able to walk, jog and lope.
E. Donaldson
Advisory: Riders must be able to walk, jog, and lope.
Notes: 2 PE units. Riding fee $765. Repeatable.

PE-251 Intermediate Riding
Fall and Spring.
Focuses on improving the rider’s effective use of the aids to influence the horse and on developing a secure position and balance. For those capable of riding on the flat and over two-foot jumps, while maintaining control of the horse.
Notes: 2 PE units. Riding fee $765. Repeatable.

PE-252 Introduction to Dressage
Fall and Spring.
Teaches riders with a solid mastery of riding at all three gaits and how to begin to put a horse on the bit. Teaches students how to correctly ride the dressage movements required at the lower training levels while focusing on confidence.
J. Lee, The department
Advisory: Must be able to walk-trot-canter.
Notes: 2 PE units. Riding fee $765. Repeatable.

PE-351 High-Intermediate Riding
Fall and Spring.
Emphasizes maintaining proper position and balance at all paces and over more complex courses. Focuses on riding technique to persuasively influence the horse’s movements. Riders taking this class should be capable of jumping a three-foot course and riding more athletic horses.
N. Cannici, C. Law, J. Lee, M. Lynch

PE-352 Intermediate Dressage
Fall and Spring.
Teaches riding to students who have had an introduction to dressage how to gain more confidence and skill, influencing horses in all three gaits and how to correctly ride the dressage movements required at the upper training levels. Riders must be able to put most horses on the bit.
J. Lee, P. Pierce
Notes: Riding fee $765. Combined with PE-452. Repeatable.

PE-356 High Intermediate/Advanced Dressage
Fall.
For dressage riders at the high intermediate and advanced levels who are interested in a once-per-week riding class. Riders will work to confidently influence horses at all three gaits and perform dressage movements with the correct application and timing of the aids.
J. Lee, P. Pierce
Instructor permission required
Advisory: Riders should be capable of riding upper training or first level at a minimum.
Notes: 1 PE unit. Riding fee $500. Repeatable.

PE-451 Advanced Riding
Fall and Spring.
Develops the art of communication with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Riders taking this course should be capable of jumping a 3'3" to 3'6" course.
N. Cannici, C. Law, J. Lee, M. Lynch
Notes: 2 PE units. Riding fee $765. Combined with PE-351. Repeatable.
PE-452 Advanced Dressage
Fall and Spring.
For experienced dressage riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of aids through a balanced and effective seat. Riders at this level must have experience riding First Level movements or above.
J. Lee, P. Pierce
Instructor permission required.

PE-455 Bringing Dressage Theory to Life
Spring.
This advanced riding course will explore a series of principles and movements in classical dressage and advanced flatwork and will apply this knowledge in mounted sessions with some unmounted lecture sessions.
J. Lee
Instructor permission required.
Notes: 2 PE units. Riding Fee $765. Two 60 minute classes.

PE-459 Private Riding Instruction
PE-459RA Private Riding Instruction 2x/week
Fall and Spring
Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.
Instructor permission required.
Notes: 2 PE units. 17 lessons. Riding fee $1360. Repeatable.

PE-459RB Private Riding Instruction 1x/week
Fall and Spring.
Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.
Instructor permission required.
Notes: 1 PE unit. 9 lessons; riding fee $720. Repeatable.

PE-461 Semi-Private Riding Instruction
Semi-private instruction available by arrangement and permission of instructor. Until further notice, semi private lessons are only available for those with their own horse or those with access to privately owned horses.
Instructor permission required.
Notes: 2 PE units. 17 lessons (45-60 minutes), twice per week. Riding fee $935. Repeatable.

PE-461RB Semi-Private Riding Instruction 1x/week
Fall and Spring.
Semi-private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.
Instructor permission required.
Notes: 1 PE unit. 9 lessons (45-60 minutes); once per week. Riding fee $495. Repeatable.

Athletics

PE-401 Intercollegiate Swimming and Diving Team
Spring.
The intercollegiate swimming and diving teams are comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.
D. Allen
Notes: 2 PE units. Team selection by tryouts. Repeatable.

PE-423 Intercollegiate Cross-Country Running Team
Fall.
Includes five to seven meets. Seven Sisters Invitational Tournament, New England Championships, and NEWMAC Championship.
C. Kibler
Advisory: Team selection by tryouts.
Notes: 2 PE units. 5 meetings. Repeatable.

PE-431 Intercollegiate Tennis Team
Fall and Spring.
The intercollegiate tennis team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.
A. Santiago
Notes: 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.

PE-432 Intercollegiate Soccer Team
Fall.
Includes fourteen-game schedule. NEWMAC Championship.
K. Haneishi
Advisory: Team selection by tryouts.
Notes: 2 PE units. 5 meetings. Repeatable.

PE-435 Intercollegiate Volleyball Team
Fall.
Includes 18- to 20-match schedule. Seven Sisters Tournament, Volleyball Hall of Fame Invitational, and NEWMAC Championship.
I. Carpio
Advisory: Team selection by tryouts.
Notes: 2 PE units. 5 meetings. Repeatable.
PE-437 Intercollegiate Golf Team  
Fall and Spring.  
The intercollegiate golf team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
T. Walko  
**Notes:** 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.

PE-438 Intercollegiate Basketball Team  
Spring.  
The intercollegiate basketball team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
J. Ward  
**Notes:** 2 PE units. Team selection by tryouts; 5 meetings. Repeatable.

PE-441 Intercollegiate Rowing Team  
Fall and Spring.  
The intercollegiate rowing team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
S. Hussey, C. Murphy  
**Notes:** 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.

PE-442 Intercollegiate Squash Team  
Spring.  
The intercollegiate squash team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
E. Robson  
**Notes:** 2 PE units. Team selection by tryouts. Repeatable.

PE-443 Intercollegiate Track and Field Team  
Spring.  
The intercollegiate track and field team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
C. Kibler  
**Notes:** 2 PE units. Team selection by tryout; 5 meetings. Repeatable.

PE-445 Intercollegiate Lacrosse Team  
Spring.  
The intercollegiate lacrosse team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
M. Esber  
**Notes:** 2 PE units. Team selection by tryouts; 5 meetings. Repeatable.

PE-446 Intercollegiate Field Hockey Team  
Fall.  
Includes 18-game schedule. Seven Sisters Tournament and NEWMAC Championship.  
A. Whitcomb  
**Advisory:** Team selection by tryouts.  
**Notes:** 2 PE units. 5 meetings. Repeatable.

PE-458 Intercollegiate Riding Team  
Fall and Spring.  
The intercollegiate riding team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
C. Law  
**Instructor permission required.**

**Academic Courses**

PHYED-275 Introduction to Sport Pedagogy  
Spring. Credits: 4  
This course is designed to introduce students to the many facets of sport pedagogy and coaching. Our focus is the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing age-appropriate instruction and training, goal setting, effective feedback, special issues in coaching children, and coaches as role models for children. In a local school system, we will apply the concepts and theories learned, by developing and implementing lesson plans to introduce various athletic skills and sports.  
**Applies to requirement(s):** Meets No Distribution Requirement  
**Other Attribute(s):** Community-Based Learning  
D. Allen  
**Notes:** No PE units awarded.

PHYED-295 Independent Study  
Fall and Spring. Credits: 2 - 4  
The department  
**Instructor permission required.**

PHYED-395 Independent Study  
Fall and Spring. Credits: 4 - 8  
The department  
**Instructor permission required.**
PHYED-275 Introduction to Sport Pedagogy

Spring. Credits: 4

This course is designed to introduce students to the many facets of sport pedagogy and coaching. Our focus is the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing age-appropriate instruction and training, goal setting, effective feedback, special issues in coaching children, and coaches as role models for children. In a local school system, we will apply the concepts and theories learned, by developing and implementing lesson plans to introduce various athletic skills and sports.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
D. Allen
Notes: No PE units awarded.

PHYED-295 Independent Study

Fall and Spring. Credits: 2 - 4

The department
Instructor permission required.

PHYED-395 Independent Study

Fall and Spring. Credits: 4 - 8

The department
Instructor permission required.
PHYSICS (PHYS)

PHYS-100 Foundations of Physics
Fall. Credits: 4
This course studies a variety of topics in physics unified by the physical notions of force, energy, and equilibrium. Mathematics is used at the level of geometry, proportion, and dimensional analysis. Topics, drawn from the MCAT syllabus, include geometrical optics, time, oscillation, statics, elasticity, conservation of energy, and fluids.
Applies to requirement(s): Math Sciences
K. Nordstrom
Coreq: PHYS-100L

PHYS-104 Renewable Energy
Spring. Credits: 4
We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.
Crosslisted as: ENVST-104
Applies to requirement(s): Math Sciences
A. Arango

PHYS-110 Force, Motion, and Energy
Fall and Spring. Credits: 4
Studies the mechanics of material objects. Topics include Newton’s laws, projectile motion, circular motion, momentum, kinetic and potential energy, angular momentum, gravitation, and oscillations. This course is appropriate for students intending to major in a physical science.
Applies to requirement(s): Math Sciences
S. Smith
Prereq: MATH-101 or equivalent. Coreq: PHYS-110L.
Advisory: Knowledge of calculus as demonstrated by MATH-101 or equivalent.

PHYS-141 Interweaving Themes in Physics and Art
Not Scheduled for This Year. Credits: 4
Physics and Art represent the world in seemingly different ways, however they share many common themes: the guiding role of symmetry, the tension between order and disorder, and the emergence of structure from many simple constituents. We will explore some of the big ideas in physics, including quantum mechanics, relativity, entropy, and chaos theory, by looking at how these underlying themes are represented in the visual arts. Islamic tessellations, Japanese Suminagashi paper marbling, as well works by contemporary artists such as Tara Donovan will guide us toward an intuitive understanding of some of the most exciting ideas in physics without the need for any prior physics background.
Applies to requirement(s): Math Sciences
S. Smith

PHYS-150 Phenomena of Physics
Spring. Credits: 4
This course studies a variety of topics in physics, drawn from the MCAT syllabus, including thermodynamics, acoustics, wave optics, electricity, magnetism, and nuclear phenomena. As in Physics 100, the applicable mathematics is geometry, proportion, and dimensional analysis.
Applies to requirement(s): Math Sciences
K. Nordstrom
Prereq: PHYS-100 or PHYS-110. Coreq: PHYS-150L

PHYS-201 Electromagnetism
Fall and Spring. Credits: 4
Topics include: electromagnetism, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation. Additional topics chosen according to the interests of the class and instructor.
Applies to requirement(s): Math Sciences
A. Arango
Prereq: PHYS-110 and MATH-102. Coreq: PHYS-201L

PHYS-205 Introduction to Mathematical Methods for Scientists
Fall. Credits: 4
Topics include infinite series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector analysis, ordinary differential equations, and Fourier series. The course includes a brief introduction to Mathematica and Matlab, in addition to a traditional emphasis on analytic solutions.
Applies to requirement(s): Math Sciences
S. Smith
Prereq: PHYS-201 (or concurrent enrollment with permission). Coreq: PHYS-205L

PHYS-210 Waves and Optics
Fall. Credits: 4
A comprehensive treatment of wave phenomena, particularly light, leading to an introductory study of quantum mechanics. Topics include wave propagation, polarization, interference and interferometry, diffraction, and special relativity.
Applies to requirement(s): Math Sciences
A. Arango
Prereq: Electromagnetism (PHYS-201) and Intro to Math Methods (PHYS-205) or concurrent enrollment in PHYS-205 with permission.

PHYS-220 Intermediate Lab in Physics
Spring. Credits: 4
This lab-based course is an introduction to modern, investigative, experimental physics. The course is intended as a bridge between the structured introductory lab experience and independent research. In addition to exploring key physical phenomena crucial to modern understandings and gaining familiarity with modern experimental apparatus and techniques, students complete exploratory projects of various sorts and then extended, multi-week experimental projects, participating in experimental design, construction, debugging and implementation. Students will present and interpret their experimental results and develop follow-up questions which they will answer experimentally. This course will introduce students to scientific communications skills and is speaking- and writing-intensive.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Prereq: PHYS-201.
PHYS-231 Techniques of Experimental Physics  
**Fall and Spring. Credits: 1**  
Provides training in the techniques employed in the construction of scientific equipment. 
*Applies to requirement(s): Meets No Distribution Requirement*  
C. Trimble  
*Restrictions: This course is limited to Physics majors.; This course is open to juniors and seniors*  
*Notes: 1 meeting (2 hours) for 3 weeks. Credit/no credit grading.*

**PHYS-250 Quantum Mechanical Phenomena**  
**Spring. Credits: 4**  
This course provides an introduction to quantum mechanics. The Uncertainty Principle, Schroedinger’s Equation, and the hydrogen atom are studied in depth, with emphasis on angular momentum, electron spin, and the Pauli Exclusion Principle.  
*Applies to requirement(s): Math Sciences*  
The department  
*Prereq: PHYS-205 and PHYS-210.*

**PHYS-290 Advanced Laboratory Practicum**  
**Spring. Credits: 1 - 8**  
This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.  
*Applies to requirement(s): Meets No Distribution Requirement*  
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*  
The department  
*Instructor permission required.*  
*Notes: Repeatable for credit.*

**PHYS-295 Independent Study**  
**Fall and Spring. Credits: 1 - 4**  
The department  
*Instructor permission required.*

**PHYS-295P Independent Study with Practicum**  
**Fall and Spring. Credits: 1 - 4**  
The department  
*Instructor permission required.*

**PHYS-308 Electronics**  
**Fall. Credits: 4**  
This course is a study of electrical circuits and components with emphasis on the underlying physical principles; solid-state active devices with applications to simple systems such as linear amplifiers; feedback-controlled instrumentation; and analog and digital computing devices.  
*Applies to requirement(s): Math Sciences*  
K. Aidala  
*Prereq: PHYS-150 or PHYS-201.*  
*Notes: Meetings combine lecture and hands-on lab*

**PHYS-315 Analytical Mechanics**  
**Spring. Credits: 4**  
Newton’s great innovation was the description of the world by differential equations, the beginning of physics as we know it. This course studies Newtonian mechanics for a point particle in 1, 2, and 3 dimensions, systems of particles, rigid bodies, and the Lagrangian and Hamiltonian formulations.  
*Applies to requirement(s): Math Sciences*  
S. Smith  
*Prereq: PHYS-205.*

**PHYS-325 Electromagnetic Theory**  
**Spring. Credits: 4**  
This course presents the development of mathematical descriptions of electric and magnetic fields; study of interactions of fields with matter in static and dynamic situations; mathematical description of waves; and development of Maxwell’s equations with a few applications to the reflection and refraction of light and microwave cavities.  
*Applies to requirement(s): Math Sciences*  
M. Peterson  
*Prereq: Intro to Math Methods (PHYS-205).*

**PHYS-326 Statistical Mechanics and Thermodynamics**  
**Fall. Credits: 4**  
This course presents thermodynamic and statistical descriptions of many-particle systems. Topics include classical and quantum ideal gases with applications to paramagnetism; black-body radiation; Bose-Einstein condensation; and the Einstein and Debye solid; the specific heat of solids.  
*Applies to requirement(s): Math Sciences*  
M. Peterson  
*Prereq: Quantum Mechanical Phenomena (PHYS-250) and Intro to Math Methods (PHYS-205) or permission from department.*

**PHYS-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering**  
**Fall. Credits: 4**  
The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Basic scientific principles will be developed along side of basic engineering principles through project/case studies.  
*Crosslisted as: CHEM-328*  
*Applies to requirement(s): Meets No Distribution Requirement*  
*Other Attribute(s): Writing-Intensive*  
M. Gomez  
*Prereq: MATH-102 and any chemistry or physics course with grade of C or better.*

**PHYS-336 Quantum Mechanics**  
**Not Scheduled for This Year. Credits: 4**  
This course is an introduction to formal quantum theory: the wave function and its interpretation, observables and linear operators, matrix mechanics and the uncertainty principle; solutions of one-dimensional problems; solutions of three-dimensional problems and angular momentum; and perturbative methods.  
*Applies to requirement(s): Math Sciences*  
M. Peterson  
*Prereq: PHYS-250.*
PHYS-390 Advanced Laboratory Practicum

Spring. Credits: 1 - 8

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

Applies to requirement(s): Meets No Distribution Requirement

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

The department

Instructor permission required.

Prereq: 16 credits in Physics.

Notes: Repeatable for credit.

PHYS-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

PHYS-395P Independent Study with Practicum

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.
POLITICS (POLIT)

POLIT-104 American Politics
Fall and Spring. Credits: 4
Offers an overview of the American political system and the theories of those who both celebrate and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties, elections, interest groups, and movements seeking political change. Also includes a theoretical focus: a critical examination of the varieties of liberalism, conservatism, pluralism, and democracy that inform the practice of American politics.
Applies to requirement(s): Social Sciences
C. Fernandez Anderson

POLIT-106 Comparative Politics
Fall. Credits: 4
This course provides an introduction to comparative political analysis, one of the four subfields of political science. The primary objective is to help students understand how the 'modern' world, one characterized by the rise of industrialized nation-states, took form and what shape it might take in the post-Cold War era. We will examine how the challenges of economic development, social transformation, and nation-building sparked the emergence of alternatives to 'modernity' characterized by diverse configurations of political institutions and social forces. We will also assess how globalization and the re-emergence of local identities may be redefining our understanding of 'modernity.'
Applies to requirement(s): Social Sciences
A. Hilton, C. Pyle, P. Smith

POLIT-116 World Politics
Fall and Spring. Credits: 4
This course is a survey of contending approaches to the study of conflict and cooperation in world politics. Examines key concepts—including balance of power, imperialism, collective security, deterrence, and interdependence—with historical examples ranging from the Peloponnesian War to the post-cold war world. Analyzes the emerging world order.
Applies to requirement(s): Social Sciences
K. Khory, C. Mitchell, B. Nakayama, The department

POLIT-118 Introduction to Political Ideas
Fall and Spring. Credits: 4
This course introduces students to the study of political thought, focusing on such concepts as freedom, power, equality, justice, and democracy. Over the course of the semester, students will develop a theoretical vocabulary with which to analyze both the history of political thought and contemporary politics. This course is writing-intensive; students will have the opportunity to rigorously analyze texts and hone their ability to write confidently and effectively.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
A. Aslam, E. Markovits

POLIT-208 Chinese Politics
Fall. Credits: 4
This course examines the politics of contemporary China. Beginning with an assessment of the origins of the Chinese Revolution, the course then examines core institutions and events in the People's Republic, including the Great Leap Forward, Cultural Revolution, post-Mao reforms, and the Tiananmen Incident. In addition, the course analyzes the changing nature of state-society relations, the emergence of new social and political identities, and China's role in the international arena.
Applies to requirement(s): Social Sciences
C. Chen
Advisory: Politics 106 recommended.

POLIT-209 Contemporary Russian Politics
Spring. Credits: 4
Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?
Crosslisted as: RES-240
Applies to requirement(s): Social Sciences
S. Jones

POLIT-211 Classical Political Thought
Not Scheduled for This Year. Credits: 4
This course traces the development of western political thought from classical Greece through medieval Europe. We will pay particular attention to the ways major writers characterized the relationship between the individual and community; the roles knowledge, reason, emotion, and rhetoric play in political life; the link between gender and citizenship; and the various forms political community can take.
Crosslisted as: CLASS-215
Applies to requirement(s): Social Sciences
E. Markovits
Restrictions: Course limited to sophomores, juniors and seniors

POLIT-212 Modern Political Thought
Spring. Credits: 4
Through readings authored by canonical thinkers such as Machiavelli, Hobbes, Locke, Nietzsche, Burke, but also more contemporary thinkers reflecting on the emergence and practices of modern state power and discourses, we will trace the development of key political concepts such as sovereignty, the "science" of politics, natural rights, rationality, and tradition, in order to weigh the promise and peril of each idea.
Applies to requirement(s): Social Sciences
A. Aslam
Restrictions: Course limited to sophomores, juniors and seniors
POLIT-216 Middle East Politics
Fall. Credits: 4
Introduction to the cultures and politics of the Middle East. Includes the situation of the region at the time of the dissolution of the Ottoman Empire; the emergence of independent states before and after World War II; the rise of Arab and Zionist nationalism; the Arab-Israeli conflicts; and the superpower rivalry and its influence on regional politics. Other topics include the Iranian revolution, the domestic and regional role of Islamic movements, and the political economy of oil.
Crosslisted as: JWST-216
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi
Prereq: POLIT-116.

POLIT-224 The United States and Iran
Not Scheduled for This Year. Credits: 4
Explores America’s relationship with Iran from the end of World War II to the present. Examines America’s close ties to the Shah and the political, social, and economic causes of the Iranian revolution, with emphasis on the role of Shi’ite Islam. Concludes with analysis of politics and society in the Islamic Republic under Khomeini and his successors.
Applies to requirement(s): Social Sciences
S. Hashmi
Prereq: POLIT-116.

POLIT-226 The United States, Israel, and the Arabs
Not Scheduled for This Year. Credits: 4
Surveys the constants and variables in U.S. foreign policy toward Israel and the Arabs since the end of World War II to the present. Analysis of domestic determinants of U.S. policy, including lobbies, ideology, and the international system. Consideration of U.S. policy in the Arab-Israeli conflict, intra-Arab disputes, and the Gulf War.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi
Prereq: POLIT-116.

POLIT-228 East Asian Politics
Spring. Credits: 4
This course examines the dramatic rise of East Asia in the post-World War II period in comparative perspective. The focus will be on understanding the process and consequences of rapid development in Japan, Korea, Taiwan, and China. Assesses the strengths and weaknesses of the ‘East Asian model of development’ and explores how different developmental experiences and policies affect state-society relations, social and political identities, and prospects for peace and cooperation throughout the region.
Applies to requirement(s): Social Sciences
C. Chen
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: POLIT-106 recommended

POLIT-229 Propaganda and War
Not Scheduled for This Year. Credits: 4
This course explores propaganda techniques and mobilization for war. Drawing on recent comparative and historical examples, we will analyze war mobilization strategies and different forms of propaganda, its control, and dissemination from a variety of cross-cultural perspectives. We will address the following questions: Why is propaganda necessary? What is the media’s relationship to state propaganda efforts? How do states control information in an age of ‘citizen journalists’ armed with cell phones? How do activists and protest movements contest state propaganda? We conclude by examining key trends in the development of mass media forms and technologies and their implications for global politics.
Applies to requirement(s): Social Sciences
K. Khory

POLIT-230 Resistance and Revolution
Not Scheduled for This Year. Credits: 4
This course examines the dynamics and causes of protest, rebellion, and revolution. Topics include the three ‘great’ revolutions - the French, Russian, and Chinese - as well as such social science theories as moral economy, rational choice, resource mobilization, political culture, and relative deprivation. Attention will be devoted to peasant protest and elite responses to resistance movements. The objectives of the class are to familiarize students with alternative explanations of revolutionary change and to provide students with an opportunity to link general theories to specific case studies.
Applies to requirement(s): Social Sciences
C. Chen
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 8 credits in Politics.
Advisory: POLIT-106 recommended.

POLIT-232 Introduction to International Political Economy
Fall. Credits: 4
This course examines the theory and practice of the politics of international trade and economics, focusing on the spread of global trade, global financial flows, causes and effects of globalization and migration, and the intersection of trade and environmental issues. Major themes include tensions between the developed and developing world, various development strategies, and the impact of a rising China on both the developed North American and European economies and developing economies.
Applies to requirement(s): Social Sciences
C. Mitchell
Prereq: POLIT-116.

POLIT-233 Introduction to Feminist Theory
Not Scheduled for This Year. Credits: 4
This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of ‘women’s emancipation.’ We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.
Applies to requirement(s): Social Sciences
E. Markovits
Restrictions: Course limited to sophomores, juniors and seniors
POLIT-234 Black Metropolis: From MLK to Obama  
Spring. Credits: 4
Black Metropolis” refers to the more than half a million black people jammed into a South Side ghetto in Chicago at mid-twentieth century that featured an entrenched black political machine, a prosperous black middle class, and a thriving black cultural scene in the midst of massive poverty and systemic inequality. This course will follow the political, economic, and cultural developments of what scholars considered to be the typical urban community in postwar United States. We will examine such topics as Martin Luther King’s failed desegregation campaign; Harold Washington, first black mayor; William Julius Wilson’s urban underclass thesis; and the rise of Barack Obama.
Crosslisted as: AFCNA-234
Applies to requirement(s): Social Sciences; Multicultural Perspectives
P. Smith

POLIT-235 Constitutional Law: The Federal System  
Fall. Credits: 4
This course examines the impact of U.S. constitutional law on the legitimacy of different assertions of governmental power. Topics include judicial review; congressional control of court jurisdiction; federal regulation of the economy; and the relative powers and authority of the president, Congress, and the courts in national emergencies, foreign relations, war, and covert action, including torture and assassination. Case method.
Applies to requirement(s): Social Sciences
C. Pyle
Prereq: POLIT-104.

POLIT-236 Civil Liberties  
Spring. Credits: 4
This course addresses the federal Constitution and civil liberties. Topics include the authority of the courts to read new rights into the Constitution; equal protection of the laws and affirmative action for racial minorities, women, gays, and non-citizens. Also, freedoms of expression, association, and the press. Emphasis on the appropriateness of different methods of interpreting law. Case method.
Applies to requirement(s): Social Sciences
C. Pyle
Prereq: POLIT-104.

POLIT-242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment  
Fall. Credits: 4
Following the collapse of the USSR and the Gulf War, Central Asia and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new ‘Great Game’ is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for exploitation, corruption, and instability? How important are the new states to the West’s strategic energy interests?
Crosslisted as: RES-242
Applies to requirement(s): Social Sciences
S. Jones

POLIT-243 Introduction to Latin American Politics  
Not Scheduled for This Year. Credits: 4
Why has Latin America struggled to achieve democratic stability? Why is it the region of the world with the highest economic inequality? How have the periodic political and economic crises allowed for creative experimentation with policy alternatives to create a more equal and sustainable social order? This course examines the political and economic evolution and transformation of Latin America from the time of the European conquest until these very days, with a particular focus on the 20th century. It will also analyze how these general trends took specific shapes in each of the 7 countries studied: Mexico, Argentina, Brazil, Cuba, Chile, Venezuela and Bolivia.
Applies to requirement(s): Social Sciences
C. Fernandez Anderson
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Politics 106 (Comparative Politics) is recommended.

POLIT-246 American Political Thought  
Fall. Credits: 4
This course explores limited government, popular sovereignty, representative institutions, checks and balances, republicanism, liberty, equality, democracy, pluralism, liberalism, and conservatism, and how these concepts have developed during three centuries of American politics and in contrast to European thought. The focus is not on the writings of the ‘great thinkers’ but on the ‘habits of thought’ of the American people and on ideas implicit in laws and institutions that affect the allocation of authority and power within the constitutional order.
Applies to requirement(s): Social Sciences
C. Pyle
Prereq: POLIT-104, or HIST270, or HIST-170 and HIST-171.

POLIT-247 International Law and Organization  
Spring. Credits: 4
This course presents international norms and institutions for regulating conflict, including promoting economic well-being, protecting human rights, exploring and using outer space, and controlling exploitation and pollution of the oceans. The course considers international agreements, problems of lawmaking, interpretation, and compliance; nationality and the status of foreigners and their investments; the principle of self-determination; and interests of postcolonial states as they impinge on the international legal order.
Applies to requirement(s): Social Sciences
A. Reiter
Restrictions: Course limited to sophomores, juniors and seniors

POLIT-248 Topics in Politics  
POLIT-248GR Topics in Politics: ‘Grassroots Democracy’  
Not Scheduled for This Year. Credits: 4
The central focus of this course is to explore theory and organizing practices of grassroots democracy. Each week the seminar will move back and forth between historical and theoretical reflection and reflection upon the experience of organizing communities. The course is motivated by citizens acting together to generate responses to the most challenging questions and issues of the present.
Applies to requirement(s): Social Sciences
A. Aslam
POLIT-248PM Topics in Politics: ‘Parties and Movements in American Politics’
Spring. Credits: 4
This course explores the relationship between political parties and social movements in the United States. Through a historical examination of abolitionist, labor, civil rights, and other movements, we will analyze how formal electoral politics intersects with the more fluid politics of protest and direct action. We will look at how parties have grown out of, allied with, co-opted or eschewed movements for social change. Students will develop a clear analytical sense of the conditions that facilitate successful movement-party dynamics, concluding with critical assessments concerning the impact of the Tea Party, Occupy Wall Street, and Black Lives Matter.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Hilton
Prereq: POLIT-104.

POLIT-252 Urban Politics
Fall. Credits: 4
This course draws on both historical and contemporary sources to address critical issues and problems facing cities. Topics are organized around the following questions: How have cities come to take their shape and character over time? How are economic and social inequalities mapped onto the urban landscape? How are differences of race, class, and gender negotiated through urban institutions and community struggles?
Applies to requirement(s): Social Sciences
P. Smith
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Introductory course in American history or social sciences.

POLIT-255PA Gender and Power in Global Contexts: ‘The Politics of Abortion in the Americas’
Fall. Credits: 4
The Americas have been characterized by the strictness of their laws in the criminalization of abortion. In some countries abortion is criminalized even when the woman’s life is at risk. What role have women’s movements played in advancing abortion rights? What has mattered most for a movement’s success, its internal characteristics or external forces? Has the way the movement framed its demands mattered? How has the political influence of the Catholic and Evangelical churches influenced policies in this area? We will answer these questions by exploring examples from across the region through primary and secondary sources.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
C. Fernandez Anderson

POLIT-255RP Gender and Power in Global Contexts: ‘Sexual and Reproductive Rights in Latin America’
Not Scheduled for This Year. Credits: 4
Since the 1990s Latin America has witnessed increasing societal and political debates over sexual and reproductive rights. Issues such as abortion, gay marriage, transgender rights, sexual education and assisted reproductive technology have risen to the top of some countries’ agendas after decades of silence, taboos, and restrictive or non-existent legislation. The course aims to provide a survey of sexual and reproductive rights in the region as a whole while at the same time highlighting the disparities that exist within it. The course analyzes the multiple factors behind the current policies focusing particularly on the role of women and LGBT movements advancing more liberal legislation.
Crosslisted as: LATAM-287RP
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
C. Fernandez Anderson
Advisory: Previous coursework in Latin American Studies and/or Gender Studies recommended.

POLIT-264 Russia, the West, and Putininism
Not Scheduled for This Year. Credits: 4
Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policymakers. None of the West’s policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and Russia and the former Soviet republics in the far more complex and multipolar “New World Order.” What should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasus?
Crosslisted as: RES-241
Applies to requirement(s): Social Sciences
S. Jones

POLIT-267 The Politics of Finance and Financial Crises
Spring. Credits: 4
The development and operation of stable and effective banks and financial markets has a tremendous impact on the economy and political stability of rich and poor countries alike. A stable financial system may be a necessity for economic growth and a financial crisis can wipe out decades of growth in weeks. This course will critically examine the debates around regulation of finance and management of financial crises in both the advanced capitalist states and emerging markets. It will examine specifically the Latin American debt crisis, the East Asian financial crisis, the 2007-2009 trans-Atlantic financial crisis, and the European debt crisis.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
C. Mitchell
Restrictions: Course limited to sophomores, juniors and seniors
POLIT-269 Social Movements: Theory and Praxis
Spring. Credits: 4
Why do people mobilize? When do they do so? Why and how do they create movements? Are social movements successful paths towards social change? If so, under which conditions? This course will review the main theories of social movements and use them to analyze cases from around the world. Some of the cases we will take upon are the Arab Spring, the American civil rights movement, women and indigenous movements in Latin America, the anti-apartheid movement in South Africa, and the environmental movement in Europe.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
C. Fernandez Anderson
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: POLIT-106 (Comparative Politics) is recommended.

POLIT-270 American Foreign Policy
Fall. Credits: 4
In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy.
Applies to requirement(s): Social Sciences
B. Nakayama
Prereq: POLIT-116.

POLIT-272 Trade and American Foreign Policy
Not Scheduled for This Year. Credits: 4
Trade policy has been central to American political debates since independence. Whether free trade, fair trade, or protectionism is best for America has been hotly debated for centuries. Decisions to trade or not to trade have also long been linked to other domestic and foreign policy issues including abolitionism and the Civil War, securing allies in the Cold War, building peaceful relations with China, and cementing U.S. global leadership. This course examines the shifting coalitions arguing over U.S. trade policy, the shifting goals they seek to accomplish via U.S. trade policy, and the international effects of U.S. trade.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
C. Mitchell
Prereq: POLIT-116.

POLIT-278 U.S. Elections
Not Scheduled for This Year. Credits: 4
Elections have been at the core of both the vitality and fragility of American democracy. Free and responsive government is hard to imagine without elections, yet U.S. elections suffer from low turnout, increasing polarization, invisible money, gender inequality, partisan gerrymandering, and new forms of voter disenfranchisement. This course offers an overview of American elections by placing them in historical and comparative perspective. We will look at how the institutions that structure the electoral process developed, how they differ from those in other democratic countries, and how they shape the behavior of candidates, voters, and activists, and influence the policymaking process.
Applies to requirement(s): Social Sciences
A. Hilton
Prereq: POLIT-104.

POLIT-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

POLIT-300 Democracy and Its Challengers: Populism, Nationalism, and Autocracy
Fall. Credits: 4
After the collapse of the USSR, liberal democracy was triumphant, and history was "dead." But the new states in Central and Eastern Europe, and the revived democracies in Africa and South America soon revealed the difficulty of building and preserving liberal democracy. The challenges of populism, xenophobia, inequality, and judicial and electoral manipulation, reemerged in both Western Europe and the USA. Based on case studies from Europe, the Americas, and Africa, we will focus on the vulnerabilities of democracy, and on the sources of illiberalism's success among both European and non-European states. What explains the decline of democracy, and what measures can democratic systems take to defend themselves?
Crosslisted as: RES-313
Applies to requirement(s): Social Sciences
S. Jones
Prereq: Two 200-level courses in Politics, International Relations, History, Sociology, or Economics.

POLIT-302 Urban Policy
Not Scheduled for This Year. Credits: 4
Gentrification, unemployment, crime, failing schools, disinvestment, mass incarceration--what comes to mind when you think of the inner city? In response to a constrained fiscal environment, cities have increasingly adopted neoliberal policy approaches to address seemingly intractable urban problems. The seminar will study current research to assess the political and economic impact of this neoliberal policy regime on housing, education, and public safety.
Crosslisted as: AFCNA-302
Applies to requirement(s): Social Sciences; Multicultural Perspectives
P. Smith
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in the department.

POLIT-305 International Society
Not Scheduled for This Year. Credits: 4
An intensive reading course in theories of international society: the idea that states and peoples are or should be linked to each other through a web of shared values and institutions. It focuses on the work of Hedley Bull, Immanuel Kant, and John Rawls. How did these three men understand international society? What are or should be the values and institutions that give rise to it and support it? What implications do their visions of international society have for war and peace, state sovereignty, religion, democracy, capitalism, distributive justice, human rights, and international law? What responses and criticisms have their arguments engendered?
Applies to requirement(s): Social Sciences
S. Hashmi
Prereq: POLIT-116.
POLIT-308 Nationalism, Populism, and the New World Order
Not Scheduled for This Year. Credits: 4
Nationalism is one of the greatest challenges to multiethnic states. They have had to create new strategies to deal with the demands of ethnic minorities. Taking the four states of Spain, Canada, Russia, and the former Yugoslavia as examples, we will focus on nationalist movements within these states and the central governments’ responses. What has been the effect of the Communist legacy? Are there alternatives to federalism as a way of managing national claims? What socioeconomic policies have governments used to control ethnic tensions? What role can international organizations play in finding solutions to ethnic conflict?
Crosslisted as: RES-330
Applies to requirement(s): Social Sciences
S. Jones
Prereq: 8 credits from politics, international relations or Russian and Eurasian studies.

POLIT-312 Silk Roads: Ancient and Modern Highways across the Eurasian Continent
Not Scheduled for This Year. Credits: 4
The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.
Crosslisted as: RES-312
Applies to requirement(s): Social Sciences
S. Jones
Prereq: 8 credits in Politics, International Relations, History, or Russian and Eurasian studies.

POLIT-319 War: What Is It Good For?
Fall. Credits: 4
A multidisciplinary exploration of the ways humans have understood, represented, experienced, and justified war over time and across cultures. Using art, literature, and film in addition to social scientific research, this course considers the many different meanings war has in human societies. It analyzes possible causes of war, including innate human drives, gender differences, socialization, regimes, and ideological and resource competition in a condition of international anarchy. It probes how war is experienced by soldiers and civilians. Finally, it examines justifications for war from a range of ethical perspectives.
Applies to requirement(s): Social Sciences
S. Hashmi
Restrictions: This course is open to juniors and seniors

POLIT-323 Comparative Politics of the Middle East
Not Scheduled for This Year. Credits: 4
This course presents the rise (and sometimes collapse) of modern states in the Middle East; the nature of legitimacy, modernization, state-civil society relations, and political culture and economy; and the role of religion with specific reference to Egypt, Iran, Iraq, Israel, Lebanon, Saudi Arabia, Syria, and Turkey.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi
Prereq: 8 credits in Politics including POLIT-106 or POLIT-216.

POLIT-324 Comparative Politics of N. Africa
Not Scheduled for This Year. Credits: 4
This course applies theories of comparative politics to the countries of North Africa. It explores the similarities and differences in the political development of Morocco, Algeria, Tunisia, and Libya since the end of World War II. Specific topics include political culture, state-building, legitimacy, democratization, and political economy.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi
Prereq: 8 credits in Politics including POLIT-106 or POLIT-216.

POLIT-327 Transitional Justice
Spring. Credits: 4
As societies emerge from authoritarian rule or civil war, they face the daunting task of engaging past human rights violations. States have a myriad of options at their disposal, ranging from granting blanket amnesties to hosting complex trials and truth commissions. In making these decisions, new leaders face pressures from former authoritarian actors, victims’ groups, and international organizations. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses, and the political, legal, economic, and moral ramifications of each choice. Most importantly, it asks—does transitional justice work?
Applies to requirement(s): Social Sciences
A. Reiter
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Politics.
POLIT-333 Just War and Jihad: Comparative Ethics of War and Peace  
Not Scheduled for This Year. Credits: 4  
Why do we moralize about war? When is war justified, if ever? What  
restraints should soldiers accept? This course examines these issues  
within the context of Western and Islamic thought. Study of the origins  
and evolution of both traditions is combined with consideration of  
important topics of current concern, such as intervention, weapons of  
mass destruction, and women and war.  
Applies to requirement(s): Social Sciences; Multicultural Perspectives  
S. Hashmi  
Prereq: 8 credits in Politics.

POLIT-341 Political Islam  
Not Scheduled for This Year. Credits: 4  
This course covers Islamic responses to European imperialism in the  
nineteenth and twentieth centuries, particularly the emergence of Islamic  
modernity; the growth of Islamic movements in the Arab world and  
Asia; and their responses to secular nationalism and socialism; and a  
survey of the ends to which religion is applied in three types of regimes:  
patrimonial Saudi Arabia, revolutionary Iran, and military-authoritarian  
Pakistan.  
Applies to requirement(s): Social Sciences; Multicultural Perspectives  
S. Hashmi  
Prereq: 8 credits in Politics.

POLIT-342 Islamic Political Thought  
Not Scheduled for This Year. Credits: 4  
This course examines Islamic political thought from the origins of  
Islam to the present. It considers how Muslim thinkers over the past 14  
centuries have understood such fundamental political concepts as the  
state, leadership, and law. The seminar also includes modern Muslim  
reflections on political concepts of Western origin, such as democracy,  
nationalism, and civil society.  
Applies to requirement(s): Social Sciences; Multicultural Perspectives  
S. Hashmi  
Prereq: POLIT-116 and 8 credits in Politics.

POLIT-343 Law and Religion  
Not Scheduled for This Year. Credits: 4  
This course explores the relationship between law and religion through  
a comparative study of eight countries: the United States, the United  
 Kingdom, France, Egypt, Iran, Pakistan, Israel, and India. It focuses on  
the role of religion in the constitutional law of these countries, both in the  
text of constitutional documents and in judicial interpretation of these texts.  
Starting with an analysis of the religion clauses in the First Amendment  
of the U.S. Constitution, the seminar explores questions relating to the  
separation of religion and state, religious liberty, and the proper role of  
courts in negotiating societal disputes over religion.  
Applies to requirement(s): Social Sciences  
S. Hashmi  
Prereq: 8 credits in Politics.

POLIT-350 Revolutions  
Spring. Credits: 4  
By the 1980s, after the failure of Marxist revolutions, scholars and  
politicians declared that “history” and with it, the age of revolution was  
over. From now on, they said, all states will move toward the model of  
market capitalism. But the last decade of the 20th century and the first  
fifteen years of the 21st century have shown that history, and with it,  
revolution, is far from over. We will look at the American and Russian  
revolutions, at Nazism, the Iranian revolution of 1979, Eastern Europe in  
1989, the “colored revolutions,” and the Arab Spring. Revolutions are still  
with us, and we will study why.  
Crosslisted as: RES-350  
Applies to requirement(s): Social Sciences  
S. Jones  
Prereq: 8 credits in politics, international relations, or Russian and Eurasian  
studies.

POLIT-353 The Politics of Work  
Not Scheduled for This Year. Credits: 4  
This seminar explores the contentious relationship between work  
and politics. The focus will be on workplace dynamics and how  
technological change, gender, methods of labor organization, and  
management philosophy affect the way in which authority is structured  
and perpetuated. The experiences of such regions as the United States,  
Japan, and China will also be used to shed light on the future of labor and  
work in an age of increasing globalization.  
Applies to requirement(s): Social Sciences  
C. Chen  
Restrictions: This course is open to juniors and seniors

POLIT-354 Social Housing  
Spring. Credits: 4  
This course compares social housing in the Netherlands with public  
housing in the United States. It will examine the historical, social and  
political factors in the development of social housing in the U.S. and  
the Netherlands. In particular it will focus on the role of class, ethnicity,  
race, and immigration on the evolution of social housing policy in both  
countries. It will examine the more recent impact of neoliberalism on both  
countries’ ability to provide affordable housing to its citizens. Students  
will engage in community-based research on affordable housing in cities  
within the Pioneer Valley. We will share our research with affordable  
housing organizations as well as municipal planning offices.  
Applies to requirement(s): Social Sciences; Multicultural Perspectives  
P. Smith  
Restrictions: Course limited to sophomores, juniors and seniors  
Instructor permission required.  
Prereq: POLIT-252.

POLIT-357 War and Peace in South Asia  
Not Scheduled for This Year. Credits: 4  
Rising inequality, political instability, and radicalism mark South Asia -- a  
region of contested histories, ideologies, and territories. We will explore  
the history and causes of enduring conflicts such as Kashmir and the  
war in Afghanistan, separatist movements in Pakistan, India, and Sri  
Lanka, and potential conflicts over scarce water and energy resources.  
We will conclude with analysis of the role of external powers in South  
Asia, for example, China and the U.S., and assess the prospects for peace  
in the region.  
Applies to requirement(s): Social Sciences; Multicultural Perspectives  
K. Khory  
Restrictions: This course is open to juniors and seniors  
Prereq: 8 credits from Politics.
POLIT-358 Justice: Theory and Practice
Not Scheduled for This Year. Credits: 4
This course explores various theories of justice, examining the most
prominent approaches to the subject within modern and contemporary
political theory, as well as the relation of justice to democracy and
questions of identity, recognition, and inclusion. The course will also
focus on the implications of those theories for political, social, and
economic institutions by offering students a problem-based learning
environment in which they will work together to bring theoretical insights
to bear on actual political problems.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
C. Markovits
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in the department.

POLIT-359 Democratization and Civil Society in East Asia
Not Scheduled for This Year. Credits: 4
This course examines the dramatic emergence of democratic institutions
and civil society in East Asia. The primary aim of the class is to help
students understand and analyze the process of democratic unfolding
in Japan, Korea, and Taiwan. We will also evaluate China's recent,
albeit limited experiments with democratic practices. We will begin by
contrasting Western perspectives of democracy with both traditional and
more contemporary Asian understandings of democracy. We will then
focus on the actual processes of democratic consolidation in each of the
cases, especially the developments that precipitated political crisis and
ultimately, political change.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
C. Chen
Restrictions: This course is open to juniors and seniors

POLIT-360 Political Economy of the European Union
Not Scheduled for This Year. Credits: 4
This course examines the political, economic, and cultural forces driving
debates around the creation, expansion, and reform of the European
Union. It examines the economic and political logic for integration, as well
as the cultural and economic challenges pushing against integration, and
provides an in-depth look at the specific challenges facing the EU.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
C. Mitchell
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Politics/International Relations.

POLIT-361 Human Rights Abuses and Accountability Mechanisms in the
Southern Cone of Latin America
Not Scheduled for This Year. Credits: 4
During the 1960s and 1970s military coups brought authoritarian regimes
to power in the Southern Cone (Argentina, Brazil, Chile, and Uruguay).
Human rights movements emerged demanding information about victims
of torture, executions and disappearances which became the way military
regimes attempted to eliminate dissent. What accounts for the different
role these movements in the transition and consolidation of democracy
and the rule of law? Did they take part to the same extent in the design
and implementation of accountability mechanisms to prosecute those
responsible for the abuses? We will answer these questions through the
analysis of academic readings, movies, and primary sources.
Crosslisted as: LATAM-387HR
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
C. Fernandez Anderson
Advisory: Previous coursework in Latin American studies and/or comparative
politics recommended.

POLIT-365 Ethics and International Relations
Not Scheduled for This Year. Credits: 4
Do ethical considerations matter in international relations? Should
they? These questions are examined from the perspective of Western
writers on these specific issues: just war, intervention, human rights,
weapons of mass destruction, and distributive justice. The course also
considers challenges to the international system posed by the critiques
and responses of non-Western states and peoples.
Applies to requirement(s): Social Sciences
S. Hashmi
Prereq: POLIT-116.

POLIT-366 International Migration
Not Scheduled for This Year. Credits: 4
This course examines migration and transnational processes from
a comparative perspective. It focuses on the relationship between
globalization and international migration, with special attention to
transnational networks and diaspora politics. We will explore major
theories, forms, and patterns of migration in global politics; the
involvement of diaspora organizations in the politics of host and home
states; and the implications of migration and refugee flows for state
sovereignty, national identity, and citizenship. We will conclude by
analyzing the key debates and framing of immigration policies and
models of citizenship in Europe and the United States.
Applies to requirement(s): Social Sciences
K. Khory
Restrictions: This course is open to juniors and seniors
Prereq: 8 Credits from Politics

POLIT-367 Decision Making
Not Scheduled for This Year. Credits: 4
On decision making, and the pathologies of decision making, in American
politics. When, and to what extent, can we say that a particular policy
decision is the result of rational choice, institutional processes, pluralistic
pressures, or other forces? When are individual or collective decisions
likely to be marred by 'groupthink,' selective attention, or self-deception?
To what extent, if at all, may collective decisions be considered rational or
moral? When are challenges to authority, or to dominant opinion, likely to
make a difference?
Applies to requirement(s): Social Sciences
C. Pyle
Restrictions: This course is open to juniors and seniors
Prereq: POLIT-104, 8 credits in department.

POLIT-373 The Politics of Transformation in China and India
Not Scheduled for This Year. Credits: 4
This seminar provides a structured comparison of two 'emerging giants,'
China and India. Interdisciplinary in scope, the class draws upon various
approaches and frameworks to analyze the economic, social, and political
development of the two countries. Topics include the impact of market-
based reforms and migration, demands for representation and increased
political participation, nationalism, environmental degradation, and
human capital. We will conclude with a focus on China-India relations
and their aspirations for great power status in Asia and beyond. Students
will develop and refine 'real world' skill sets through the writing of policy
memos, simulations, and formal presentations.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
C. Chen, K. Khory
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in department.
POLIT-377 American Political Development
Spring. Credits: 4
When and why does politics change in the United States? How do past transformations shape later political and policy choices? This course combines historical, institutional, and comparative perspectives to examine the growth and development of American political institutions and the evolution of state-society relations in the U.S. Key themes include: the distinctive or "exceptional" status of American politics compared to other advanced democracies; the role of culture and ideas in shaping American institutions and civic identities over time; and the ways in which race and gender have figured historically in the articulation of state power.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Hilton
Prereq: POLIT-104.

POLIT-380 Nationalism in Global Politics
Not Scheduled for This Year. Credits: 4
This seminar explores nationalist ideologies and movements in global politics. We will examine the different—and contested—conceptions of nationalism, the relationship of nationalism to state-building and modern warfare, and the sources of ethnic conflict and political violence. The course will conclude by analyzing the role of nationalism in shaping the foreign policy of “rising” powers like China and India. Case studies from Europe, Asia and the Middle East will be selected for their contemporary relevance.
Applies to requirement(s): Social Sciences
K. Khory
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in politics.

POLIT-382 Global Capitalism and Its Critiques
Not Scheduled for This Year. Credits: 4
Beyond the immediate debate about the political and economic dynamics of the global economy is a centuries-long conversation about the social, political, and economic consequences of a capitalist global economy and its potential variants and alternatives. This course will engage with this conversation by reading major thinkers both within and outside of the West who seek to alternately defend, critique, or overturn the global economic order, including Smith, Keynes, Marx, Polanyi, and their intellectual followers. Our goal will be to explore both the intellectual conversation and how it both shapes and explains the political and economic struggles over the global liberal economic order.
Applies to requirement(s): Social Sciences, Multicultural Perspectives
C. Mitchell
Prereq: IR-232 or POLIT-232.

POLIT-383 Art and Politics
Spring. Credits: 4
The course will investigate the relationship between art, community, and power. Drawing on a wide range of political theory and literature, this writing-intensive seminar will focus on the ways that art has both informed and been informed by political and economic life, and the ways in which art can serve as a form of political activism. Although the course will cover a variety of time periods and art forms, we will pay particular attention to such contemporary political issues as racialized oppression, climate change, and feminist activism.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Markovits
Restrictions: This course is open to juniors and seniors
Advisory: Previous coursework in political theory or philosophy is recommended (especially POLIT-118).

POLIT-384 Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century
Not Scheduled for This Year. Credits: 4
How do we end political violence and achieve peace? This course focuses on the context for negotiation and bargaining strategies, including what types of actors are involved in negotiations, the contours of the mediation environment, the timing of intervention and talks, the use of leverage to get warring parties to the table, and the transformation of processes across multiple stages from initial mediation to implementation to enforcement. The course also examines several peacemaking strategies in depth, including resource sharing, territorial autonomy and partitions, elections and power-sharing agreements, refugee crisis management, and demobilization and reintegration programs.
Applies to requirement(s): Social Sciences
A. Reiter
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Politics.

POLIT-385 International Security
Not Scheduled for This Year. Credits: 4
This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; humanitarian intervention; nuclear proliferation; and terrorism. The course concludes with analysis of specific initiatives for achieving both common and comprehensive security.
Applies to requirement(s): Social Sciences
K. Khory
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from Politics including POLIT-116.
POLIT-387 Advanced Topics in Political Theory

**POLIT-387BW Advanced Topics in Politics: ‘Black Women Activists’**

*Fall. Credits: 4*

This course will investigate the contributions of Black Women Activists to the Black Radical Tradition. Beginning with abolitionists Sojourner Truth and Harriet Tubman and anti-lynching activist Ida B. Wells, students will study the lines of continuity that link this generation to later figures in the Labor and Civil Rights movements, such as Ella Baker, as well as Black Feminists including the Combahee River Collective, poet Audre Lorde, and the leadership of the current Movement for Black Lives. Students will study the practices of these activists against the backdrop of the larger struggles for Black liberation.

- Applies to requirement(s): Social Sciences; Multicultural Perspectives
- Other Attribute(s): Writing-Intensive
- Prereq: 8 credits in Politics.

**POLIT-387CY Advanced Topics in Politics: ‘Cyberpolitics’**

*Fall. Credits: 4*

For many, the "cyber-revolution" has fundamentally altered all aspects of human existence through the creation of a new space of interaction: cyberspace. This course asks whether and to what extent cyberspace has revolutionized the nature of international politics. Are traditional understandings of sovereignty, deterrence, and diplomacy bunk? Rather than engaging in speculation, this course will cover the history of the development of both cyberspace and the beliefs that it will revolutionize politics. By examining the distance between speculation and reality this course will provide a grounded understanding of the effects of the "cyber-revolution" on international politics.

- Applies to requirement(s): Social Sciences
- Other Attribute(s): Speaking-Intensive, Writing-Intensive
- Prereq: 8 credits in Politics.

**POLIT-387PD Advanced Topics in Politics: ‘Other Political Dreams’**

*Not Scheduled for This Year. Credits: 4*

This course examines dreams of other politics, trying to recognize what is distinctive in a diverse set of traditions beyond their resistance to liberal-democracy’s entwinement with contemporary capitalism. Spanning anarchism, Afro-pessimism and Afro-futurism, and the #BlackLivesMatter movement, we will examine political actions and thought that do not identify themselves as democratic and even define themselves as anti-democratic in order to name politics they aspire towards. Special attention will be given the picture of collective belonging and action that emerges in these works along with the techniques of figuring these visions and of gathering community around them.

- Applies to requirement(s): Social Sciences; Multicultural Perspectives
- Other Attribute(s): Writing-Intensive
- Prereq: 8 credits in Politics.

**POLIT-387SC Advanced Topics in Politics: ‘Why Is There No Socialism in the United States’**

*Not Scheduled for This Year. Credits: 4*

In the aftermath of the Great Recession, Occupy Wall Street, and Senator Bernie Sanders’s primary campaign, socialism has entered the mainstream of American politics, giving rise to questions concerning why the US can’t be more like, say, Denmark. But while the question of why there is no socialism in the US may be on the minds of many, the puzzle is not new. This course will examine the long history of socialist politics in the United States while analyzing why it never established roots in the American system. Drawing comparisons with other advanced democracies, this course will explore what socialism has meant in the American context and what factors have shaped its minority status.

- Applies to requirement(s): Social Sciences
- Other Attribute(s): Speaking-Intensive, Writing-Intensive
- Prereq: 8 credits in Politics.

**POLIT-391 Advanced Topics in Political Theory**

**POLIT-391DT Pivotal Political Ideas: ‘Democratic Theory’**

*Not Scheduled for This Year. Credits: 4*

Today democracy is seen as the only legitimate regime type, but there is very little consensus about what democracy refers to. This course will explore competing understandings of democracy and its relationship to state institutions and laws. Students will be introduced to contemporary debates over the normative basis of democracy and difficulties of democratic practice and citizenship. Among the questions we will explore are: what is the relationship between liberalism and democracy? Do rights represent the beginning or the end of democratic citizenship? Can democracy exist within a government or does it take form in opposition to it?

- Applies to requirement(s): Social Sciences
- Other Attribute(s): Speaking-Intensive, Writing-Intensive
- Prereq: 8 credits in Politics.

**POLIT-391RE Pivotal Political Ideas: ‘Reparations and the Politics of Repair’**

*Not Scheduled for This Year. Credits: 4*

This course will examine arguments for reparations for slavery with an eye towards understanding what withholding and extending reparations have meant for American democracy and citizenship. We will contextualize arguments for reparations within a larger conversation about repairing democratic norms, institutions, and social conditions within recent democratic theory. Together we will investigate what historical and ongoing injustices and inequalities reparations are meant to repair, how reparations would address those harms, and how arguments for reparations have mobilized social activists on both sides of the question. Our readings will span history, legal studies, politics, literature and the arts and arguments for reparations to be paid by the American state down to institutions such as corporations, universities, and other jurisdictions.

- Applies to requirement(s): Social Sciences
- Other Attribute(s): Speaking-Intensive, Writing-Intensive
- Prereq: 8 credits in Politics.

**POLIT-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

The department

Instructor permission required.
PSYCHOLOGY (PSYCH)

General Psychology

PSYCH-100 Introduction to Psychology
Fall and Spring. Credits: 4
How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.
Applies to requirement(s): Social Sciences
M. Breen, K. Haydon

PSYCH-201 Statistics
Fall and Spring. Credits: 4
Statistical procedures are powerful tools for analyzing and interpreting findings and are necessary for accurate reading and understanding of research findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. A variety of computer applications are used.
Applies to requirement(s): Meets No Distribution Requirement
J. Schwartzer
Prereq: A 100-level course in Psychology or Neuroscience 100 or AP Psychology. Coreq: PSYCH-201L.

PSYCH-204 Research Methods in Psychology
Fall and Spring. Credits: 4
This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and an oral presentation.
Applies to requirement(s): Social Sciences
K. Binder
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: PSYCH-201, STAT-240, or STAT-242. Coreq: PSYCH-204L.
Advisory: Students must take statistics (PSYCH-201 or STAT-240 or STAT-242) before enrolling in this course.

PSYCH-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

PSYCH-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

PSYCH-398 Seminar in Psychological Research
Fall. Credits: 1
This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Gagnon, C. Lavigne
Advisory: Only students doing an honors thesis are permitted to register.

PSYCH-399 Seminar in Psychological Research
Spring. Credits: 1
This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Gagnon, C. Lavigne
Advisory: Only students doing an honors thesis are permitted to register.

Social Psychology

PSYCH-210 Social Psychology
Fall and Spring. Credits: 4
This course covers a range of information within social psychology, including theory, research, and applied contexts. Areas of interest will include self and social perception, attitudes, stereotypes, prejudice, discrimination, group dynamics, interpersonal attraction and relationships, among others.
Applies to requirement(s): Social Sciences
The department
Prereq: A 100 level psychology course or AP Psychology.

PSYCH-212 Individuals and Organizations
Fall. Credits: 4
This course focuses on individual and small-group behavior in the organizational setting. The class will focus on: (1) understanding human behavior in an organizational context; (2) understanding of oneself as an individual contributor and/or leader within an organization, and ways to contribute to organizational change; (3) intergroup communication and conflict management; and (4) diversity and organizational climate.
Crosslisted as: EOS-299ND
Applies to requirement(s): Social Sciences
B. Packard
Restrictions: Course limited to sophomores, juniors and seniors.
PSYCH-213 Psychology of Racism
Fall. Credits: 4
We begin this course by examining how the concept of race was developed to justify human rights atrocities and how it continues to be used to justify racial disparities today. We then examine theories of racism and its persistence at multiple ecological levels: intrapersonally, interpersonally, and institutionally. Although a theory driven course, students will be asked to apply theory to their own personal experiences, deepening an understanding of our own areas of oppression and privilege. Finally, we will turn to inter-group relations theory, attending not only to dominant and minority group race-relation dynamics, but also inter-minority group relations (e.g., Black-Asian relations).
Applies to requirement(s): Social Sciences; Multicultural Perspectives
J. Tawa
Restrictions: Course limited to sophomores, juniors and seniors

PSYCH-217 Psychology of Human Sexuality
Not Scheduled for This Year. Credits: 4
This course is an introduction to the psychological study of human sexuality. We will take a psychobiosocial perspective in this course, covering topics such as reproductive anatomy and physiology, sexual response, sexually transmitted infections, contraceptive choices, pregnancy and birth, attraction and dating, love, sexual and relational communication, and consent. The goals of the course are to have students develop a strong understanding of human sexual biology, identity, behavior, and health, to understand how each of these areas is impacted by social context, and to engage with current research in the field.
Crosslisted as: GNDST-212HS
Applies to requirement(s): Social Sciences
C. Flanders
Prereq: A 100-level course in Psychology.

PSYCH-310 Laboratory: Social Psychology
PSYCH-310AP Laboratory in Social Psychology: 'Community-Based Participatory Action Research'
Not Scheduled for This Year. Credits: 4
In this course we will apply social psychological research practices to understand a social problem and work toward promoting positive social change. Specifically, we will use community-based participatory action research principles to investigate community concerns related to sexual and mental health, or community-identified pathways to promoting sexual and mental well-being. Students will develop a research project in partnership with community stakeholders, collect and analyze data, and produce a final product that is based on community priorities and is useful for community partners.
Applies to requirement(s): Social Sciences
Other Attribute(s): Community-Based Learning
C. Flanders
Prereq: PSYCH-200 or PSYCH-204.

PSYCH-319 Seminar in Social Psychology
PSYCH-319GS Seminar in Social Psychology: 'Gender and Sexual Minority Health'
Not Scheduled for This Year. Credits: 4
This course is a critical overview and investigation of health as it relates to the experiences of gender and sexual minority people. We will begin with exploring theoretical understandings of health and marginalization, and use those as frameworks to examine various domains of health. Areas of interest will include mental health, sexual and reproductive health, substance use, disability, and issues related to body size and image. We will end by looking at other structural issues that affect gender and sexual minority health, such as access to care, health education, and health policy.
Crosslisted as: GNDST-333GS
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive
C. Flanders
Prereq: PSYCH-200 or PSYCH-204 or GNDST-201.

PSYCH-319RA Seminar in Social Psychology: 'Theories in Race Relations' Spring. Credits: 4
In this seminar course we will examine theory and research on racial group relations. While most theory on race relations has been framed within a Black-White paradigm, in this course, we will pay particular attention to relations between minority groups existing within a context of White sociopolitical power. We will examine social, political, cultural, and psychological perspectives on the causes of prejudice between racial groups, as well as theory and research that promotes healthy group relations and solidarity between oppressed groups. Classes will include some didactic lecturing, but will emphasize discussion based and experiential learning.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
J. Tawa
Prereq: PSYCH-200 or PSYCH-204.

Personality and Abnormal Psychology
PSYCH-220 Theories of Personality
Fall. Credits: 4
How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major psychological theories of and approaches to understanding personality. We will critically examine theory and research on traits, genetics, neuroscience, self and identity, intrapsychic perspectives, regulation and motivation, and cognition, integrating these views into a more complete understanding of personality.
Applies to requirement(s): Social Sciences
D. Godon-Decoteau
Prereq: A 100-level course in Psychology or AP Psychology.

PSYCH-222 Abnormal Psychology: Clinical Perspectives
Fall and Spring. Credits: 4
This course surveys the psychological field of abnormal psychology. We will explore historical foundations, theories, research, assessment, and treatment as they relate to diagnoses included in the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Throughout the course, we will critically examine the concept of abnormality and its intersection with societal and cultural contexts.
Applies to requirement(s): Social Sciences
D. Godon-Decoteau
Prereq: 100-level course in Psychology or AP Psychology.
PSYCH-326 Laboratory in Personality and Abnormal Psychology

PSYCH-326AM Laboratory in Personality and Abnormal Psychology: 'Racism and Asian American Mental Health'

Fall. Credits: 4

Despite racialization as “model minorities,” the psychological literature demonstrates that Asian Americans experience racism and are detrimentally affected by it. However, some aspects of anti-Asian American racism are qualitatively different from racism that is typically directed at other groups of color. In this course, we will explore the nature of anti-Asian American racism, how it may be internalized, and effects on mental health. Students will develop research questions and analyze (primarily quantitative) survey data from an ethnically diverse sample of Asian Americans. At the end of the semester, students will have an opportunity to report their original research findings.

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

D. Godon-Decoteau

Prereq: PSYCH-200 or PSYCH-204.

PSYCH-326BH Laboratory in Personality and Abnormal Psychology: 'Behavioral Methods for Social and Intergroup Psychology'

Fall. Credits: 4

Relatively recent technological and methodological developments offer psychologists an opportunity to study social and intergroup behavior with greater sophistication than ever before. In this lab course, students will complete a semester long group research project that implements one of four possible innovative behavioral methods: Implicit association tests, social network analysis, physiological assessment, or a virtual world research method. Group projects will culminate in a presentation of their research to the class and a brief written report of findings that will be structured as a professional conference presentation submission.

Applies to requirement(s): Social Sciences

J. Tawa

Prereq: PSYCH-200 or PSYCH-204.

PSYCH-329 Seminar in Personality and Abnormal Psychology

PSYCH-329AS Seminar in Personality and Abnormal Psychology: 'Asian American Psychology'

Fall. Credits: 4

This course will examine the psychological experiences of Asian Americans, with particular attention to how racism and racialization in the U.S. shape lived experience and mental health. The goal is to learn how to integrate multiple dimensions (e.g., historical, sociopolitical, cultural, individual) to understand the person in context.

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

D. Godon-Decoteau

Prereq: PSYCH-200 or PSYCH-204.

Developmental and Educational Psychology

PSYCH-230 Developmental Psychology

Fall and Spring. Credits: 4

Examines changes in cognitive, social, and emotional functioning, including theory and research that illuminate some central issues in characterizing these changes: the relative contributions of nature and nurture, the influence of the context on development, continuity versus discontinuity in development, and the concept of stage. Includes observations at the Gorse Children's Center.

Applies to requirement(s): Social Sciences

The department

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

PSYCH-233 Educational Psychology

Fall and Spring. Credits: 4

What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students’ prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.

Crosslisted as: EDUC-233

Applies to requirement(s): Social Sciences

Other Attribute(s): Community-Based Learning

K. O'Carroll

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

Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week)

PSYCH-330 Lab in Developmental Psychology

PSYCH-330RD Lab in Developmental Psychology: 'Laboratory in Romantic Development: Observational Coding Methodology'

Fall. Credits: 4

Students will work in teams to code videotaped observations of romantic partners discussing relationship conflicts. Students will learn to code emotion expressions and behavior at the dyadic and individual levels. Course topics include methodological issues such as coding bias, construct validity, and intercoder reliability, as well as empirical research on individual differences in conflict behavior and links between conflict behavior and relationship outcomes. Students will complete individual final research projects to report original quantitative multivariate analyses based on data generated during the course.

Applies to requirement(s): Social Sciences

K. Haydon

Restrictions: This course is open to juniors and seniors; This course is limited to Psychology or Psychology and Education majors.

Prereq: PSYCH-200 or PSYCH-204.

PSYCH-331 Laboratory in Early Childhood Learning and Development

Fall and Spring. Credits: 4

This course will explore child development in the context of early childhood education. The course will cover topics related to early childhood learning and development including cognition, language and literacy, social-emotional development, and personality development while considering how the early education context supports these developmental processes. Discussion of the early education setting will include the teacher-child relationship, family-school relationships, and curriculum. Through intensive participation in an early education classroom, students will have the opportunity to link course content to practice.

Applies to requirement(s): Social Sciences

K. O'Carroll

Instructor permission required.

Prereq: PSYCH-200 or PSYCH-204, and PSYCH-230.

Notes: 2 labs (3 hours each) required at Gorse Children's Center
PSYCH-337 Seminar in Educational Psychology

PSYCH-337CH Seminar in Educational Psychology: 'Defining Childhood and Adolescence in the U.S. Today'

Fall. Credits: 4

If 50 is the new 40, is 20 the new 10? In this course, students will explore the ways in which definitions of childhood and adolescence in the U.S. have evolved in recent decades and what are the implications of those changes for education. For example, we will consider increasing school-readiness demands of preschoolers on the one hand and notions of extended adolescence and emerging adulthood on the other hand. Using both academic and media articles, course content will integrate concepts from developmental psychology and brain development with major moments in U.S. social and education policy.

Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive

K. O’Carroll
Prereq: PSYCH-200 or PSYCH-204.
Advisory: PSYCH-230 recommended.

PSYCH-338 Lab in Educational Psychology

PSYCH-339 Seminar in Developmental Psychology

PSYCH-339LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'

Spring. Credits: 4

This course explores how home and school learning environments influence the development of language and literacy skills of children ages 3-8. It examines situations in which families and schools, although utilizing different languages, dialects, and ways of communicating, can work together to enhance children's language learning. Particular attention is given to children's development of academic language -- the written and spoken language needed to understand and create texts required for success in school.

Applies to requirement(s): Social Sciences

J. Jacoby
Prereq: PSYCH-230, PSYCH-233, or PSYCH-241.
Advisory: Prior coursework in developmental psychology, educational psychology, or cognitive psychology required.

PSYCH-339RL Seminar in Developmental Psychology: 'Close Relationships across the Lifespan'

Not Scheduled for This Year. Credits: 4

This course will cover developmental implications of close relationships from infancy through adulthood with a focus on parents, friendships, and romantic partners. The goal is to examine normative developmental processes through a relational lens.

Applies to requirement(s): Social Sciences

K. Haydon

Restrictions: This course is open to juniors and seniors; This course is limited to Psychology or Psychology and Education majors.
Prereq: PSYCH-200 or PSYCH-204, and PSYCH-230.

Perception and Cognition

PSYCH-240 Sensation and Perception

Not Scheduled for This Year. Credits: 4

The act of taking in (sensation) and making sense of (perception) information from the world around us is a core element of the human experience. Indeed, these processes form both the boundary and conduit between an individual and the broader world. This course examines the neural and cognitive mechanisms that allow us to convert different wavelengths of light, changing vibrations in the air, floating chemicals, heat, pressure, and other stimuli into a unified representation of reality – and all the interesting things that happen when those mechanisms get tricked or disrupted!

Applies to requirement(s): Social Sciences

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

PSYCH-241 Cognitive Psychology

Fall. Credits: 4

Cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.

Applies to requirement(s): Social Sciences

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

PSYCH-246 Cognitive Neuroscience

Fall. Credits: 4

Cognitive psychologists investigate the features and functions of the human mind through behavioral techniques; neuroscientists explore the physiology of the human brain. Cognitive Neuroscience lies at the intersection of these disciplines, and asks questions like: How are memories represented in the brain? Is our brain pre-prepared to learn language and if so, how? How does the average human brain still outperform most face recognition software? This course explores the cognitive and neural processes that support vision, attention, language, memory, and music. It introduces basic neuroanatomy, functional imaging techniques, and behavioral measures of cognition.

Applies to requirement(s): Social Sciences

M. Breen

Notes: This course counts in the cognitive or biol bases area of the psychology major.
PSYCH-340 Laboratory in Perception and Cognition

PSYCH-340CL Laboratory in Perception and Cognition: 'Cognition and Literacy'
Not Scheduled for This Year. Credits: 4
Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course, each student will become a tutor for an adult enrolled in an area literacy program.

Applies to requirement(s): Social Sciences
Other Attribute(s): Community-Based Learning
K. Binder
Prereq: PSYCH-200 or PSYCH-204.
Notes: 3 hours per week as a literacy tutor in Springfield is required.

PSYCH-340CP Laboratory in Perception and Cognition: 'Cognition and Perception'
Not Scheduled for This Year. Credits: 4
This course will involve in-depth reading of journal articles, group work on a research project, and data collection outside of class. Research questions will revolve around basic sensory processing in unique populations such as video game players, athletes, blind people, deaf people, and blindfolded sighted adults.

Applies to requirement(s): Social Sciences
J. Seymour
Instructor permission required.
Prereq: PSYCH-200 or PSYCH-204.

PSYCH-349 Seminar in Perception and Cognition

PSYCH-349AM Seminar in Perception and Cognition: 'Art, Music, and the Brain'
Spring. Credits: 4
Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.

Crosslisted as: MUSIC-321AM
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
M. Breen, A. Mueller
Restrictions: This course is limited to seniors.
Instructor permission required.
Prereq: At least 8 credits at the 200 level in Psychology, Neuroscience and Behavior, Art History, or Music.

PSYCH-349LT Seminar in Perception and Cognition: 'Language and Thought'
Fall. Credits: 4
Languages differ in the way they describe the world. For example, the noun for bridge is feminine in German, but masculine in French. Russian has two words for blue, while English has only one. The Piraha (an Amazonian hunter-gatherer tribe) arguably have no number words. In this course, we will be asking to what extent these cross-linguistic differences are reflected in thought. That is, do German speakers think bridges are more feminine than French speakers do? Can Russian speakers discriminate different shades of blue better than English speakers? Can the Piraha count? In exploring these questions, we hope to discover how tightly linked language and thought are.

Applies to requirement(s): Social Sciences
M. Breen
Prereq: PSYCH-200 or PSYCH-204.
Advisory: A 200-level course in Cognitive Psychology recommended.

PSYCH-349SE Seminar in Perception and Cognition: 'Sixth Sense'
Not Scheduled for This Year. Credits: 4
This course will be focused on unique sensory experiences, mainly those of deaf, blind, and synesthetic individuals, from a neuroplasticity perspective. We will explore how our sensory experience of the world shapes the brain and vice versa, and how disadvantages in one sense may contribute to advantages in others. The course will be a seminar, with in-depth reading of journal articles covering behavioral and neuroimaging studies.

Applies to requirement(s): Social Sciences
J. Seymour
Instructor permission required.
Prereq: PSYCH-200 or PSYCH-204.

Biological Bases of Behavior

PSYCH-253 Brain, Behavior, and Immunology
Fall. Credits: 4
Why do repeated concussions increase risk of developing depression? Why does that approaching cold hold off until finals week is over then hit like a freight train? When you stand to give a presentation, why does your mouth go dry, perspiration bead on your skin, and your heart start racing? These questions can be answered by the intricate relationship between the nervous and immune systems. This course will introduce the basic biology of these systems and demonstrate how they interact with each other and our environment to control our mood and behavior. "Stress" will be highlighted throughout the course as an example of brain, behavior, and immunology working together.

Applies to requirement(s): Social Sciences
J. Church
Prereq: PSYCH-100, NEURO-100, or AP Psychology.
**PSYCH-254 Psychopharmacology**

*Not Scheduled for This Year. Credits: 4*

Psychopharmacology focuses on the impact that drugs (both illicit and prescription) have on the brain, neurocircuitry, and behavior. Students will explore the underlying neurotransmitter systems of the brain and discover how substances influence nervous system function including the experience of pain, sleep, emotional states, motivation, addiction, and mental health. The course will bridge concepts in chemistry, biology, psychology, and neuroscience by highlighting major drug classes and their underlying mechanisms of action. Additional discussions will focus on the economic, social, and political aspects of the drug market, as well as ethics and legalities of the drug industry.

*Applies to requirement(s): Social Sciences*

J. Schwartzer

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

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**PSYCH-256 Hormones and Behavior**

*Spring. Credits: 4*

Does the idea of Finals Week stress you out? Have you ever felt hungry or thirsty? Is our biology to blame when people cheat on their partners? From mental health and hunger to sexual motivation and aggression, our hormones dictate many of our basic choices and ultimately control how we interact with our world. This course will explore how hormones communicate with our brain to influence behaviors such as sexual attraction and reproduction, parental care, and social behavior. Special emphasis will be placed on the underlying biology and role of the nervous system in regulating hormone levels.

*Applies to requirement(s): Social Sciences*

J. Church

*Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

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**PSYCH-350 Lab in Biological Bases of Behavior: 'Laboratory in Behavioral Neuroscience'**

*Not Scheduled for This Year. Credits: 4*

This intensive laboratory course will train students to use the technical methods and tools commonly used in behavioral neuroscience research. Skills covered will include animal care and handling, use of behavioral assays, pharmacology, and neurosurgical procedures. Students will engage in weekly exercises and hands-on experiments to study the link between brain function and behavioral responses. These preclinical tools will be used to test research questions related to learning and memory, social-emotional responses, and drug-seeking behaviors. After completion of this course, students will have a deeper understanding of the design and implementation of behavioral neuroscience research.

*Applies to requirement(s): Social Sciences*

J. Schwartzer

*Instructor permission required.

*Prereq: PSYCH-200 or PSYCH-204.*

*Advisory: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.*

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**PSYCH-350BN Lab in Biological Bases of Behavior: 'Laboratory in Behavioral Neuroscience'**

*Fall. Credits: 4*

Lifestyle choices, such as diet and exercise, have a profound influence on mood and behavior. For example, diets high in fat, sugar, or fiber influence cognition, anxiety and depression and modulate the stress response. This intensive inquiry-based laboratory course will guide students through the scientific process from original study design through data presentation and manuscript preparation. Students will gain technical training in animal care and handling, use of behavioral assays, histology, and biochemical assays. Experimental questions will focus on the link between diet, mood, and stress to demonstrate the effect of lifestyle factors on behavioral neuroscience.

*Applies to requirement(s): Social Sciences*

J. Church

*Instructor permission required.

*Prereq: PSYCH-200 or PSYCH-204.*

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**PSYCH-350LF Lab in Biological Bases of Behavior: 'Lifestyle and Behavior'**

*Fall. Credits: 4*

Explore how psychology, neuroscience, and medicine come together to study the etiology and treatment of neuropsychiatric disorders. Students will examine the behavioral features and neurobiology behind various clinical disorders such as Autism, ADHD, Substance Use Disorders, Mood Disorders, Schizophrenia, Anxiety, and Neurodegenerative Diseases. The course will rely on primary research to identify how changes in physiology and biology might manifest in the behaviors that define psychopathology. Students will gain a deeper understanding of clinical and preclinical techniques used to study these disorders while bridging their knowledge of molecular, cellular, and systems neuroscience research.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive*

J. Schwartzer

*Prereq: PSYCH-200 or PSYCH-204.*

*Advisory: Neuroscience 100 strongly recommended.*
PSYCH-359DV Seminar in Biological Bases of Behavior: ‘Diverse Voices in STEM’
Spring. Credits: 4
This course examines the contributions of scientists from underrepresented groups, including women, people of color, and the trans community, in the context of their life experiences regarding their marginalized identity. The goal of this class is to reform the preconceived voice of STEM as that of a white male to be more inclusive by highlighting the work of more diverse scientists. In each case, autobiographical accounts will be paired with primary research articles to better appreciate how each voice in neuroscience adds value. Scientific topics will include the relationship between the nervous & immune systems, drug use, and the dynamic functions of glial cells in the brain.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive
J. Church
Prereq: PSYCH-200 or PSYCH-204.

PSYCH-359PN Seminar in Biological Bases of Behavior: ‘Modern Pioneers in Neuroscience’
Spring. Credits: 4
This course examines the contributions of modern-day scientists who, over recent decades, have expanded the boundaries and shifted our understanding of the brain. The goal of this class is to examine the challenges faced by pioneering neuroscientists who have overcome obstacles and setbacks to overturn dogma regarding the brain’s structure and function. In each case, autobiographical accounts will be paired with primary research articles to better appreciate how each voice in neuroscience adds value. Scientific topics will include the relationship between the nervous and immune systems, drug use, and the dynamic functions of glial cells in the brain.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive
J. Church
Prereq: PSYCH-200 or PSYCH-204.
RELIGION (RELIG)

RELIG-100 Introduction to Religion
Fall. Credits: 4
This course is an introduction to the study of religion, assessing the nature of religion and methodological approaches through an examination of subject matter drawn from numerous traditions.
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfels
Restrictions: This course is limited to first-years, sophomores, and juniors

RELIG-102 Introduction to Islam
Spring. Credits: 4
This course examines Islamic religious beliefs and practices from the origins of Islam to the present, focusing on such central issues as scripture and tradition, law and theology, sectarianism and mysticism. Attention will be given to the variety of Islamic understandings of monotheism, prophethood, dogma, ritual, and society.
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfels

RELIG-104 Introduction to the New Testament
Not Scheduled for This Year. Credits: 4
Introduction to the New Testament investigates the social and historical context of first- and early second-century Christianity, examines New Testament and select non-canonical documents, and introduces you to the principal methods of New Testament studies. In the course of the semester you will read the works that make up most modern collections of the New Testament, a number of early Christian documents that did not make the final cut, and several ancient non-Christian sources.
Crosslisted as: JWST-104
Applies to requirement(s): Humanities
The department

RELIG-112 Introduction to Judaism
Spring. Credits: 4
Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.
Crosslisted as: JWST-112
Applies to requirement(s): Humanities
M. Benjamin

RELIG-163 Introduction to Buddhism
Fall. Credits: 4
Some scholars have argued that there is no such thing as 'Buddhism' in the singular, but only 'Buddhisms' in the plural. This course introduces students to select historically and culturally diverse forms of Buddhism, including Sri Lankan Theravada Buddhism, Japanese Zen Buddhism, and Tibetan Buddhism. The course pays particular attention to modern (and modernist) reinterpretations of Buddhism, including contested views of gender.
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Mrozik

RELIG-181 Introduction to African Diaspora Religions
Fall. Credits: 4
Over the last century, religious studies have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas.
Crosslisted as: AFCNA-181, CST-149AD
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

RELIG-201 Reading the Qur'an
Spring. Credits: 4
This course examines the history, structure, and themes of the Qur'an and analyzes the place of the Qur'an in Islamic religious thought. Students will read the entire text of the Qur'an in translation, as well as selections from medieval and modern commentaries.
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfels

RELIG-207 Women and Gender in Islam
Fall. Credits: 4
This course will examine a range of ways in which Islam has constructed women--and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.
Crosslisted as: GNDST-210SL
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfels

RELIG-208 Religion and Science Fiction
Not Scheduled for This Year. Credits: 4
This course examines the representation of religion and religious communities in science fiction. We will read works that speculate on the nature, origin, and function of religious beliefs and practices, and on the place of religion in imagined futures and universes. We will also explore science fiction-based religious movements, the use of science fiction to communicate religious ideas, and Afro-futurism. We will focus on mostly American novels, short stories, film, television, and music. Readings will include works by Ursula. K. Le Guin, Octavia Butler, and Joanna Russ.
Applies to requirement(s): Humanities
A. Steinfels
RELIG-216 Whose Social Justice is it Anyway? Spirituality, Religion, and Civic Engagement
Not Scheduled for This Year. Credits: 4
This theoretical and experiential course will examine the concept of social justice dating back to Roman Catholic teachings by St. Thomas Aquinas regarding poverty, and leading up to modern-day umbrella movements that include race, class, gender, sexual orientation, ability, national origin, and first language. It also examines the ways in which ideas about social justice have shifted. This will include intersections with global human rights movements, evangelicalism and intersectionality regarding identity politics. Students will participate in ethnographic community-based projects learning about how religion and/or spirituality are utilized for civic engagement.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Runell Hall

RELIG-223 Religion and Politics in Modern India
Not Scheduled for This Year. Credits: 4
The history of India has been singled out for its complex intermingling of religion and politics. This course will explore the constitution of religious identities in two of India’s largest religious communities: Hindu and Muslim. Focusing primarily on the colonial period, we will discuss religious reform movements, communal violence, mass politics, and the partition of the subcontinent into the independent states of India and Pakistan. Throughout we will be interested in the ways that the colonial experience affected the religious thought and practice of Indians. Finally, we will explore the meanings of this history for the postcolonial workings of democracy and secularism in modern India.
Crosslisted as: HIST-223
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
The department

RELIG-225 Topics in Religion
RELIG-225HM Topics in Religion: ‘Heretics, Martyrs, and Saints’
Not Scheduled for This Year. Credits: 4
Heretics, Martyrs, and Saints investigates how early Christians described holy people as well as their nemeses. It explores how descriptions of martyrs, saints, heretics, demons, and even Satan himself were used to shore up the ever-contested boundaries of Christian orthodoxy and how the depiction of such figures forever changed the trajectory of Christian beliefs and practices. In the course of the semester we will read sources such as a letter from a Christian bishop wanting to be thrown to the lions, the dream journal of a female martyr, Gnostic gospels, wisdom from desert monks, and an ancient exorcism manual.
Applies to requirement(s): Humanities
The department

RELIG-225ME Topics in Religion: ‘Jews and Christians in Medieval and Early Modern Europe’
Fall. Credits: 4
This course focuses on how Jews and Christians fashioned their respective identities in late medieval and early modern Europe, how their communities interacted, and how they navigated their similarities and differences. Themes include how Jews and Christians constructed confessional and oppositional identities; how premodern people understood categories such as “ethnicity” and “religion” prior to the development of modern citizenship and secularization; and the viability of the distinction between “anti-Judaism” and “antisemitism” while investigating the relationship between premodern texts and more recent antisemitic ideas and movements. Students will read primary and secondary sources in order to understand religious people historically and on their own terms.
Crosslisted as: JWST/225ME, HIST/232ME
Applies to requirement(s): Humanities
A. Duker

RELIG-225MG Topics in Religion: Magic, Witchcraft, and Religion
Not Scheduled for This Year. Credits: 4
Religion counts among anthropology’s most central and enduring areas of interest. This course traces a history of anthropological attention to belief and ritual from the nineteenth century to the present. We will read classic and contemporary ethnographic studies of religious systems, covering topics that include spirits and animism, totemism, magic, witchcraft, mythology, taboo, sacrilege, orthodoxy and orthopraxy, religion and modernity, and secularism. The course will scrutinize “religion” itself as a cultural and analytical category, and it will question how an anthropological perspective alters perceptions of the global politics of religion today.
Crosslisted as: ANTHR-246
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
The department

RELIG-225NR Topics in Religion: ‘Women in New Religious Movements’
Spring. Credits: 4
Many new religious movements have advocated for women occupying unlikely roles of service and leadership. This course analyzes the intersection of religious alterity and gender equity. Primarily focusing on twentieth and twenty-first century new religions, the course considers how select women have shaped and transformed the structures of religions on the margins.
Crosslisted as: GNDST/210NR
Applies to requirement(s): Humanities
M. Coleman-Tobias

RELIG-234 Women and Gender in Judaism
Fall. Credits: 4
This course examines gender as a key category in Jewish thought and practice. We will examine different theoretical models of gender, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources.
Crosslisted as: JWST/234, GNDST/210JD
Applies to requirement(s): Humanities
M. Benjamin
RELIG-241 Women and Buddhism  
*Spring.* Credits: 4  
This course examines the contested roles and representations of Buddhist women in different historical and cultural contexts. Using a variety of ethnographic, historical, and textual sources, the course investigates both the challenges and opportunities Buddhist women have found in their religious texts, institutions, and communities.  
*Crosslisted as: GNDST-210BD*  
*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*S. Mrozik*

RELIG-246 Womanist Religious Thought  
*Spring.* Credits: 4  
As a conceptual framework which reconsiders the rituals, scriptures, and allegiances of religious black women, womanist thought has expanded the interdisciplinary canon of black and feminist religious studies. This course is a survey of womanist religious scholars from multiple religious traditions: Christianity, Islam, Buddhism, and Yoruba-Ifa – as well as theorists who understand womanism as a “spiritual but not religious” orientation. Course participants will use the interpretive touchstones of cross-culturalism, erotics, earthcare, and health – among others – to examine contemporary womanist religious thought.  
*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*M. Coleman-Tobias*

RELIG-247 What Didn’t Make It Into the New Testament  
*Not Scheduled for This Year.* Credits: 4  
Hundreds of ancient Christian texts did not make it into the New Testament. ‘What Didn’t Make It in the New Testament’ examines some of these excluded writings. We will explore Gnostic gospels, hear of a five-year-old Jesus killing (and later resurrecting) his classmates, peruse ancient Christian romance novels, tour heaven and hell, read the garden of Eden story told from the perspective of the snake, and learn how the world will end. In critically examining these ancient narratives, we will better appreciate the diversity of formative Christianity, better understand the historical context of the early church, and explore the politics behind what did and did not make it into the bible.  
*Applies to requirement(s): Humanities*  
*The department*

RELIG-251 Reading the Hebrew Bible  
*Not Scheduled for This Year.* Credits: 4  
This course examines the Hebrew Bible in light of Jewish reading practices. Students will read significant sections of the Hebrew Bible in translation and learn to read ancient, medieval and modern Jewish approaches to the biblical text. This course seeks to help students become adept at the interpretation of texts and the practice of close reading.  
*Crosslisted as: JWST-251*  
*Applies to requirement(s): Humanities*  
*M. Benjamin*

RELIG-254 Eat This Book: A Cross-Cultural Introduction to Sacred Text  
*Fall.* Credits: 4  
Scripture is not only read or interpreted; it is also sung, illuminated, held aloft, buried, recited, eaten, and worn. In this thematic course, students examine what makes a text “scripture” by examining the idea of sacred text across multiple traditions. Students will become familiar with hermeneutic theory and will analyze embodied, material, and performative aspects of religious life as they pertain to the broad category of scripture.  
*Crosslisted as: JWST-254*  
*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*M. Benjamin*

RELIG-258 Topics in the Study of Christianity  
*RELIG-258BD Topics in the Study of Christianity: ‘The Body, Sex, and Early Christianity’*  
*Not Scheduled for This Year.* Credits: 4  
An introduction to early Christian understandings of the body and sex that aims at familiarizing students with a culturally and geographically diverse range of relevant primary sources and at equipping students with the critical-theoretical methodologies necessary to analyze, interpret, and assess these sources in their historical context. Students will read sources penned between the first and seventh centuries CE within the geopolitical limits of the Roman and Persian Empires and originally written in Greek, Latin, Syriac, and Coptic. The course will be supplemented with theoretical literature, including feminist, gender, and postcolonial theory, discourse analysis, and so on.  
*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*The department*

RELIG-267 Buddhist Ethics  
*Not Scheduled for This Year.* Credits: 4  
This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhists interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral ambiguity? We will consider the perspectives of Buddhists from different cultures including India, Sri Lanka, Thailand, Vietnam, Japan, and the United States.  
*Crosslisted as: CST-249BE*  
*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*S. Mrozik*

RELIG-269 Jewish Modernities  
*Not Scheduled for This Year.* Credits: 4  
This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.  
*Crosslisted as: JWST-269, CST-249JM*  
*Applies to requirement(s): Humanities*  
*M. Benjamin*

RELIG-295 Independent Study  
*Fall and Spring.* Credits: 1 - 4  
*The department*  
*Instructor permission required.*
RELG-306 Sex and the Early Church
Not Scheduled for This Year. Credits: 4
This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and ‘heretical’ scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.
Crosslisted as: GNDST-333TT
Applies to requirement(s): Humanities
The department
Prereq: 4 credits from religion or gender studies.

RELG-311 Sufism: The Mystic Path in Islam
Not Scheduled for This Year. Credits: 4
Exploration of the mystical tradition in Islam known as Sufism, from its origins in medieval Iraq to its role in contemporary Islamic societies. This course focuses on how the Sufi pursuit of unity with, or annihilation in, God relates to the core monotheistic beliefs of Islam. Sufi theories and practices are studied through primary source materials. Special attention will be paid to the themes of love, desire, and beauty in the literature of Sufism.
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfels

RELG-331 Advanced Topics in Religion

RELG-331AF Advanced Topics in Religion: 'African American Spiritualities of Dissent'
Not Scheduled for This Year. Credits: 4
This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissentive qualities of selected African American activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?
Crosslisted as: AFCNA-341AF, CST-349AF
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

RELG-331CH Advanced Topics in Religion: 'Childhood and Children in Religion'
Not Scheduled for This Year. Credits: 4
This course explores a diversity of religious approaches to the meaning of childhood and the nature of children. We critically examine influential writings, rituals and liturgy, fiction, and other types of literature to understand the construction of childhood as distinctive life stage that entails special rights and responsibilities. We will also examine how gender, power, race, social structures, and economic arrangements produce divergent understandings of what it means to be a child.
Crosslisted as: JWST-350CH, CST-349CH
Applies to requirement(s): Humanities
M. Benjamin
Restrictions: Course limited to sophomores, juniors and seniors
Notes: Students wishing to take this course for credit in Jewish studies must choose a research topic that builds on Jewish sources.

RELG-331DA Advanced Topics in Religion: 'Global Dante: A Journey through Hell'
Fall. Credits: 4
In this course, we investigate what makes Dante’s Divine Comedy one of the major classics of world literature, and why this poem is still relevant in today’s imagination and politics. By reading Inferno (Hell) in its entirety, we will establish a foundation for Dante’s influence as a national, regional and global source of inspiration across the ages, and explore the major themes of the Comedy: love, sin, freedom, religion, violence, and politics. Dante’s encyclopedic knowledge will be our reference map to navigate the complexity of our age. Through in-class discussions, journal entries and peer collaboration, you will increase your academic skills and contribute to make our collective journey into hell a lively exploration of the present world.
Crosslisted as: ITAL-341DA
Applies to requirement(s): Humanities
M. Lovato
Restrictions: This course is open to juniors and seniors
Notes: Taught in English

RELG-331DE Advanced Topics in Religion: 'Destroying Art Past and Present'
Not Scheduled for This Year. Credits: 4
In this course, we will investigate the destruction of artworks and monuments for religious or political reasons, called iconoclasm. The seminar addresses the current debates involving the removal and destruction of confederate monuments in the U.S. and responses from government, media, and social critics. Concurrently, we will study key historical moments of iconoclasm ranging from the Byzantine era to the Protestant Reformation and the French Revolution. Studying iconoclasms in different historical periods raises the issue of the power of art in society. Through class discussion, group work, original research, and writing, we will explore how past iconoclasm may inform our understanding of the present. The work also involves an inquiry into art historical methodology as well as approaches from fields such as critical race theory, and a consideration of the role of the art historian in the present debates and social justice movements.
Crosslisted as: ARTH-301DE
Applies to requirement(s): Humanities
C. Andrews

RELG-331LA Advanced Topics in Religion: 'Race and Religion in Latin America'
Spring. Credits: 4
The course will begin with an investigation of the proto-racial and religious categories through which Europeans in the early modern era understood human difference. From there, we will trace how these notions were re-conceptualized in the centuries following the encounter between Europeans, Africans, and the Indigenous Peoples of the Americas. As we examine this history — including the emergence of slavery, eugenics, mestizaje, and Liberation Theology — we will pay particular attention to how interwoven racial and religious hierarchies were both constructed and resisted. The final section of the course will concentrate on the contemporary entanglements of race and religion in the region.
Crosslisted as: ANTHR-315LA
Applies to requirement(s): Social Sciences; Multicultural Perspectives
W. Girard
Prereq: 8 credits in Anthropology.
RELIG-343 The Sabbath
Spring. Credits: 4
The practice of a weekly sacred day of rest has organized Jewish life for millennia. In this seminar, students will examine the Sabbath using narrative, folk, and legal primary sources from the biblical, Second Temple, rabbinic, medieval, and modern periods. Key themes include sacred time, cultural identity, and the transformation of religious practice. Experiential learning, and critical thinking about your experiential learning, are integral to this seminar.
Crosslisted as: JWST-343
Applies to requirement(s): Humanities
M. Benjamin
Restrictions: Course limited to sophomores, juniors and seniors

RELIG-352 Body and Gender in Religious Traditions
Spring. Credits: 4
Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.
Crosslisted as: GNDST-333RT, CST-349RE
Applies to requirement(s): Humanities
S. Mrozik
Restrictions: Course limited to sophomores, juniors and seniors

RELIG-361 The Aquatic Life of Black Devotion
Fall. Credits: 4
Water informs religious and spiritual worldviews the world over; commonplace rituals from baptism to libation underwrite its prescience. The religious cultures of West and Central Africa, along with its multiple diasporas, theorize, encounter, and engage water centrally. Seminar participants will dive deeply into the water-based epistemologies of African and African diaspora religions, probing liturgical language, ritual performance and spiritual entities for aquatic common threads. Seminar participants will analyze the historical realities that have made water such a contested yet indispensable feature of black religious life.
Applies to requirement(s): Humanities; Multicultural Perspectives
Restrictions: This course is open to juniors and seniors

RELIG-363 Rastafari
Spring. Credits: 4
From its counterhegemonic beginning as a nexus of Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has shifted from a Caribbean theological movement to a new religious and socio-political movement globally. What were the epistemological tenets that enabled Rastafari to boast such a multi-sited diaspora? What was the role of reggae music in spreading the religious culture? How have women negotiated their roles within its textured prescriptions? Seminar participants will explore these questions, among others. Beyond understanding the diverse beliefs and practices of global Rastafari, seminar participants will consider some of the enduring motifs of black, dissentive religions as iterated through Rastafari.
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias
Restrictions: This course is open to juniors and seniors

RELIG-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
ROMANCE LANGUAGES AND CULTURES (ROMLG)

ROMLG-295 Independent Study
Fall and Spring. Credits: 2 - 4
The department
Instructor permission required.
Notes: Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.

ROMLG-375 Seminar in Romance Languages and Cultures
This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student’s choice.

ROMLG-375HE Seminar in Romance Languages and Cultures: 'Heroes & Infidels: Masculine Identity and The Birth of Europe in Medieval Romance Classics'
Not Scheduled for This Year. Credits: 4
In this course we will read the canonical works that have shaped the national identity of European Romance countries such as Spain, France, Italy, Portugal, and Romania: from the medieval Chanson the Roland and Cantar del mio Cid to the early modern Don Quixote, Os Lusíadas, Orlando Furioso, and Mesterul Manole. We will discuss the performed masculinity of heroes, enemies, and mediators at the threshold between worlds. We will employ a decolonial critical approach to the Medieval, to question past and present wars against the infidel and their roles in the shaping of a modern European identity.
Crosslisted as: SPAN-360HE, ITAL-361HE, FREN-321HE
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Lovato
Advisory: For Language Majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

ROMLG-375HS Seminar in Romance Languages and Cultures: 'History of Romance Languages'
Not Scheduled for This Year. Credits: 4
This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.
Crosslisted as: SPAN-360RL, ITAL-361HS, FREN-321RL
Applies to requirement(s): Humanities
E. Castro
Advisory: For language majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.
Notes: Taught in English. Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

ROMLG-375LT Seminar in Romance Languages and Cultures: 'Romance Language Translate'
Not Scheduled for This Year. Credits: 4
This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators’ paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.
Crosslisted as: SPAN-360TR, ITAL-361TR, FREN-321TR
Applies to requirement(s): Humanities; Language
C. Shread
Advisory: Two courses in culture and literature at the 200 level.
Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

ROMLG-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
Notes: Independent Study credits taken as part of an honors thesis do not count toward the requirements for the major.
RUSSIAN AND EURASIAN STUDIES (RES)

Taught in Russian

RES-101 Elementary Russian
Fall. Credits: 4
The four-skills (listening, speaking, reading, and writing) introduction to the Russian Language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, basic conjugation patterns, and verbal aspect. By the end of the course the students will be able to initiate and sustain conversation on basic topics, write short compositions, read short authentic texts and comprehend their meaning, develop an understanding of the Russian culture through watching films and listening to songs.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
S. Nazarova
Coreq: RES-101L.

RES-102 Elementary Russian
Spring. Credits: 4
Continuation of Russian 101. A four-skills course, with increasing emphasis on reading and writing, that completes the study of basic grammar. Major topics include: predicting conjugation patterns, un-prefixed and prefixed verbs of motion, complex sentences, time expressions, and strategies of vocabulary building. Students watch Russian films, read and discuss authentic texts.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
I. Kogel

RES-201 Intermediate Russian
Fall. Credits: 4
In-depth review of grammar topics and expansion of vocabulary with the goal of developing communicative proficiency. Readings include short stories, poetry, and newspaper articles. Students watch Russian films and discuss them orally and in writing. Classes are conducted mostly in Russian.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
S. Nazarova

RES-202 Intermediate Russian
Spring. Credits: 4
Emphasis on increasing active command of grammar while focusing on conversational topics. Readings include poetry, short stories, and magazine and newspaper articles. Students watch and discuss Russian films. Classes are conducted mostly in Russian.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
S. Nazarova
Prereq: RES-201.

RES-301 Advanced Russian Language: From Reading to Speaking
Fall. Credits: 4
This course aims at expansion of students' vocabulary and improvement of both writing and speaking skills. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. We will read and discuss a variety of texts including short stories, films, and articles.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
S. Nazarova
Advisory: The course is intended for students who have completed at least four semesters of Russian or the equivalent.

RES-302 Advanced Russian Language: From Reading to Speaking
Spring. Credits: 4
This course is a continuation of RES-301 and is a further expansion of students' vocabulary, writing and speaking skills. We will read and discuss a variety of texts including short stories, films, and articles. Heritage learners of Russian (those who speak the language) will also benefit from the course.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
S. Nazarova
Prereq: RES-301.

Taught in English

RES-210 Great Books: The Literature of Nineteenth-Century Russia
Fall. Credits: 4
In no other culture has literature occupied the central role it enjoyed in nineteenth-century Russia. Political, social, and historical constraints propelled Russian writers into the roles of witness, prophet, and sage. Yet, far from being limited to the vast, dark 'Big Question' novels of legend, Russian literature offers much humor, lyricism, and fantasy. We will focus on the Russian novel as a reaction to western European forms of narrative and consider the recurring pattern of the strong heroine and the weak hero. Authors will include: Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

Applies to requirement(s): Humanities
Notes: Taught in English
P. Scotto
Status: Not Scheduled for This Year.

RES-211 Topics in Twentieth-Century Russian Literature
RES-211MM Topics in Twentieth-Century Russian Literature: 'Diabolic Carnival: Bulgakov's Master and Margarita and Its Contexts
Not Scheduled for This Year. Credits: 4
Mephistopheles in Moscow? The Gospel retold? At turns both wildly comic and metaphysically profound, Bulgakov's novel has been a cult classic since its unexpected discovery in 1967. This course will consider Bulgakov's masterpiece together with some of its literary, historical, and social contexts. Additional readings from Goethe, Gogol, E.T.A.Hoffman, Akhmatova, and others.

Applies to requirement(s): Humanities
Notes: Taught in English
P. Scotto
RES-213 War and Peace
Not Scheduled for This Year. Credits: 4
We will be engaged in a close reading of a translation of Tolstoy's epic novel War and Peace. Tolstoy's sweeping account of men and women caught up in Russia's desperate struggle to survive against the onslaught of Napoleon's army is often considered among the greatest novels. We will focus on Tolstoy's literary strategies, philosophy, and historical contexts.
Applies to requirement(s): Humanities
P. Scotto
Notes: Taught in English.

RES-215 Dostoevsky and the Problem of Evil: The Brothers Karamazov
Not Scheduled for This Year. Credits: 4
Perhaps no other novelist has delved as deeply into the psychological and metaphysical dimensions of evil as the Russian novelist Fyodor Dostoevsky. This course will be devoted to a close reading of Dostoevsky's landmark novel of murderous passion and parricide, The Brothers Karamazov. Why should crime and transgression be a privileged avenue of access into the human interior? How is psychology tied to the metaphorical aspect of human existence? What are the sources of evil--and redemption?
Applies to requirement(s): Humanities
P. Scotto
Notes: Taught in English

RES-216 Pushkin: Found in Translation
Spring. Credits: 4
Alexander Pushkin (1799-1837) is universally regarded as Russia's greatest poet. However, the magnitude of his achievement has remained inaccessible to readers who do not know Russian. That has now changed. With the renaissance in the art and practice of translation over the past several decades, much of what was previously unavailable to readers of English is now available, and it has become possible to offer this course. Participants will encounter Pushkin in three different, but intersecting ways: through a careful reading of his masterpieces, through a comparison of the renditions of various translators, and finally through responses to his work by his literary heirs.
Applies to requirement(s): Humanities
P. Scotto
Notes: Taught in English

RES-231FA Anna Karenina and Contexts: 'Tolstoy on Love, Death, and Family Life'
Not Scheduled for This Year. Credits: 4
Anna Karenina (1873) is one of a series of important works Tolstoy wrote pondering love, death, the nature of happiness, and the foundations of family life. Our reading of Anna Karenina will be the centerpiece of this course which will also include works ranging from Childhood (1852) to The Kreutzer Sonata (1889), which shocked and repelled readers with its unsparing depictions of human sexuality and murderous jealousy. Film versions of works will be screened.
Applies to requirement(s): Humanities
P. Scotto
Notes: Taught in English

RES-240 Contemporary Russian Politics: From Lenin to Putin
Not Scheduled for This Year. Credits: 4
Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?
Crosslisted as: POLIT-209
Applies to requirement(s): Social Sciences
S. Jones
Notes: Taught in English

RES-241 Russia, the West, and the Challenge of Putinism
Not Scheduled for This Year. Credits: 4
Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policymakers. None of the West's policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and Russia and the former Soviet republics in the far more complex and multipolar 'New World Order.' What should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasus?
Crosslisted as: POLIT-264
Applies to requirement(s): Social Sciences
S. Jones
Notes: Taught in English

RES-242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
Fall. Credits: 4
Following the collapse of the USSR and the Gulf War, Central Asia and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new "Great Game" is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?
Crosslisted as: POLIT-242
Applies to requirement(s): Social Sciences
S. Jones
Notes: Taught in English
RES-312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent
Not Scheduled for This Year. Credits: 4
The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.
Crosslisted as: POLIT-312
Applies to requirement(s): Social Sciences
S. Jones
Prereq: 8 credits in Politics, International Relations, History, or Russian and Eurasian studies.
Notes: Taught in English

RES-313 Democracy and Its Challengers: Populism, Nationalism, and Autocracy
Fall. Credits: 4
After the collapse of the USSR, liberal democracy was triumphant, and history was "dead." But the new states in Central and Eastern Europe, and the revived democracies in Africa and South America soon revealed the difficulty of building and preserving liberal democracy. The challenges of populism, xenophobia, inequality, and judicial and electoral manipulation, reemerged in both Western Europe and the USA. Based on case studies from Europe, the Americas, and Africa, we will focus on the vulnerabilities of democracy, and on the sources of illiberalism's success among both European and non-European states. What explains the decline of democracy, and what measures can democratic systems take to defend themselves?
Crosslisted as: POLIT-300
Applies to requirement(s): Social Sciences
S. Jones
Prereq: Two 200-level courses in Politics, International Relations, History, Sociology, or Economics.

RES-330 Nationalism, Populism, and the New World Order
Spring. Credits: 4
Nationalism is one of the greatest challenges to multiethnic states. They have had to create new strategies to deal with the demands of ethnic minorities. Taking the four states of Spain, Canada, Russia, and the former Yugoslavia as examples, we will focus on nationalist movements within these states and the central governments' responses. What has been the effect of the Communist legacy? Are there alternatives to federalism as a way of managing national claims? What socioeconomic policies have governments used to control ethnic tensions? What role can international organizations play in finding solutions to ethnic conflict?
Crosslisted as: POLIT-308
Applies to requirement(s): Social Sciences
S. Jones
Prereq: 8 credits in politics, international relations, or Russian and Eurasian studies.

RES-350 Revolutions
Not Scheduled for This Year. Credits: 4
By the 1980s, after the failure of Marxist revolutions, scholars and politicians declared that "history" and with it, the age of revolution was over. From now on, they said, all states will move toward the model of market capitalism. But the last decade of the 20th century and the first fifteen years of the 21st century have shown that history, and with it, revolution, is far from over. We will look at the American and Russian revolutions, at Nazism, the Iranian revolution of 1979, Eastern Europe in 1989, the 'colored revolutions,' and the Arab Spring. Revolutions are still with us, and we will study why.
Crosslisted as: POLIT-350
Applies to requirement(s): Social Sciences
S. Jones
Prereq: 8 credits in politics, international relations, or Russian and Eurasian studies.
Notes: Taught in English

Independent Study
RES-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

RES-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
### SOCIOLOGY (SOCI)

#### SOCI-123 Introduction to Sociology
**Fall and Spring. Credits: 4**
This course uses a sociological framework to examine the nature and structure of modern industrial societies. To identify central trends in society and culture, this course covers several basic themes, such as social inequality and social interaction, that have appeared repeatedly in the works of major social thinkers.
*Applies to requirement(s): Social Sciences*
*T. Malacarne, A. Zayim, The department*
*Restrictions: This course is limited to first-years, sophomores, and juniors*

#### SOCI-131 The Numbers Game: How Data Shapes and Explains Our Social World
**Spring. Credits: 4**
This course gives students a basic introduction to sociological concepts and the way in which they can be studied using data analytic methods. It introduces students to basic data analytic coding. This will focus on one form of analysis (most likely text analysis), but the course aims to give students a reading familiarity with other forms of data analysis. Along with traditional sociological concepts like structure vs. agency and stratification, this course will introduce students to the idea that numbers, data, statistics, and their graphical representations are not necessarily neutral arbiters of truth, but rather important parts of the social construction of how we understand the world.
*Applies to requirement(s): Social Sciences*
*T. Malacarne*

#### SOCI-214 Race in America: Inequality, Immigration, and Other Issues
**Spring. Credits: 4**
From the Black Lives Matter movement to debates about immigration and a color-blind America, race and ethnicity are at the forefront of contemporary public discourse. In this course students will be introduced to the various sociological perspectives and theoretical frameworks used to understand racial and ethnic relations in the United States. Racial and ethnic identities remain an important aspect of how people view themselves and others. In this course, we will discuss the dynamics of individual racial and ethnic groups including African Americans, Latino Americans, Native Americans, Asian Americans, and White Americans. We will also examine what the concepts of race and ethnicity mean and how they affect various aspects of American society.
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*
*P. Banks*
*Restrictions: Course limited to sophomores, juniors and seniors*

#### SOCI-216 Special Topics in Sociology
**SOCI-216CC Special Topics in Sociology: 'Cults, Conspiracies, and Moral Panics'**
*Not Scheduled for This Year. Credits: 4*
Using case studies such as the Eugenics Movement, Jonestown, and the Kennedy Assassination, this course will examine how distrust of the government, originally motivated by logical concerns, has transformed the way people think about power in the postmodern era. The class will explore the difference between rational questioning of authority and blind distrust that leads to questionable claims. Through topics such as the War on Drugs, this class shows how the powerful are able to use biases and public fears to carry out their own, often counterproductive, measures. These case studies have issues like race and class at their core. We will examine how certain social issues have managed to endure.
*Croslisted as: CST-249CC*
*Applies to requirement(s): Social Sciences*
*N. Michaud Wild*
*Prereq: SOCI-123.*

**SOCI-216MC Special Topics in Sociology: 'Sociology of Medicine'**
*Not Scheduled for This Year. Credits: 4*
This course provides a philosophical and sociological interpretation of various aspects of the field of medicine. Topics include measurement of variations in rates of disease and their relationship to social characteristics and social structure, systems of care and hospitalization, and ethical concerns. Topics include death, abortion, human genome sequencing, and assisted suicide.
*Applies to requirement(s): Social Sciences*
*R. Moran*
*Prereq: SOCI-123.*

**SOCI-216MD Special Topics in Sociology: 'Sociology of Media'**
*Not Scheduled for This Year. Credits: 4*
This course explores the social organization of mass media systems as well as the various factors – cultural, economic and political – that have influenced their development. It asks: what is the connection between mass media and the large modern, democratic societies we inhabit? The first part of the course examines the historical development of mass media and the social theories that sought to interpret and explain its social impact. The second part considers the political and economic factors that structure contemporary mass media, paying particular attention to media deregulation and conglomeration. In the third part of the course, we explore the emergence of newer media forms such as the internet and digital/satellite television.
*Applies to requirement(s): Social Sciences*
*E. Townsley*
*Prereq: SOCI-123.*

**Fall. Credits: 4**
Social networks are much more than the people you know on Facebook and Twitter. They affect everything from political beliefs to health outcomes to professional success. This course asks, “What are social networks?” and examines their impact on contemporary life. Students will develop the analytical skills to understand the formation, evolution, and significance of different relationship structures and the way they shape individuals’ lives.
*Applies to requirement(s): Social Sciences*
*T. Malacarne*
*Prereq: 4 credits in Sociology.*
SOCI-223 Development of Social Thought
Fall. Credits: 4
This course examines the origins and development of sociological theory in the nineteenth century. Focusing on the three most important representatives of the classical tradition in sociology - Karl Marx, Max Weber, and Emile Durkheim - we consider in detail the ideas of each, compare their perspectives on emerging industrial society, and assess their contemporary significance.
Applies to requirement(s): Social Sciences
K. Tucker
Prereq: SOCI-123 or ANTHR-105.

SOCI-224 Practicing Sociology: Archival Field Methods in Sociology
Spring. Credits: 4
This class in applied data analysis explores questions about social relationships, organizations and community at Mount Holyoke College. Students use archival, observational and interview techniques to collect data, and they explore basic questions about research design, data analysis and visualization for making sense of their materials. The class works with the Mount Holyoke College Archives and an organizational partner on campus to define research questions.
Applies to requirement(s): Social Sciences
E. Townsley
Prereq: 4 credits in Sociology.
Advisory: Preference given to Sociology majors.

SOCI-225 Social Science Research and Data Analysis
Spring. Credits: 4
This course is an introduction to the use of quantitative data in sociology. It focuses on the ways in which data is collected, analyzed, and presented to make sociological arguments. It introduces various tools to describe data for single variables, explore relationships between pairs of variables, and make statistical inferences. Students will learn basic skills to conduct their own social science research and analyze data using statistical software. The aim of the course is to allow students to conduct elementary statistical analyses on their own and become critical readers of statistical evidence.
Applies to requirement(s): Meets No Distribution Requirement
A. Zayim
Restrictions: This course is offered to Sociology majors only.

SOCI-231 Criminology
Not Scheduled for This Year. Credits: 4
This course focuses on the historical and theoretical development of the major approaches to crime and criminality. Criminology began in the second half of the nineteenth century when its pioneers asked the 'big questions' pertaining to crime, society, and human nature. As criminology progressed, it narrowed its focus, concentrating on special areas, such as violent crime and property crime. As sociology began to dominate criminology, new theories were developed to explain the social facts gathered in the last 50 years.
Applies to requirement(s): Social Sciences
R. Moran
Prereq: 4 credits in Sociology department.

SOCI-234 Social Problems
Not Scheduled for This Year. Credits: 4
This is a course on the social construction of social problems. It devotes almost exclusive attention to how a 'problem' becomes a social problem; examining how atypical cases become regarded as typical; how definitions are expanded to inflate statistics; and how claim makers and advocacy groups manipulate the media to market social problems and solutions to the public.
Applies to requirement(s): Social Sciences
R. Moran
Prereq: SOCI-123.

SOCI-239 How Capitalism Works: Social Class, Power, and Ideology
Fall. Credits: 4
The Occupy movement protests and recent popular uprisings across developing countries draw attention to rising global economic inequality. This course asks, "How does capitalism produce and reproduce economic inequality both within and across nations?" Drawing on theoretical and empirical research, we will examine social relations as a way to explain the unequal distribution of wealth and power. We will also discuss the role of the state and ideology in perpetuating the gap between the rich and poor. Students will learn the social dynamics underlying a range of contemporary issues in advanced and developing economies, ranging from labor exploitation to unemployment and financial crises.
Applies to requirement(s): Social Sciences
A. Zayim
Prereq: SOCI-123.

SOCI-240 Collective Behavior and Social Movements
Spring. Credits: 4
This course examines instances of organized collective action in social, historical, and empirical contexts, from the labor movement of the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.
Applies to requirement(s): Social Sciences
K. Tucker
Prereq: SOCI-123.

SOCI-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

SOCI-316 Special Topics in Sociology
SOCI-316BL Special Topics in Sociology: 'Black Cultural Production and Consumption'
Not Scheduled for This Year. Credits: 4
This course explores black cultural production and consumption in the United States using a sociological lens. The central focus is how the production and consumption of cultural objects such as visual art, music, and television reproduce and erode racial boundaries. Topics include the construction of racial identity through consumption; representations of blacks in the media; and the impact of cultural tastes and preferences on black achievement.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
P. Banks
Restrictions: Course limited to sophomores, juniors and seniors
SOCI-316DG Special Topics in Sociology: 'Sociology of Development and Globalization'
Spring. Credits: 4
This course investigates economic development and globalization through a sociological lens. What is development? Why and how has the idea of development changed over time? Which development policies have been successful, and what are the consequences on people's lives in developing countries? Based on case studies across Africa, Asia, Latin America and the Middle East, the course examines economic, political, and institutional factors that inform global development processes from post-WWII to the present. As we discuss challenges to the neoliberal development paradigm, students will gain a critical perspective on contemporary issues such as environmental damage, global inequality, and poverty.
Applies to requirement(s): Social Sciences
A. Zayim
Prereq: 8 credits in sociology.

SOCI-316NQ Special Topics in Sociology: 'Organizations and Inequality'
Not Scheduled for This Year. Credits: 4
In Organizations and Inequality, we analyze how organizations create, reproduce, and also potentially challenge social inequalities. Drawing on different organizational perspectives, students will engage the challenges of ethical action in a complex world marked by competing rationalities and deep inequalities. Students will also research an organization of which they are a member and develop their own case study.
Crosslisted as: EOS-349NQ
Applies to requirement(s): Social Sciences
E. Townsley
Prereq: SOCI-123.

SOCI-316NT Special Topics in Sociology: 'Social Network Analysis: Analyzing Who You Know and How It Matters'
Spring. Credits: 4
Social networks analysis investigates social structures by looking at the actors in a system and the relationships between them. Its techniques can be used to map everything from Facebook friendship networks to the connections between corporate boards to status hierarchies in monkeys. In this class, students will learn the practical skills needed to do their own network analysis. The course uses R, but no prior programming experience is required.
Applies to requirement(s): Social Sciences
T. Malacarne
Prereq: Any 200- or 300-level Sociology course or ECON-220.

SOCI-316PS Special Topics in Sociology: 'Intellectuals, Digital Media, and the Public Sphere'
Fall. Credits: 4
This research seminar investigates how different kinds of stories unfold in contemporary public spheres. How do we make sense of pressing matters of common concern? It asks: what are the effects of a pervasive cultural distrust in social institutions, the widespread mediatization of everyday life, and the intercultural and intertextual nature of media texts themselves? Drawing from foundational texts about the role of intellectuals and the public sphere, students will be asked to develop an empirical case study to explore these questions and test their ideas.
Applies to requirement(s): Social Sciences
E. Townsley
Prereq: 4 credits in Sociology.

SOCI-316RM Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'
Spring. Credits: 4
This course looks at the central concerns of consumer culture through the lens of race and ethnicity. Through exploring issues such as multicultural marketing and advertising, discrimination in e-commerce, consumer boycotts, and urban food deserts, students will gain theoretical and empirical insight on the ways that racial and ethnic boundaries shape, and are shaped by, consumption.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
P. Banks
Restrictions: Course limited to sophomores, juniors and seniors

SOCI-316SC Special Topics in Sociology: 'Sociology of Culture'
Not Scheduled for This Year. Credits: 4
What is “culture”? How has it changed over time? This course examines the definition (including religion, language, food, etc.), the social settings in which culture is produced, and the products of culture we consume (literature, film, music, painting, theatre, fashion, popular magazines, graffiti, and television, etc.). Course topics include: how to analyze culture and who produces it, the forces shaping markets for artistic objects and performances, politics and culture, the effects of censorship, globalization, and class differences.
Applies to requirement(s): Social Sciences
N. Michaud Wild
Prereq: SOCI-123.

SOCI-316SY Special Topics in Sociology: 'The Business of Culture: Marketing & Selling Symbolic Goods'
Fall. Credits: 4
This course investigates the creative economy through a sociological lens. Through case studies of various creative industries, as well as examination of the creative sector as a whole, we will examine how the cultural economy influences, and is influenced by, social phenomena. We will explore issues such as how value is produced in the field of fashion modeling, how music and other creative industries drive urban economies, how local crafts enter global markets, and how norms and values influence the adoption of e-commerce in the market for fine art.
Applies to requirement(s): Social Sciences
P. Banks
Restrictions: Course limited to sophomores, juniors and seniors

SOCI-316UC Special Topics in Sociology: 'Wrongful and Unlawful Convictions in Capital Cases'
Not Scheduled for This Year. Credits: 4
The Death Penalty in America: Unjustly Convicted Death Row Inmates. This course will examine in detail the cases of all 130 death row inmates exonerated in the post-Furman era (1976-2009). It will focus on how the 130 men ended up on death row, as well as the process by which they gained their freedom. In addition, the course will spotlight the many proposals, videotaped police interrogations, eyewitness identifications, forensic science procedures, etc., designed to correct sources of mistakes; and assess their likelihood of successfully preventing both unjust and wrongful convictions in capital cases.
Applies to requirement(s): Social Sciences
R. Moran
Prereq: SOCI-123.
SOCI-316WT Special Topics in Sociology: ‘Sociology of 9/11 and the War on Terror’
Not Scheduled for This Year. Credits: 4
We will explore the cultural and political impact of the terrorist attacks on September 11, 2001. The media’s role in constructing meanings will be a main organizing focus of the course. Using readings, discussions, assignments, and films, the course will allow students to form a picture of how 9/11 changed America and beyond. Course topics include: the way the mainstream media constructed 9/11 and alternate ways they could have; how popular culture and the Public Sphere responded; complex historical factors leading up to 9/11; reasons the attackers say they committed the attacks; ways the event changed culture and politics in the world; conspiracy theories.
Crosslisted as: CST-349WT
Applies to requirement(s): Social Sciences
N. Michaud Wild
Prereq: 8 Credits in Sociology.

SOCI-324 Class in the Black Community
Not Scheduled for This Year. Credits: 4
This course explores class in the black community from a sociological perspective. It focuses on how race fosters commonalities and how class fuels differences among blacks. We will examine the nature of these commonalities and differences within several contexts, such as neighborhoods, politics, work, and culture.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
P. Banks
Restrictions: Course limited to sophomores, juniors and seniors

SOCI-327 Social Inequality
Fall. Credits: 4
This course is a critical survey of theoretical and empirical research on social inequality, stratification, and mobility. The central focus is class, race, and gender inequalities as they have changed during the post-World War II period in the United States (although we will look briefly at stratification regimes in other cultures and time periods). The concepts and methods of social stratification have wide application in sociology, economics, public policy, and administration contexts. As the course progresses, we will explore some of these applications as we wrestle with several policy issues currently confronting U.S. society.
Applies to requirement(s): Social Sciences
K. Tucker
Prereq: SOCI-123 and 4 credits in the department.

SOCI-333 Contemporary Social Theory
Spring. Credits: 4
In this critical survey of the main theoretical perspectives in contemporary sociology, we focus specifically on structural functionalism, symbolic interactionism, critical theory, feminism, and postmodernism. Besides gaining familiarity with these alternative perspectives, we try to identify the main axes of theoretical dispute in sociology and discuss the problems of evaluating and resolving conflict between theories.
Applies to requirement(s): Social Sciences
K. Tucker
Prereq: SOCI-223, 8 credits in sociology.

SOCI-350 Sociology of Punishment
Not Scheduled for This Year. Credits: 4
This seminar covers the social history of punishment, beginning with the birth of the prison in the late eighteenth century and continuing to the present. Emphasis on the shift in philosophy from public to private punishment, prison reform movements, and the death penalty.
Applies to requirement(s): Social Sciences
R. Moran
Prereq: 8 credits in Sociology.

SOCI-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
SPANISH (SPAN)

SPAN-101 Elementary Spanish
Fall and Spring. Credits: 4
A dynamic and interactive introduction to Spanish and Spanish American cultures. Covers the basic grammar structures of the Spanish language through extensive use of video, classroom practice, and weekly conversation sessions with a native language assistant. Assumes no previous study of Spanish.
Applies to requirement(s): Humanities; Language
D. Barrios-Beltrán, F. Cunha, E. García Frazier, A. Illescas

SPAN-199 Preparation for Intermediate Spanish
Fall and Spring. Credits: 4
A fast-paced review of basic Spanish grammar. Stresses Spanish and Spanish American culture through readings, films, and weekly conversation sessions with a native language assistant.
Applies to requirement(s): Humanities; Language
D. Barrios-Beltrán, F. Cunha, E. García Frazier, A. Illescas
Prereq: SPAN-101 or by obtaining a qualifying score on placement exam.

SPAN-201 Intermediate Spanish
Fall and Spring. Credits: 4
Strives for mastery of complex grammatical structures and continues work on writing and reading skills. Frequent compositions, selected literary readings, class discussions, and debates on films and current events. Weekly conversation sessions with a native language assistant. May be taken without Spanish 199 to satisfy the language requirement.
Applies to requirement(s): Humanities; Language
D. Barrios-Beltrán, F. Cunha, E. García Frazier, A. Illescas
Prereq: SPAN-199 or by obtaining a qualifying score on placement exam.

SPAN-209 Composition and Culture
Fall and Spring. Credits: 4
Emphasis on written expression in Spanish through frequent assignments emphasizing difficult grammatical structures or idiomatic usages, sentence and paragraph structure, making smooth transitions, writing the short essay, writing descriptions, engaging in personal or business correspondence, analyzing texts, doing library research, and drafting and completing research papers. Students will comment on each other's work in the classroom and/or via the use of email or Web sites and will practice techniques of self-editing and self-criticism.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-201 or a qualifying score on placement exam.

SPAN-212 Preparation for Advanced Studies
Fall and Spring. Credits: 4
This course will equip students of Spanish with a variety of skills that prepare them for upper-division courses. Specific areas of study will include introduction to literary genres and movements; practice in critical reading and writing; study of figures of speech, rhetoric, and style; presentation of oral reports; use of library resources. In addition, students acquire basic knowledge of the geography, history, and culture of the Hispanic world.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
J. Crumbaugh, A. Pitetta
Prereq: SPAN-201 or SPAN-209.

SPAN-230 Identities & Intersections
A broad introduction to issues of identity (gender, sexual, ethnic, cultural, class, national, religious) in the Spanish-speaking world and their intersections with other dimensions of cultural agency and power differentials. The specific course contents and examples examined will vary each semester.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-230GV Identities & Intersections: An Introduction: 'Assault, Rape, and Murder: Gendered Violence from Medieval to Contemporary Spain'
Not Scheduled for This Year. Credits: 4
This survey course will review the complex interaction of gender and violence as a personal and institutional issue in Spain from Medieval times to the present. What are the ideological and sociocultural constructs that sustain and perpetuate violence against women? What are the forms of resistance women have put into play? Among the texts, we will study short stories by Lucanor (thirteenth century) and María de Zayas (seventeenth century), songs by Bebé and movie by Boya&ieuv (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).
Crosslisted as: GNDST-204GV
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Saltzman
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-230HY Identities & Intersections: An Introduction: 'Hybrid Identities of the Spanish-Speaking World'
Spring. Credits: 4
With a historical approach, this survey course will explore bi/multicultural identities and communities in the Spanish-speaking world: Korean-Argentineans, Cuban-Americans, Afro-Peruvians, Moroccans and Gypsies in Spain, Chinatowns, Spanglish, and Catalonian. Through literary and audiovisual texts, we will put situations of ethnic and linguistic hybridity in dialogue with one another and focus on how communities and identities are represented, aspired to, and how they reclaim rights and space, and/or slip away when we try to define them.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-230SP Identities & Intersections: An Introduction: 'Black Spain'
Not Scheduled for This Year. Credits: 4
This survey course studies the complex histories and identities of blacks in Spain from the early medieval period to the present. The aim of this course is to learn a new historical perspective that brings into focus the role of black Africans (or those of African descent) as significant actors in the construction of Spain. An interdisciplinary approach will take us from the first visual representation of blacks in Alfonso X’s Cantigas in the thirteenth century, through the plays based on the Renaissance black scholar Juan Latino, to the contemporary musical contributions of Hijas del Sol and Buika. In Spanish.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
Prereq: SPAN-212.
Notes: Taught in Spanish
SPAN-240 Visual Cultures: An Introduction
A broad introduction to the study of visual representation in Latin American, Spanish, and U.S. Latina/o cultures. Students will examine the articulation of a variety of topics in media such as film, television, fine arts, Internet, and/or video. The specific course contents and examples examined will vary each semester.

SPAN-240CN Visual Cultures, An Introduction: 'Latin American Cinema'
Fall. Credits: 4
This course offers a broad introduction to the history, politics and aesthetics of Latin American cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies. Crosslisted as: FLMST-203
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
J. Crumbaugh
Prereq: SPAN-212 or native fluency in Spanish.
Notes: Taught in Spanish.

SPAN-240FA Visual Cultures, An Introduction: 'Fascism in Plain Sight'
Not Scheduled for This Year. Credits: 4
This course examines fascism from a visual perspective. Students learn about the history of the phenomenon through the lenses of cinema, television, and performance. The course begins with an overview of fascism that spans from 1920s Europe to the present. What exactly is fascism? What is its relationship to newly emergent populisms (often called "fascist") and their own emphasis on spectacle? How does fascism visualize race, immigration, gender, sexuality, and violence? The course focuses mainly on fascism's manifestations throughout the Spanish-speaking world. That is, what do Latin America and Spain teach us about its malleability and adaptability? Crosslisted as: FLMST-270FA, CST-249FA
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: SPAN-212 or fluency in Spanish with permission.
Notes: Taught in Spanish.

SPAN-250 Concepts and Practices of Power: 'Making Latin America: From Independence to the Present'
Spring. Credits: 4
This transdisciplinary course is an introduction to Latin America through its cultural production (literature, film, music, painting, dancing, comics, performance, among others). We are going to address some of the most important moments of the continents' history: independence period, modernization, nationalism, Mexican Revolution, Latin America and the Cold War, Cuban Revolution, Literary Boom in Latin America, Southern Cone cultural production during dictatorships, politics of memory, popular media and mass culture. These cultural products and historical moments will also be interacting with some of the most relevant concepts of gender theory, cultural studies, critical race theory and human rights. Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Piletta
Prereq: SPAN-212.
Notes: Taught in Spanish.

Not Scheduled for This Year. Credits: 4
This transdisciplinary course is an introduction to Latin America through its cultural production (literature, film, music, painting, dancing, comics, performance, among others). We are going to address some of the most important moments of the continents' history: independence period, modernization, nationalism, Mexican Revolution, Latin America and the Cold War, Cuban Revolution, Literary Boom in Latin America, Southern Cone cultural production during dictatorships, politics of memory, popular media and mass culture. These cultural products and historical moments will also be interacting with some of the most relevant concepts of gender theory, cultural studies, critical race theory and human rights. Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Piletta
Prereq: SPAN-212.
Notes: Taught in Spanish; can be counted toward IR major

SPAN-250MG Concepts and Practices of Power: 'Spanish Migrations'
Not Scheduled for This Year. Credits: 4
This course examines migration and transnational movements in relation to Spain. Students will explore the implications of migration and the significance of self and public imaging in the definition of a Spanish national identity. After studying the participation of Spanish emigrants during the '50s and the '60s in the reconstruction of Europe, the class will organize its discussion around the main immigrant groups present in contemporary Spain: from Africa (Moroccan and Sub-Saharan), from Asia (Pakistani and Chinese), and from Latin America (Dominican and Equatorian). We will analyze different type of discourses, from literature and film to music and social media. Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: SPAN-212.
Notes: Taught in Spanish.

SPAN-250MV Concepts and Practices of Power: 'Moving Latin America: An Introduction to the Continent Through Its Social Movements'
Not Scheduled for This Year. Credits: 4
This interdisciplinary course provides an introduction to the political and cultural landscape of Latin America through the lenses of some of its social movements. It focuses on some of the region's most recent polemics and political innovations in order to establish the foundation for a deeper understanding of contemporary Latin America while interrogating its geopolitical boundaries. Some themes are the impact of social movements on national policy shifts, the significance of indigenous groups for political discourse, or the use of human right agendas in local contexts. Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Piletta
Prereq: SPAN-212.
Notes: Taught in Spanish.

SPAN-260 Studies in Language and Society
A broad introduction to the study of specific form/meaning relations in the linguistic system of Spanish and the function of language in society. Topics may include, but are not limited to, languages in contact, bilingualism, teaching methodology, translation and interpretation, sociolinguistics, phonetics and phonology, morpho-syntax, semantics and pragmatics. The specific course contents and examples examined will vary each semester.
SPAN-260BL Studies in Language and Society: An Introduction: 'Being Bilingual'
Not Scheduled for This Year. Credits: 4
This course will introduce students to key issues and concepts in the study of bilingualism with a focus on communities in which Spanish interacts with other languages in Latin America, Spain, and the United States. One of the main goals of the course is to create awareness about the multidimensional nature of bilingualism as an individual, socio-political, cultural, and a psycholinguistic phenomenon. Topics will include degrees of bilingualism and the notion of "bilingual continua", language acquisition and language processing, relations between language and identity, the linguistic effects of other languages in different Spanish varieties, language maintenance and language loss, language policies and bilingual education.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-209.
Notes: Taught in Spanish

SPAN-260CN Studies in Language and Society: An Introduction: 'Spanish Across the Continents'
Fall. Credits: 4
This course will introduce students to the various varieties of Spanish throughout the world including North and South America, Spain, North Africa and regions where Judeo-Spanish is spoken. Topics will include the historical reasons for the presence and development of Spanish in different regions and the main causes of language variation, such as contact with other languages and social factors. The analysis of oral texts (audio and video recordings) will be a main component of the coursework.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-209 or higher.
Notes: Taught in Spanish

SPAN-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

SPAN-330 Advanced Studies in Identities and Intersections
SPAN-330BW Advanced Studies in Identities and Intersections: 'De Brujas y Lesbiana and Other "Bad Women" in the Spanish Empire'
Not Scheduled for This Year. Credits: 4
During the Spanish Empire (16th-18th centuries), witches, prostitutes, transvestite warriors, lesbians and daring noblewomen and nuns violated the social order by failing to uphold the expected sexual morality of the ideal woman. They were silenced, criticized, punished, and even burned at the stake. Students will study contradictory discourses of good and evil and beauty and ugliness in relation to gender in the Spanish Empire. We will analyze historical and literary texts as well as film versions of so-called "bad" women – such as the Celestina, Elena/o de Céspedes, Catalina de Erauso and Sor Juana Inés de la Cruz.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish

SPAN-330EF Advanced Studies in Identities and Intersections: 'Women Writers: Early Feminisms'
Not Scheduled for This Year. Credits: 4
This course examines a variety of "literary" expressions of women in Early Modern Spain and Colonial Latin America (e.g. Teresa de Avila, Catalina de Erauso, María de Zayas and sor Juana Inés de la Cruz). Attention will be paid to the formal means by which women writers emulated, appropriated, or subverted male-authored models, and how with her words and actions, they challenged modes of thinking and threatened patriarchal ideologies. A significant part of the class will deal with the ways in which contemporary feminist theories can be used to complement, interpret, and flesh out ideas expressed by these women in the past.
Crosslisted as: GNDST-333EF
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish

SPAN-330FA Advanced Studies in Identities and Intersections: 'Writing Myself: First Person Genres and Biopolitics in Latin America'
Fall. Credits: 4
Who speaks in a text? What relationship exists between literature/text, language, identity, knowledge, power and subjectivities? How have authors portrayed themselves in contexts of slavery, political, gender and sexual violence, incarceration, disease and stigmatization? This class poses and tries to answer these and other questions by studying a Latin American corpus of autobiographies, diaries, memoirs, testimonies and self-figurative poetry produced between the seventeenth century and the present, by Kahlo, Kincaid, Manzano, Lemebel, Pizarnik, Sor Juana, among others, alongside current critical theories about biopolitics and self-representation.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish.

SPAN-330SL Advanced Studies in Identities and Intersections: 'Spain and Islam'
Not Scheduled for This Year. Credits: 4
This course will explore questions and concerns regarding the "Islamic constant" of Spanish history. We will focus on four major political and cultural contexts: the coexistence and conflicts among Jews, Muslims, and Christians in Medieval Iberia; the "moriscos" (converted Muslims) of Imperial Spain (sixteenth-seventeenth centuries); Spanish orientalism and colonial enterprises in Africa between the end of the nineteenth and the first half of the twentieth centuries; and the question of the Muslim emigrants in contemporary Spain. Readings will include literary texts, political and legal documents, historical accounts, and other cultural material such as architecture, film, and documentaries.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish
SPAN-340 Advanced Studies in Visual Cultures

SPAN-340AR Advanced Studies in Visual Cultures: 'Occupying the Arts: Activism, Crisis and Arts in Latin America'
Not Scheduled for This Year. Credits: 4
In this course we will situate contemporary Latin American arts in a historical and political context – a moment of rupture that is informed by ongoing histories of racism, colonialism, sexism, authoritarianism, state terrorism, coloniality of power and debt. We will look at non canonical artists and movements between the sixties and now. What is artistic activism? What is social art? What is the role of creative industries in contexts of political oppression? What happens when art does not simply "talk about politics", but engages in a dialectical practice-moving between action and aesthetics? We will look at visual arts, performance and literature, also paying attention to the consumers.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: Two courses in Spanish at the 200-level above SPAN-212.
Notes: Taught in Spanish

SPAN-340GZ Advanced Studies in Visual Cultures: 'The Female Gaze in Latin America'
Not Scheduled for This Year. Credits: 4
This course addresses different ways in which women see the world and create worlds and experiences through filmmaking in Latin America. What role do women directors play in contemporary Latin American culture? How can feminist theoretical frameworks shape an understanding of the topics and forms in circulation? How do the affective labor issues regarding the film industry affect the women as film creators? With a focus on feature films directed by women working in diverse national and regional contexts, this course looks at female authorship and feminist aesthetics, Latin American cultural studies, postcolonial and subaltern studies, human rights, social movements and transnational politics in their interaction with films as discourses and practices that creates new ways of looking at and understanding the continent. We will focus specifically in the ways in which these directors/films address issues of gender identities, sexual orientation, intersectionality, the relation between culture- embodiment-senses, borders between the human, the animal and the monster.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: Two courses in Spanish at the 200-level above SPAN-212.
Notes: Taught in Spanish

SPAN-340MW Advanced Studies in Visual Cultures: 'Memory (of) War'
Not Scheduled for This Year. Credits: 4
The medium of cinema has shown persistent concern with war and memory, and has constituted a heated battleground for rememberance and erasure of the past. Through cinema, in other words, we most clearly see both memories of war and subsequent wars among competing memories. The Spanish Civil War (1936-1939), the repressive military regime of Francisco Franco (1939-1975), and recent attempts to "re recuperate" memory all dramatize these dynamics and raise a number of larger questions. How do destruction and devastation register through the visual? What happens when we attempt to police memory (through censorship, propaganda, etc.)? What and why do people choose to remember or forget?
Crosslisted as: FLMST-370MW, CST-349MW
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: Two courses in Spanish at the 200-level above SPAN-212.
Notes: Taught in Spanish

SPAN-340PA Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'
Spring. Credits: 4
This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.
Crosslisted as: FLMST-380PA, GNDST-333PA
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Advisory: For Spanish credit: Two courses in Spanish at the 200 level above SPAN-212.
Notes: Weekly evening screenings. Taught in English.

Not Scheduled for This Year. Credits: 4
How do labor relationships and the social construction of what work means affect our lives as well as our communities? How do they contribute to shape our identities? In which ways can our gender, sexual orientation, race, social class or migratory status define our working possibilities? How do the concepts of marginality and informality emerge to identify the precarious Latin American labor conditions? Through Latin American films, students will problematize the idea of service, worker, industry, classic and non-classic work, sexual and affective work, and child labor, among others.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: Two courses in Spanish at the 200-level above SPAN-212.
Notes: Taught in Spanish
SPAN-340TW Advanced Studies in Visual Cultures: 'Translating Words into Images: The Interaction of Film and Literary Texts Contemporary Latin America'

Fall. Credits: 4
In this course, we will examine the interaction of film and literary texts in the context of contemporary Latin American cultural production. We will analyze what happens when a variety of short stories, novels, or plays are made into a film and how the reception changes; what are the techniques to create a dialogue between film and literary texts in their own contexts; how we view and read these texts and how the difference in the register affects our perceptions of a character, an event or a location; how words are translated into images and how adaptations recreate the stories. Zama by Lucrecia Martel, XXY by Lucia Puenzo, Ciudad de Deus by Fernando Meirelles are part of the corpus.

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

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

A. Pitetta
Prereq: Two courses in Spanish at the 200-level above SPAN-212.
Notes: Taught in Spanish

SPAN-350 Advanced Studies in Concepts and Practices of Power


Not Scheduled for This Year. Credits: 4
When and how did the notion of "development" emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term "under-development" imply? Throughout Latin America, such language proves problematic not only as a material reality but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about "underdevelopment" through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century. The course addresses works by Gabriel García Márquez, Subcomandante Marcos, José Martí, Tomás Gutiérrez Alea, and others.

Crosslisted as: CST-349DE

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

J. Crumbaugh
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish


Not Scheduled for This Year. Credits: 4
The bloody dictatorships that took place during the 1970s and 1980s in the Southern Cone left behind a legacy of political violence, torture, sexual abuse, and disappearance of political dissidents. The Southern Cone states themselves became sadistic death machines like never before in these countries' histories. Bodies became territories of punishment and discipline as well as of struggle, resistance, and difference. We will analyze the way in which recent cultural production (film, novel, short stories, and theatre) of the Southern Cone and historical texts imagine and represent those "body struggles" through transvestite and queer bodies and dissident women's bodies, and by replacing the masculine icons of the left-wing militants and the state military terrorists of the 1970s.

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

A. Pitetta
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish


Fall. Credits: 4
This course will examine everyday urban life in Spain from the post-Civil War period (1939) to 2019. We will approach cities as dynamic global networks shaped by cultures, politics, economies, demographics, ideologies, memories, and imaginations. Through literary, visual, and theoretical texts, we will explore the in/exclusivity of large-scale urban phenomena such as street design, gentrification, city ordinances, globalization, and mass tourism. From a lesser-known ethnographic angle, we will also bring into dialogue the political power within everyday practices (walking, sitting, purchasing, placemaking) as well as subjects and objects (street vendors, immigrants, urban furniture, public transport).

Applies to requirement(s): Humanities; Language

M. Saltzman
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish

SPAN-360 Advanced Studies in Language and Society

SPAN-360HE Advanced Studies in Language and Society: 'Heroes & Infidels: Masculine Identity and The Birth of Europe in Medieval Romance Classics'

Not Scheduled for This Year. Credits: 4
In this course we will read the canonical works that have shaped the national identity of European Romance countries such as Spain, France, Italy, Portugal, and Romania: from the medieval Chanson the Roland and Cantar del mio Cid to the early modern Don Quijote, Os Lusíadas, Orlando Furioso, and Mesterul Manole. We will discuss the performed masculinity of heroes, enemies, and mediators at the threshold between worlds. We will employ a decolonial critical approach to the Medieval, to question past and present wars against the infidel and their roles in the shaping of a modern European identity.

Crosslisted as: ROMLG-375HE, ITAL-361HE, FREN-321HE

Applies to requirement(s): Humanities

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

M. Lovato
Advisory: For Language Majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.
SPAN-360LT Advanced Studies in Language and Society: 'Romance Language Translate'

Spring. Credits: 4
This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators’ paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.

Crosslisted as: ROMLG-375LT, ITAL-361LT, FREN-321LT

Applies to requirement(s): Humanities; Language
C. Shread
Advisory: Two courses in Spanish at the 200-level above 212.
Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

SPAN-360RL Advanced Studies in Language and Society: 'History of Romance Languages'

Not Scheduled for This Year. Credits: 4
This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.

Crosslisted as: ROMLG-375HS, ITAL-361HS, FREN-321RL

Applies to requirement(s): Humanities
E. Castro
Advisory: Two courses in Spanish at the 200-level above 212. Also open to non-language majors with no prerequisite.
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

SPAN-360TR Advanced Studies in Language and Society: 'Into Translation: Connecting Words and Worlds in English and Spanish'

Not Scheduled for This Year. Credits: 4
This course will explore the different components of the translation process from a multidimensional perspective: translation as a textual activity, translation as communication, and as a cognitive and learning processes. The main objective will be for students to develop their theoretical and practical understanding of the translation process through the analysis of translations, discussions of the main issues in the field, and extensive practice of translation of different types of texts between English and Spanish.

Applies to requirement(s): Humanities; Language
E. Castro
Prereq: Two courses in Spanish at the 200-level above 212.

SPAN-395 Independent Study

Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
STATISTICS (STAT)

STAT-140 Introduction to the Ideas and Applications of Statistics
Fall and Spring. Credits: 4
This course provides an overview of statistical methods, their conceptual underpinnings, and their use in various settings taken from current news, as well as from the physical, biological, and social sciences. Topics will include exploring distributions and relationships, planning for data production, sampling distributions, basic ideas of inference (confidence intervals and hypothesis tests), inference for distributions, and inference for relationships, including chi-square methods for two-way tables and regression.
Applies to requirement(s): Math Sciences
M. Ozanne, The Department
Advisory: 2 years of high school algebra

STAT-240 Elementary Data Analysis and Experimental Design
Spring. Credits: 4
A fundamental fact of science is that repeated measurements exhibit variability. The course presents ways to design experiments that will reveal systematic patterns while 'controlling' the effects of variability and methods for the statistical analysis of data from well-designed experiments. Topics include completely randomized, randomized complete block, Latin Square and factorial designs, and their analysis of variance. The course emphasizes applications, with examples drawn principally from biology, psychology, and medicine.
Applies to requirement(s): Math Sciences
The Department
Prereq: Any 100-level mathematics or statistics course.

STAT-241 Methods in Data Science
Fall and Spring.
Prereq: Any 100-level mathematics or statistics course.

STAT-242 Intermediate Statistics
Prereq: STAT -140 and MATH-101.

STAT-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.
Advisory: The permission of the department is required for independent work to count toward the major or minor.

STAT-340 Applied Regression Methods
Fall. Credits: 4
This course includes methods for choosing, fitting, evaluating, and comparing statistical models; introduces statistical inference; and analyzes data sets taken from research projects in the natural, physical, and social sciences.
Applies to requirement(s): Math Sciences
E. Ray
Prereq: MATH-211 and STAT-242.

STAT-343 Mathematical Statistics
Spring. Credits: 4
This course is an introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include probability, random variables, special distributions, introduction to estimation of parameters, and hypothesis testing.
Applies to requirement(s): Math Sciences
E. Ray, The department
Prereq: MATH-102 and MATH-342.

STAT-344 Seminar in Statistics and Scientific Research: 'Survey Sampling'
Spring. Credits: 4
In this course, students will explore statistical techniques for designing and analyzing complex survey designs. Sample surveys are used to obtain data on demography, health, and development; to measure attitudes and beliefs; to estimate natural resources; to evaluate the impact of social programs; and with many other uses. The proper design and analysis of these surveys is crucial to their utility. We will cover topics including survey design, ratio estimation, regression estimation, poststratification, imputation, and survey error. We will also make frequent use of real (and often messy) survey data through assignments and projects. Background should include hypothesis testing, regression modeling, and estimation.
Applies to requirement(s): Math Sciences
C. Hosman
Prereq: STAT-340.

STAT-344SP Seminar in Statistics and Scientific Research: 'Stochastic Processes'
Spring. Credits: 4
A stochastic process is a collection of random variables. For example, the daily prices of a particular stock are a stochastic process. Topics of this course will include Markov chains, queueing theory, the Poisson process, and Brownian motion. In addition to theory, the course will investigate applications of stochastic processes, including models of call centers and models of stock prices. Simulations of stochastic processes will also be used to compare with the theory.
Crosslisted as: MATH-339SP
Applies to requirement(s): Math Sciences
T. Chumley
Prereq: MATH-211 and MATH-342.

STAT-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
Advisory: The permission of the department is required for independent work to count toward the major or minor.
THEATRE ARTS (THEAT)

THEAT-100 Introduction to Theatre
Fall. Credits: 4
Taught by Department of Theatre Arts faculty and staff, this course offers the student a study and practice of theatre as a collaborative art. Course includes the analysis of the dramatic text in terms of the actor; the director; the scenic, costume, lighting, and sound designers; and technicians. Close analytical readings of play texts and critical/theoretical essays will be supplemented by attending theatre productions both on and off campus and by staging students' own theatrical projects.
Applies to requirement(s): Humanities
E. Bergeron
Notes: requirement for the Theatre major

THEAT-105 Acting I
Fall and Spring. Credits: 4
This course will focus on basic Stanislavski techniques: concentration, imagination, relaxation, objective/action, and beats/scene analysis. Each student will apply these concepts to one open scene, one monologue and one realistic contemporary scene.
Applies to requirement(s): Humanities
H. Holder

THEAT-120 Topics in Design

THEAT-120CB Topics in Design: 'Costumes Beyond Clothing'
Not Scheduled for This Year. Credits: 4
This course will explore areas of costuming that do not include clothing: millinery, armor making, masks, fabric painting, and dyeing, as well as body sculpting. This class requires both research work and a lot of hands-on work. We will explore the materials used for these types of projects and the safe handling of these materials. Students will create a project in each area covered.
Crosslisted as: ARTST-137CB
Applies to requirement(s): Humanities
E. Bergeron
Advisory: Students must have machine and hand sewing skills.
Notes: Materials fee $50

THEAT-120CC Topics in Design: 'Costume Construction'
Not Scheduled for This Year. Credits: 4
This course will explore basic technique of creating and altering clothing and accessories for the stage. Topics covered are basic sewing techniques, fabric identification and use, and alteration of clothing. The course will explore basic pattern drafting and draping, with an introduction to costuming. Students will work from the student's own clothing designs.
Applies to requirement(s): Humanities
E. Bergeron
Notes: lab; materials fee $50

THEAT-127 Introduction to Lighting and Sound Design
Not Scheduled for This Year. Credits: 4
An introduction to the art and practice of lighting and sound design for the theatre. This course will cover the basic tools and techniques of designing light and sound and provide an understanding of the designer's role in the collaborative process of producing a show. Students will have the opportunity to create their own lighting and sound designs in the Black Box classroom and present them to the class. In addition to class time students are required to complete 24 hours of light prep crew -- this is an extension of the class where students will learn how to hang and focus lights, read a light plot, and work as a lighting team on the Theatre Department main stage productions.
Applies to requirement(s): Humanities
L. Dubin
Notes: lab

THEAT-180 Introduction to Technical Theatre
Spring. Credits: 4
This course will examine the materials and techniques used in building and operating theatrical scenery. It will include prop building, rigging, and welding for the theatre. Students will learn the skills to work in the scenic shop interpreting scenic designs for department productions.
Applies to requirement(s): Humanities
S. Hill
Notes: lab; $50 materials fee. Theatre tickets and any design supplies are the responsibility of the student

THEAT-205 Acting II
Not Scheduled for This Year. Credits: 4
A continuation of techniques developed in Acting I. Concentration is on scene work with 'classic' and contemporary realist playwrights, i.e., Chekhov, Ibsen, Williams, Churchhill, Kane, etc. Students will perform at least four scenes using the Stanislavski method as their base. Practical tools explored in class are intended to offer the student greater vocal, physical, and imaginative freedom and clarity, as well as text analysis skills.
Applies to requirement(s): Humanities
N. Tuleja, The department
Prereq: THEAT-105.

THEAT-215 Topics in Performance

THEAT-215CM Topics in Performance: 'Stage Combat'
Spring. Credits: 4
This course offers a specific approach to performing. Topics include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

THEAT-215CM Topics in Performance: 'Stage Combat'
Spring. Credits: 4
The purpose of this course is to help the actor discover a full awareness of their body so it can be used as an effective tool in creating and performing stage combat. Through a series of classroom exercises and performances this course will focus on giving students a strong foundation in stage combat techniques, including basic martial training, unarmed combat, quarterstaff, and sword and dagger/shield work. Students must be comfortable analyzing scenes of violence from contemporary film and stage and be prepared to work in a highly physical setting.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: THEAT-105.
THEAT-215PE Topics in Performance: 'African Performance Aesthetics'
Not Scheduled for This Year. Credits: 4
This class explores African approaches to performance, premised on the interdisciplinarity of theatre in many African societies. We take our inspiration from centuries of apprentice-style artist training in some indigenous West African societies. The evolution of oral and popular performance traditions into literary theatre has also necessitated a similar trend in the training of the modern actor. The primary object of this class is to be able to embody a plethora of idiomatic expressions. Thus, we will move to the energy of the drums, we will train the ears to transmit the complex musicality of several sonic elements and raise our voices in song and apply them in scene explorations. Ultimately, we intend to unlock new ways of using our minds, bodies, and voices as conduits of exciting storytelling.
Crosslisted as: AFCNA-241PE
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Ofori

THEAT-215VP Topics in Performance: 'Voice for Performance'
Not Scheduled for This Year. Credits: 4
Fundamental voice technique course intended to develop the actor’s breath, tone, range, and the muscles of the articulators. Through an integrated approach of voice and movement, students will explore their habits and find balance among the body, voice, diction, intention, and thought. Vocal techniques employed include those of Patsy Rodenburg, Cicely Berry, Kristin Linklater, and Catherine Fitzmaurice. Vocal practice, which includes speaking poetry and dramatic texts, will provide the basis for developing a free, open and supported voice.
Applies to requirement(s): Humanities
The department
Prereq: THEAT-105.

THEAT-220 Topics in Design
Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include opera performance and design, costume crafts, and materials and techniques, among others.

THEAT-220CH Topics in Design: 'Costume History for the Costume Designer'
Spring. Credits: 4
Research-driven weekly discussions on the history of Western clothing as it intersects with social, political and technological changes, and drawing sessions using the Mount Holyoke Antique Clothing Collection. Course covers clothing circa 1100-2016.
Applies to requirement(s): Humanities
V. James

THEAT-220DF Topics in Design: 'Design for Film'
Fall. Credits: 4
An introduction to the art and work of the set designer in the performing arts. Students will learn how a designer approaches a script, how this work impacts a production, and what means are used in the execution of the process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussion, renderings, models, and some hand drafting.
Crosslisted as: FLMST-220DF
Applies to requirement(s): Humanities
V. James

THEAT-222 Scene Design
Fall. Credits: 4
An introduction to the art and work of the set designer in the performing arts. Students will learn how a designer approaches a script, how this work impacts a production, and what means are used in the execution of the process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussion, renderings, models, and some hand drafting.
Applies to requirement(s): Humanities
A. Walker
Notes: Lab; $50 materials fee. Any additional design supplies and materials are the responsibility of the student.

THEAT-224 Costume Design
Fall. Credits: 4
An introduction to the art and work of the costume designer in the performing arts. Students will learn how a costume designer analyzes a script, approaches research, renders costume sketches, and helps to shape a production.
Applies to requirement(s): Humanities

THEAT-227 Advanced Lighting and Sound Design
Fall. Credits: 4
Taking basic lighting and sound design skills to the next level, this course will provide a more in-depth study of the skills needed to design lighting and sound for the theatre. Students will have the opportunity to focus on their main area of interest - lighting or sound - or continue study in both subjects. In addition to individual design projects presented in the Black Box classroom, there will be active participation in the light and sound designs of the department productions, along with possible student productions.
Applies to requirement(s): Humanities
L. Dubin
Prereq: THEAT-127.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>THEAT-234</td>
<td>Topics in Theatre Studies</td>
<td>Fall</td>
<td>4</td>
<td>Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including Romance of the Western Bower, Peony Pavilion, and Butterfly Lovers. Students will also learn the basics of traditional Chinese opera. Crosslisted as: ASIAN-215, GNDST-204CW. Applies to requirement(s): Humanities. ( \text{Notes: Taught in English} )</td>
</tr>
<tr>
<td>THEAT-234CW</td>
<td>Topics in Theatre Studies: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'</td>
<td>Fall</td>
<td>4</td>
<td>Students will explore contemporary Chinese women's theater, focusing on Yue Opera, an all-female art that flourished in Shanghai in 1923. The course will cover such matters as acting, directing, design, history/criticism/drramaturgy. Units will include period/modern-dress Shakespeare, anti-realist staging, changing acting styles, &quot;historically accurate&quot; productions, &quot;global Shakespeare,&quot; topical/political productions, and gender/race in casting. Several key plays will form the core: Midsummer Night's Dream, Macbeth, Hamlet, and The Winter's Tale. The course will involve some attendance at live performance (likely a group trip to New York). Crosslisted as: ENGL-234SP. Applies to requirement(s): Humanities. ( \text{H. Holder} )</td>
</tr>
<tr>
<td>THEAT-234SP</td>
<td>Topics in Theatre Studies: 'Shakespeare in Performance: Case Studies in Stage Production History'</td>
<td>Spring</td>
<td>4</td>
<td>The course focuses on the performance of Shakespeare's plays, their staging practice, and the changing role of performance in society. The course will cover acting, directing, design, history, criticism, and dramaturgy. Units will include period/modern-dress Shakespeare, anti-realist staging, changing acting styles, &quot;historically accurate&quot; productions, &quot;global Shakespeare,&quot; topical/political productions, and gender/race in casting. Several key plays will form the core: Midsummer Night's Dream, Macbeth, Hamlet, and The Winter's Tale. The course will involve some attendance at live performance (likely a group trip to New York). Crosslisted as: ENGL-234SP. Applies to requirement(s): Humanities. ( \text{H. Holder} )</td>
</tr>
<tr>
<td>THEAT-234TH</td>
<td>Topics in Theatre Studies: 'Case Studies in Theatre History and Dramaturgy'</td>
<td>Fall</td>
<td>4</td>
<td>This course focuses on the history of theatre and dramaturgy. Students will learn to apply historical methods to theatre, exploring a range of materials including scholarship, images, and archival items. Course discussions and assignments will focus on the role performance has played in society, the politics of representation, and the work of the dramaturg. ( \text{Notes: Taught in English} )</td>
</tr>
<tr>
<td>THEAT-251</td>
<td>Histories of Performance I</td>
<td>Fall and Spring</td>
<td>4</td>
<td>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. ( \text{Notes: Taught in English} )</td>
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<tr>
<td>THEAT-262</td>
<td>Theatre Practicum</td>
<td>Fall and Spring</td>
<td>1</td>
<td>The practicum covers crew for hair and makeup or wardrobe on a production. The student fulfilling a run crew must be present for all technical rehearsals and performances plus a training session scheduled before the start of tech. No previous experience is necessary for any of these positions; training will be provided as part of the practicum. ( \text{Notes: Repeatable. Contact Elaine Bergeron (Costume Shop Manager) for specific dates and times.} )</td>
</tr>
</tbody>
</table>
THEAT-262 Theatre Practicum: ‘Lighting and Sound’
Fall and Spring. Credits: 1
This course is for students interested in the production crew positions listed below. No previous experience is necessary for any of these positions; training will be provided as part of the practicum. The student will need to be present for all technical rehearsals and performances and a training session scheduled before the start of tech. **Light Board Operator:** Program and run the light control board under the guidance of the Lighting Designer and Stage Manager. **Sound Board Operator:** Program and run the sound board and sound computer under the guidance of the Sound Designer and Stage Manager. **Follow Spot Operator:** Operate a follow spot under the guidance of the Lighting Designer and Stage Manager. Must be comfortable with heights. **Projection Operator:** Program and run the projection equipment and computer under the guidance of the Projection Designer and Stage Manager.
Applies to requirement(s): Meets No Distribution Requirement
L. Dubin
Instructor permission required.
Notes: Repeatable. Contact Lara Dubin (Lighting Sound Supervisor) for specific dates and times.

THEAT-262SC Theatre Practicum: ‘Scenic Run Crew’
Fall and Spring. Credits: 1
This course is for students interested in working on Scenic Run Crew. No previous experience is required for this position; training will be provided as part of the practicum. Students will need to be present at all technical rehearsals and performances and will need to help with the strike of the set for the final performances.
Applies to requirement(s): Meets No Distribution Requirement
S. Hill
Instructor permission required.
Notes: Repeatable. Contact Shawn Hill (Technical Director) for specific dates and times.

THEAT-280 Stage Management
Not Scheduled for This Year. Credits: 4
This course is designed to provide students with an overview of what a stage manager does and why a stage manager is integral to any theatrical production. Students will understand the technical and artistic skills required of a stage manager, and will examine a dramatic text from a stage manager’s perspective. Through group activities and in-class projects, students will use the text to execute stage management duties during the pre-production, rehearsal, and performance process. This will include creating paperwork, taping out a ground plan, noting blocking, prompting, running a tech rehearsal, creating a prompt book, and calling cues.
Applies to requirement(s): Humanities
L. Gomez
Prereq: THEAT-100.
Notes: Theatre tickets, supplies, and materials are the responsibility of the student.

THEAT-281 Shakespeare
Spring. Credits: 4
A study of some of Shakespeare’s plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.
Crosslisted as: ENGL-211
Applies to requirement(s): Humanities
The department
Restrictions: Course limited to sophomores, juniors and seniors

THEAT-282 Theatre Practicum
Fall and Spring. Credits: 1 - 4
Fall 2019 Productions:
THEAT-282-01: Pride and Prejudice
THEAT-282-02: She Kills Monsters
Spring 2020 Productions:
THEAT-282-01: Lizzie, The Musical
THEAT-282-02: The Wonder
This course is open to any student cast in a mainstage production or serving as a stage manager, assistant stage manager, or assistant director. The student is expected to attend all rehearsals and performances under the supervision of the director. Rehearsals include table reads, blocking and staging, scene work, run-throughs, dress rehearsals, technical rehearsals, invited dress, which culminates in performances for the public. Outside work includes line memorization, character work, and scene preparation. Total contact hours range anywhere from 75-125 over the course of the production.
Applies to requirement(s): Meets No Distribution Requirement
N. Tuleja, The department
Instructor permission required.
Advisory: by audition or interview only
Notes: Repeatable for credit. Meets Humanities requirement if taken for 4 credits.

THEAT-283 Playwriting
Not Scheduled for This Year. Credits: 4
This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theatre, nuts and bolts of format, tools of the craft, and the playwright’s process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in a significant writing project. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.
Crosslisted as: ENGL-205
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
The department
Prereq: One course in Theatre Arts or a creative writing English course.
Notes: Cannot be taken at the 300 level.

THEAT-285 Directing I
Not Scheduled for This Year. Credits: 4
This course is designed to be an introduction to the fundamental theories and principles of directing for the stage. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises, including the direction of a major scene. Each student will be required to cast, rehearse, and present to the public a fully realized scene by the end of term. Directing is a complicated activity that requires you to do and be many things, and this course will help you lay the foundation to discovering your own process.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: THEAT-100 or THEAT-105.

THEAT-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.
THEAT-299 Career Preparation Seminar
Not Scheduled for This Year. Credits: 2
This class offers junior and senior majors training and guidance in various forms of graduate- and professional-level presentation, including preparation of portfolios, application letters and statements, interviews, auditions, talks, writing samples, and the effective use of digital tools. Designed to facilitate a successful transition to professional work in theatre or to advanced study, the course is structured in part according to the needs of the majors who enroll. Required group meetings will be balanced by individual work with faculty in the student’s area of specialization. All students will make formal presentations of work at the end of term.
Applies to requirement(s): Meets No Distribution Requirement
H. Holder
Restrictions: This course is open to juniors and seniors; This course is limited to Theatre Arts majors only.
THEAT-305 Acting III: Styles
Spring. Credits: 4
This performance-intensive course will focus on specific styles, ranging from the Greek, to Shakespeare, to non-realism. Through a series of classroom explorations, students will learn how to craft a believable character, using the gesture, vocal, and physical language of certain styles including but not limited to: chorus work, soliloquies, and scenes.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
N. Tuleja
THEAT-315 Topics in Performance
Topics courses offer a specific approach to performing. They may include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.
THEAT-315AS Topics in Performance: 'Advanced Performance Studio'
Not Scheduled for This Year. Credits: 4
This course is designed for students with a strong grasp of acting, directing, or both. Any student interested in acting will be expected to perform weekly, drawing on styles ranging from Classical Greek to Experimental, including both scene work and audition pieces. Directing students will have the chance to work in a similar variety of styles, starting with a few short scenes and concluding with a major project between 45-60 minutes in length. Those students interested in both areas will have the chance to pursue both areas.
Applies to requirement(s): Humanities
N. Tuleja
Instructor permission required.
Prereq: At least 8 credits above the 200 level in theatre performance and/or directing.
THEAT-315AT Topics in Performance: 'Audition Techniques'
Fall. Credits: 4
The purpose of this course is to prepare students for the challenges that accompany auditioning for film and theatre. During the semester students will be asked to work on a series of monologues (4-6) that range from classical to contemporary in style. Time will also be spent on cold readings, taped auditions, resume and headshot workshops, and singing auditions. This is an advanced level course and is intended for students interested in pursuing audition both at Mount Holyoke College and outside of academic institutions. The pace will be brisk and students will be required to perform or present material every week.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: THEAT-105 and one of the following: THEAT-205, THEAT-215, or THEAT-305.
THEAT-320 Topics in Design
This performance-intensive course will focus on specific styles, ranging from classical to contemporary in style. Time will also be spent on cold readings, taped auditions, resume and headshot workshops, and singing auditions. This is an advanced level course and is intended for students interested in pursuing audition both at Mount Holyoke College and outside of academic institutions. The pace will be brisk and students will be required to perform or present material every week.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: THEAT-105 and one of the following: THEAT-205, THEAT-215, or THEAT-305.
THEAT-350PD Seminar: ‘Primate Dramas: Kinship, Evolution, Theatricality’
Not Scheduled for This Year. Credits: 4
This seminar explores how intra-primate relations have been dramatized throughout the twentieth century, as species difference dis/entangled with racial, class, and ethnic identities. Each class will focus on one or more “primate dramas” (plays, films, stories, essays), which will be read alongside critical work from the interdisciplinary fields of gender, performance, and animal studies. The intertextuality of this material will be an important area of inquiry, as it suggests a narrative lineage evolving in response to scientific and cultural change. Familiarity with dramatic theory, feminist science studies, environmental studies, and/or film studies will be helpful.
Crosslisted as: GNDST-333PD
Applies to requirement(s): Humanities
E. Rundle
Restrictions: This course is open to juniors and seniors
Prereq: One of the following: THEAT-251, THEAT-252, GNDST-101, GNDST-221, FLMST-201, ENVST-210.

THEAT-350TC Seminar: ‘Stage Spectacle, Technology, and Special Effects’
Not Scheduled for This Year. Credits: 4
We go to performances, in part, for the spectacle: for visions that thrill and compel us to look. This course will offer analysis of the different ways in which stage spectacle can work its magic. Consideration will be given to the use of the performer’s body, deployment of stage violence, the appearance of animals, and the development of stage technologies. Certain plays will provide case studies, including Shakespeare’s Titus Andronicus and Midsummer Night’s Dream, Takeda Izumo et al.’s Chushingura, Dion Boucicault’s The Corsican Brothers, and the National Theatre of Scotland’s Black Watch. Some reading of theory, from Aristotle to Artaud, will assist us.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
H. Holder
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Theatre Arts including THEAT-251 or THEAT-252.

THEAT-350TD Seminar: ‘Design for Theatre, Opera and Dance’
Not Scheduled for This Year. Credits: 4
The purpose of this course is to study the histories of design for performance. The arts of designing for theatre, dance and opera will be studied in historical, sociological and political contexts, through illustrated lectures and class discussions. Students will make engaging and informative class presentations that will begin with substantive research and will lead to two written papers fully illustrated in PowerPoint or a similar program. There will be an opportunity to select a practical aspect of the design process and experiment with it.
Applies to requirement(s): Humanities
V. James
Prereq: 8 credits in Theatre Arts.

THEAT-350WS Seminar: ‘Women in Shakespeare’
Not Scheduled for This Year. Credits: 4
This is a performance seminar focusing on the female characters in Shakespeare and using Tina Packer’s (Founding Artistic Director of Shakespeare & Company) Women of Will: Following the Feminine in Shakespeare’s Plays as the jumping-off point for exploration of Shakespeare’s plays. In her book, Packer traces the evolution of Shakespeare’s female characters, while examining his own growth as a writer from youthful misogynist, to lover, to unabashed feminist. This course will explore that journey, both through analysis and performance, and each student will be required to perform three to four scenes and monologues illuminating that idea.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: 8 credits in Humanities

THEAT-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
X.COMM-405 Speaking with Confidence: Leadership for Women
Not Scheduled for This Year. Credits: 1
This course helps women professionals develop effective oral communication skills necessary for delivering keynote speeches, panel presentations, conference talks and other public speaking situations. Drawing on a variety of theatre techniques used by experienced actors to relax, focus their message, and connect with an audience, this course will coach students in the art of confident and powerful communication. Students will be guided to uncover their unique strengths, develop an authentic and personalized speaking style, and overcome obstacles to delivering their message. Working closely together in a safe and supportive environment, students will complete the course with the presentation of an inspiring speech.
Applies to requirement(s): Meets No Distribution Requirement
The department
Advisory: Geared toward women professionals.

X.COMM-413 Building Bridges: Facilitating Courageous Conversations
Not Scheduled for This Year. Credits: 2
Building the capacity of groups to dialogue, create, and collaborate is an essential skill in professional settings across our region, nationally, and globally. This course offers a critical introduction to the principles and the role of intergroup dialogue and facilitation in creating transformative spaces for groups to explore differences and commonalities, increase awareness as individuals and as members of various social groups, build authentic relationships and identify actions that foster perspective taking and empathy. Through intergroup dialogue, role-play exercises, and assigned readings, participants will actively learn to engage in courageous conversations and facilitate groups across social divides to work together more effectively, collaboratively and compassionately.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.COMM-436 Persuasive Communications
Not Scheduled for This Year. Credits: 2
The goal of persuasive communications is to influence people's beliefs, attitudes and behaviors. We are exposed to hundreds of messages meant to persuade us daily from organizations and on social media. So what works, and why does it work? In this course we will investigate research on persuasion, receptiveness, and ethical frameworks for this work. Participants will learn techniques for creating, analyzing and critiquing persuasive messages. The course culminates in a final project in which participants create a campaign to change a target audience's attitudes or behaviors about a subject of the students' choosing.
Applies to requirement(s): Meets No Distribution Requirement
The department
X.CMPTC-443 Data Visualization: Presenting Data to Build Understanding and Insights

Not Scheduled for This Year. Credits: 2

While many organizations have data, it is not always easy to translate that into a format that is easy for non-data people to quickly understand and interpret. In this course, participants will learn about different kinds of data and data structures, explore the theory and principles behind good design, and be able to articulate why certain visual designs are appropriate or inappropriate based on the data type. The final project in this class is to build data visualizations and a dashboard based either on data provided or data that is chosen by the participant. While this class is focused on technical skills, no prior experience with data, coding or computer science is necessary.

Applies to requirement(s): Meets No Distribution Requirement
The department
X.EDUC-406 TESOL Seminar: Foundations of Effective Teaching

Not Scheduled for This Year. Credits: 2
This is the first of a two-course TESOL program designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare for a job as an English language instructor in an intercultural environment. The course includes lecture and discussion, materials development sessions, and teaching workshops. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion if they successfully complete both the seminar and practicum courses.

Applies to requirement(s): Meets No Distribution Requirement

The department

X.EDUC-411 Policy Fluency: Current Issues in Education

Spring. Credits: 4
In this learning experience, teachers will work on building up their "education policy fluency" based on their own school context. Students will read education news from across the country, including Education Week and blogs from a range of teacher and education bloggers with varied perspectives. Then they will dig into deeper understanding through weekly dialogue with each other and article authors and current teacher leader experts in the field. This course aims to help teachers gain an even stronger understanding of the policy world that influences what we do in the classrooms, in both public and private school settings.

Applies to requirement(s): Meets No Distribution Requirement

The department

Restrictions: This course is offered for graduate students only.
Notes: 01 section is 4 credits and includes a group project. 02 section is 3 credits and does not include the group project.

X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice

Credits: 2
Based on Domain 2 of the Teacher Leader Model Standards, this class helps build the skills, knowledge, and dispositions teacher leaders need to support colleagues in using the latest research and data to improve practice and student learning. Topics we will explore include types of research, examining the research process, the skills teacher leaders need to lead colleagues in using research to improve practice, research competencies, action research, data collection and analysis, how research makes instruction intentional and systematic, and how it allows us to make meaning out of numbers.

Applies to requirement(s): Meets No Distribution Requirement

D. Bosso

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

X.EDUC-414 Research Design for Educators

Credits: 1
This course provides an introduction to research methodology and design in applied educational contexts. Topics covered in this course include: ethical considerations in educational research, how to conduct comprehensive literature searches, measurement and interpretation of qualitative and quantitative data, and research report writing. Through this course, students will explore the research process from hypothesis development and literature review to publication. At the conclusion of this course, students will be prepared to develop and incorporate the elements of effective research designs into their own research projects.

Applies to requirement(s): Meets No Distribution Requirement

J. Holland

X.EDUC-417 Teaching With Technology

Credits: 2
Students will read current research examining the effectiveness of teaching with technology in PreK-12 classrooms as they explore questions about the role of technology in 21st century education. Students will experiment with a variety of tools that allow teachers to design effective lessons for a diverse range of learners. Students will focus on using technology to integrate students on IEPs, 504, and other learners with specific learning needs.

Applies to requirement(s): Meets No Distribution Requirement

L. Manzi

X.EDUC-419 Independent Schools: New Teachers Seminar Practice

Credits: 2
This course helps new independent school teachers answer questions that all teachers ask themselves on a daily basis: How do we best serve our students and their learning needs, across the multiple dimensions of learning styles, ethnicity, race, gender and class? As we design an experience to welcome and engage all of our students, how do we also nourish and sustain ourselves in this important work? The course includes cohort meetings as well as time for reflection, designing lesson plans, exploring how we organize our classrooms, and discussing how we support ourselves and each other.

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

X.EDUC-420 Human Development

X.EDUC-420AD Human Development: 'Adolescent Development'

Credits: 2
In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Through individualized exploration, students will have opportunities to delve into the study of the age group that they intend to teach, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

Applies to requirement(s): Meets No Distribution Requirement

A. Grillo

X.EDUC-420CD Human Development: 'Child Development'

Credits: 2
In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Students will have opportunities to delve into the study of the age group that they intend to teach (preK-8th grade) through individualized exploration, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

Applies to requirement(s): Meets No Distribution Requirement

A. Grillo

Not Scheduled for This Year.
X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
Spring. Credits: 4
The Integrated Methods Seminar focuses on supporting and building on key aspects of the intensive full-time supervised student teaching experience. Teacher candidates learn how to develop integrated curriculum units, address complex behavioral and management issues with increasing sophistication, delve more deeply into theory and practice, develop peer coaching and mentoring skills, develop habits of reflection, and prepare for job interviews. Additionally, there is an emphasis on social studies content and pedagogy. Specifically, students will be studying content of a meaningful elementary and early childhood social studies curriculum and devising lessons and units that address multiple learning needs, planning effective and aligned assessments, infusing EL protocols and practices, and exploring integration opportunities. Linking critical learning from their work in social justice to issues of instructional equity and practice in the classroom is also part of the Seminar this semester.
Applies to requirement(s): Meets No Distribution Requirement
C. Swift
Restrictions: This course is limited to Mount Holyoke MAT students only

X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools
Spring. Credits: 10
Students participate in full-time student teaching in early childhood and elementary classrooms for 20 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and program supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only
Advisory: Students may only register for X.EDUC-423 if concurrently taking X.EDUC-422.
Notes: 5 days a week for 20 weeks full-time student teaching in school site (includes Mount Holyoke College’s spring break). This course is graded on a credit/no credit basis.

X.EDUC-424 Internship in Educational Settings
Spring. Credits: 4 - 10
Graduate students undertake a supervised internship from January through June in an educational setting comprised of up to 600 hours. This would be a supervised, mentored experience, and tailored to the hours of the student, approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is offered for graduate students only.
Instructor permission required.
Advisory: For graduate students who will not be pursuing licensure.
Notes: This course is graded on a credit/no credit basis.

X.EDUC-426 TESOL Practicum: Effective Teaching Strategies Field Experience
Not Scheduled for This Year. Credits: 2
This is the second of a two-course TESOL program designed to provide participants with the experience to prepare to be an effective English language instructor in an intercultural environment. In this practicum, students will hone their classroom management skills, implement curricular units and deliver lessons designed to support students’ language acquisition, and develop assessment skills. Students will submit curriculum plans, videotaped lessons, and complete written assignments and reflections. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion if they successfully complete both the seminar and practicum courses.
Applies to requirement(s): Meets No Distribution Requirement
The department
Prereq: X.EDUC-406.

X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools
Fall. Credits: 4
This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The focus of this course is to explore a range of philosophies of education and existing classroom practices. The course uses the current educational landscape in order for teacher candidates to examine culturally relevant teaching and learning practices, teaching in multicultural settings, establishing the classroom climate, choosing instructional approaches, and attending to the needs of a range of learners.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
H. Brown
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: Requires a field-experience in an educational setting.

X.EDUC-431 Student Teaching in Secondary and Middle Schools
Spring. Credits: 10
Students participate in full-time student teaching in middle or secondary classrooms for 20 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only
Advisory: Students may only register for X.EDUC-431 if concurrently taking X.EDUC-433.
Notes: 5 days a week for 20 weeks; full-time student teaching in school sites (includes Mount Holyoke College’s spring break). Credit/no credit grading.
X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education
Spring. Credits: 4
This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.
Applies to requirement(s): Meets No Distribution Requirement
H. Brown
Restrictions: This course is limited to Mount Holyoke MAT students only

X.EDUC-441 Fostering a Collaborative Culture for Learning
Credits: 2
This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning).
Applies to requirement(s): Meets No Distribution Requirement
N. Gardner
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

X.EDUC-443 Introduction to the Orton-Gillingham Approach to Reading and Dyslexia
Not Scheduled for This Year. Credits: 1
This course is an introduction to the Orton-Gillingham approach -- a systematic, structured, multisensory approach for teaching reading. In this course, participants will explore instructional methods to teach the hows and whys of reading to struggling readers, particularly those with dyslexia. In the course, participants will also review the history of reading and the English language, current research, and common reading assessments. Students who complete this course are eligible to apply for membership in the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) as a Subscriber member.
Applies to requirement(s): Meets No Distribution Requirement
R. Greenfield

X.EDUC-446 Orton-Gillingham Associate Level Course
Not Scheduled for This Year. Credits: 4
This course is designed for practitioners and educators working with students of all ages and abilities. It includes an overview of the history of reading and the English language, research and assessments related to reading and language-based learning disabilities, and multisensory approaches to teach students with language-based learning disabilities. Through interactive lessons, lectures, group work, modeled lessons, students will learn and practices this approach.
Applies to requirement(s): Meets No Distribution Requirement
R. Greenfield

X.EDUC-448 Orton-Gillingham Associate Level Course Practicum
Not Scheduled for This Year. Credits: 4
This course is designed for practitioners and educators working with students of all ages and abilities. This course develops participants’ knowledge of the Orton-Gillingham approach -- a systematic, structured, multisensory method for teaching students with language-based learning disabilities. Students will engage in a 100 hour supervised practicum, during which they develop and implement lessons with supervision provided by the instructor. At the conclusion of this practicum, students are eligible to apply for their Orton-Gillingham certification.
Applies to requirement(s): Meets No Distribution Requirement
R. Greenfield
Advisory: Successful completion of, or concurrent enrollment in, X.EDUC-446 Orton-Gillingham Associate Level Course.

X.EDUC-449 Equity and Social Justice: A Teacher’s Role
Credits: 2
In this course, participants will learn to address issues of social justice seamlessly and incorporate social justice into the design of their learning environments. This will be accomplished in three steps: First, participants will be assigned a self-awareness partner to process socialization around social issues. Second, participants will produce narratives about their social justice development. Finally, participants will create action plans that will create learning environments that don't shut down dialogues about difference, but open them up. Participants will then take this new learning and self-awareness and apply it to education systems outside of their classroom.
Applies to requirement(s): Meets No Distribution Requirement
J. Nurse-Coes

X.EDUC-452 Topics in Social-Emotional Learning and Development
X.EDUC-452AC Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'
Fall. Credits: 2
Educators serve in multiple roles to support students in their academic, extracurricular, and, in some cases, dorm lives. This course will provide an overview of the following: school counseling principles, widely adopted models of comprehensive developmental counseling curricula, social-emotional learning, approaches in multicultural counseling, and mentoring students on academic and professional issues. We will also address identification, prevention, intervention, and crisis management strategies for topics including: relationships, mental health, trauma, and substance use/abuse. Students will explore how to analyze various types of student performance data to inform academic and non-academic programming.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.EDUC-452AT Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'
Spring. Credits: 2
Educators in public and independent schools often serve in multiple roles, including as coaches for competitive and intramural sports. This class will provide an overview of issues related to supporting the student athlete, including the following: administering sport programs, principles of effective coaching, promoting and coaching the college-bound student athlete, compliance with governing bodies in sport, equity in athletics, team-building, event management, and sport safety.
Applies to requirement(s): Meets No Distribution Requirement
The department
X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform  
*Fall. Credits: 4*  
This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.  
*Applies to requirement(s): Meets No Distribution Requirement*  
J. Holland  
*Restrictions: This course is offered for graduate students only.*

X.EDUC-455 Outreach and Advocacy for Educational Change  
*Not Scheduled for This Year. Credits: 4*  
This course integrates Teacher Leader Model Standards for Domains VI and VII: assessing community needs and values, engaging families and colleagues in partnerships, and advocating for students and the teaching profession. Participants will explore culturally responsive teaching approaches and strategies for collaborating with families to support meaningful and relevant student learning and development. Participants will also learn how to use research, policies, and persuasive communications to help build appropriate programs, interventions, and advocacy efforts that promote positive outcomes for both students and teachers.  
*Applies to requirement(s): Meets No Distribution Requirement*  
J. Holland  
*Restrictions: This course is offered for graduate students only.*

X.EDUC-456 Promoting Professional Learning  
*Credits: 2*  
This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning.  
*Applies to requirement(s): Meets No Distribution Requirement*  
S. Brown Wessling

X.EDUC-457 Personal and Professional Leadership in Education  
*Credits: 1*  
This course is designed to help educators cultivate their skills as reflective practitioners as a means of enhancing personal leadership development. Students will examine personal leadership qualities and the role of storytelling as leadership. Course participants will create individualized learning plans that allow for deeper exploration of personal and professional leadership interests. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, leadership and related topics.  
*Applies to requirement(s): Meets No Distribution Requirement*  
S. Brown Wessling

X.EDUC-458 Owning Assessments and Data for Student Learning  
*Credits: 2*  
Built around Domain 5 of the Teacher Leader Model Standards, this course helps teachers build the skills to do just that, as we explore organizational improvement through assessment design. Learn to facilitate and support colleagues in using assessment tools to inform decisions to improve practice and student learning. One module of this class includes an exploration of Improvement Science, a new methodology brought to education from the health field, where teachers will learn how small ideas can be tested and taken to scale, potentially impacted organizational change. Embedded in practice, focused on your personal and professional growth.  
*Applies to requirement(s): Meets No Distribution Requirement*  
D. Massey

X.EDUC-459 Independent Schools: Experienced Teachers Seminar Practice  
*Credits: 2*  
This course is designed for teachers with 2-5 years of classroom experience at independent schools. Building from participants' experience, the course focuses on improving teachers' use of evidence-based practices to support children's progress. Topics include: focused observation, instructional support, emotional support, classroom organization, giving and receiving feedback and designing your ideal classroom. Participants will reflect on and share feedback about their teaching practices, and continue to develop their practice in this engaging learning community.  
*Applies to requirement(s): Meets No Distribution Requirement*  
G. Bass, *The department*

X.EDUC-460 Subject-Specific Methods 1 for Middle and Secondary Teachers  
*Fall. Credits: 2*  
This course is the first of two methods courses. Firmly embedded within the EL Education Model, it will provide opportunities for participants to explore the links among the theoretical underpinnings of expeditionary learning, experiential learning, and project-based learning through an interdisciplinary approach, with a focus on arts integration. Students will engage with the Understanding by Design (UBD) model of curriculum development, focusing on universal access to content for a full range of learners. Students will connect theory with practice and reflect on their practice.  
*Applies to requirement(s): Meets No Distribution Requirement*  
*The department*  
*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*  
*Advisory: Requires a field-experience in an educational setting.*
**X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools**
*Fall. Credits: 4*

Through a balanced and integrated approach, students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and a variety of formative and summative ways to assess learning. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a pre-practicum.

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

*The department*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: Requires a field-experience in an educational setting.*

*Notes: Pre-practicum required*

**X.EDUC-462 Subject-Specific Methods 2**

This advanced course builds on the design Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*K. Ripley*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462EN Subject-Specific Methods 2: 'English'**
*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*T. Thomas*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462FR Subject-Specific Methods 2: 'Foreign Languages'**
*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*M. Magrath-Smith*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462AR Subject-Specific Methods 2: 'The Arts'**
*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*K. Ripley*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462HS Subject-Specific Methods 2: 'History/Social Sciences'**
*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*M. Magrath-Smith*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*
X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'
Fall. Credits: 2
This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.
Applies to requirement(s): Meets No Distribution Requirement
E. Levine
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462SC Subject-Specific Methods 2: 'The Sciences'
Fall. Credits: 2
This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.
Applies to requirement(s): Meets No Distribution Requirement
N. Creeden
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-463 Teaching English Language Learners
Fall and Spring. Credits: 4
This course addresses core competencies outlined in the Massachusetts Department of Education’s English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.
Applies to requirement(s): Meets No Distribution Requirement
H. Graham
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: Requires a field-experience in an educational setting.

X.EDUC-465 Children's Literature for Educators
Not Scheduled for This Year. Credits: 4
This course introduces various genres of children’s literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.
Crosslisted as: EDUC-267
Applies to requirement(s): Meets No Distribution Requirement
N. Walsh
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: Requires a field-experience in an educational setting.

X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements
Credits: 2
This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district’s participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching.
Applies to requirement(s): Meets No Distribution Requirement
J. Walker

X.EDUC-468 Leadership in Practice for Educators
Spring. Credits: 1
In this course students will develop their goals as teacher leaders and will engage in discussions, readings, modules, and activities that support professional growth. Critical course concepts will be introduced in a whole group book study format. Additionally, students will explore opportunities for leadership in education through conversations with guest experts in the field. At the culmination of the course students will complete an articulation of practice and professional development plan.
Applies to requirement(s): Meets No Distribution Requirement
S. Brown Wessling
Restrictions: This course is offered for graduate students only.

X.EDUC-469 Models of Entrepreneurship in Education
Not Scheduled for This Year. Credits: 1
Today's challenges in education require creative, out-of-the-box ideas and entrepreneurial teachers are often best positioned to design and implement these solutions. In this course we will explore different models of entrepreneurship in education, including how it works within the contexts of working in classrooms and schools, in nonprofits, as authors and consultants, and in commercial endeavors. Through case studies and guest lectures students investigate entrepreneurial approaches to address existing problems, challenges, and opportunities in education. Students will develop their own ideas around new programming, services, advocacy, and/or ways to increase access to education.
Applies to requirement(s): Meets No Distribution Requirement
T. Espinosa, R. Mugnani
Restrictions: This course is offered for graduate students only.
X.EDUC-470 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum  
_Fall._ Credits: 4  
Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.  
_Applies to requirement(s):_ Meets No Distribution Requirement  
_L. Mattone_  
_Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only_  
_Advisory: Requires a field-experience in an educational setting._  
_Notes: Pre-practicum required_  

X.EDUC-476 Independent School: Beyond the Classroom  
_Credits: 2_  
The independent school faculty member wears many “hats” in addition to that of the teacher. Students in this course study the non-teaching aspects of independent school work, improving their ability to serve as stewards of their schools’ missions. Guest speakers from independent schools will address these roles and facilitate students’ investigation of other topics including school governance and administration, admissions, advancement, athletics, counseling, student and residential life, and more. Coursework will include analyzing case studies, budgets, interviewing various departments and jobs within an independent school, and an in-depth case study of the student’s context based on current independent school standards and best practices. Student work will culminate in the creation of a personal inventory and growth plan for successful career development in independent schools.  
_Applies to requirement(s):_ Meets No Distribution Requirement  
_K. Evelti_  

X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners  
Fall. Credits: 2  
In this hands-on course, participants working in classrooms explore issues and challenges of their professional and classroom practice, including: workshopping new curricular ideas, integrating evidence-based practices for effective classroom management and teaching, and ways to support other areas of the participants’ administrative or co-curricular responsibilities. Participants attend group seminars and individual conferences intended to strengthen their confidence in the classroom and capacity to successfully engage diverse learners. Evaluation of performance is determined through course observations and by written assignments.  
_Applies to requirement(s):_ Meets No Distribution Requirement  
_The department_  
_Advisory: Must be in a teaching role in a school setting._  
_Notes: This course is graded on a credit/no credit basis. This course may be repeated once for an additional two credits._  

X.EDUC-489 Catapult! Capstone Course  
_Spring._ Credits: 2 - 6  
This course is designed to catapult students' professional and personal leadership journey to the next level. It serves as an idea incubator, helping give teacher leaders the support and direction they need to propel themselves forward in their work and launch teacher-created ideas to improve education for all students. In this class, graduate students will demonstrate and document the impact of their knowledge gained throughout their journey at Mount Holyoke College. Students will choose a domain of the Teacher Leader Model Standards to focus their capstone work, then they will choose one of four pathways for the semester: a research study, a teacher-created project, a teacher leader internship, or National Board candidacy. They will apply their skill and knowledge under a teacher leader coach, who will support them and engage in weekly reflective practice of their teacher leadership work. At the end of the semester, teachers will complete and share a portfolio that demonstrates how their experiential learning experience has enhanced their practice as a leader and a teacher leader.  
_Applies to requirement(s):_ Meets No Distribution Requirement  
_N. Gardner, G. Bass_  
_Restrictions: This course is limited to Teacher Leadership MAT students only_  

X.EDUC-495 Independent Study  
_Fall and Spring._ Credits: 1 - 4  
The department  
_Restrictions: This course is offered for graduate students only._  
_Instructor permission required._  
_Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2) this independent study may range from 1 to 2 credits._
X.ELL-403 Research in Teaching English Language Learners

Credits: 3
This course introduces teacher candidates to the sociocultural context of schooling and examines current research in the field of ELL teaching and learning. The course will support teacher candidates in developing an orientation toward teaching as inquiry, as well as the ability to read and conduct classroom research. Critical qualitative methods (e.g., ethnography, case study, action research) will be considered and teacher research in the ELL classroom will be emphasized. Teacher candidates will develop and complete a qualitative inquiry project that investigates an aspect of language teaching or learning of interest to them.

Applies to requirement(s): Meets No Distribution Requirement

A. Lopez

X.ELL-416 Language Assessment and Classroom Practice

Credits: 2
Brief introduction to theory and practice in assessing students' academic English proficiency. Students will learn about purposes of and types of language assessments (e.g., large-scale standardized tests like WIDA ACCESS, alternative assessments like portfolios, formative assessments) and practice designing oral language assessment tasks and using rubrics to evaluate student writing.

Applies to requirement(s): Meets No Distribution Requirement

K. Accurso

X.ELL-418 Second Language Acquisition and Classroom Practice

Credits: 2
This course will a) introduce students to theories of second language acquisition (cognitive, social, and linguistic influences) and how these inform teaching practices, and b) introduce teaching methods and approaches to teaching ELLs so students can begin to make informed context-sensitive decisions about language teaching methods, techniques, lesson planning, materials, classroom management, etc.

Applies to requirement(s): Meets No Distribution Requirement

K. Accurso

X.ELL-421 Linguistics for Teachers

Fall. Credits: 2
This course provides teacher candidates with an in-depth analysis of the structural and functional components of language: syntax, phonetics, phonology, morphology, semantics, register, and genre. Teacher candidates will apply concepts to language teaching and learning. The course will also include an in-depth look at functional linguistics and critical genre theory, focusing on how language functions in academic speech and writing.

Applies to requirement(s): Meets No Distribution Requirement

H. Graham

Restrictions: This course is offered for graduate students only.

X.ELL-422 Practicum Seminar in Teaching and Learning: Elementary ELL Education

Spring. Credits: 4
This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

Applies to requirement(s): Meets No Distribution Requirement

The department

Restrictions: This course is limited to Mount Holyoke MAT students only

X.ELL-423 Student Teaching English Language Learners in Elementary Schools

Spring. Credits: 10
Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised on satisfactory submission of the CAP requirements for licensure preparation.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is limited to Mount Holyoke MAT students only

Advisory: Students may only register for X.ELL-423 if concurrently taking X.ELL-422.

Notes: This course is graded on a credit/no credit basis.

X.ELL-426 Methods in Teaching English to K-12 Speakers of Other Languages (TESOL Methods)

Fall. Credits: 4
This course focuses on applying theories, principles, and evidence-based methods of second language acquisition to the development of materials, lessons, and curricula for teaching disciplinary English to K-12 speakers of other languages. Teacher candidates will cultivate skills in the design and delivery of contextualized lesson plans, develop expertise in the selection and evaluation of materials such as textbooks, computer-assisted materials, and realia, and demonstrate their understanding of critical issues in teaching ELLs. Teacher candidates must simultaneously be participating in pre-practicum observations.

Applies to requirement(s): Meets No Distribution Requirement

A. Lopez

Restrictions: This course is offered for graduate students only.

Prereq: X.ELL-418.

Advisory: X.ELL-403 advised but not required.

Notes: Requires a field experience in an educational setting.
**X.ELL-431 Student Teaching English Language Learners in Secondary Schools**  
*Spring. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades 5-12 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students’ development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.  
*Applies to requirement(s): Meets No Distribution Requirement  
R. Hornsby  
Restrictions: This course is limited to Mount Holyoke MAT students only  
Advisory: Students may only register for X.ELL-431 if concurrently taking X.ELL-433.  
*Notes: This course is graded on a credit/no credit basis.*

**X.ELL-433 Practicum Seminar in Teaching and Learning: Secondary ELL Education**  
*Spring. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.  
*Applies to requirement(s): Meets No Distribution Requirement  
The department  
Restrictions: This course is limited to Teacher Leadership MAT students only  

**X.ELL-436 Teaching English Language Learners Internship I**  
*Fall. Credits: 2*

Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 60 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend biweekly course meetings, during which they will have the opportunity to learn more about ELL program models and policy trends, English language development standards (e.g., WIDA, Next Generation ESL), tracking student development, advocacy, professional collaboration, and leveraging an additional license on the job market.  
*Applies to requirement(s): Meets No Distribution Requirement  
R. Hornsby  
Restrictions: This course is limited to Mount Holyoke MAT students only  
Prereq: X.ELL-418.

**X.ELL-438 Teaching English Language Learners Internship II**  
*Spring. Credits: 3*

Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 100 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend weekly course meetings, during which they will have the opportunity to learn more about language development in the four domains (listening, speaking, reading, writing), planning curriculum for effective English language instruction in K-12 standards based settings, and ELLs and technology.  
*Applies to requirement(s): Meets No Distribution Requirement  
K. Accurso, R. Hornsby  
Restrictions: This course is limited to Mount Holyoke MAT students only  

**X.ELL-451 English Language Development Standards and Assessment Framework**  
*Credits: 1*

This course introduces teacher candidates to the WIDA English language development standards and assessment framework, with a particular focus on understanding the large-scale standardized assessment of English language learners (e.g., WIDA ACCESS 2.0). This course will prepare teacher candidates to understand test design, prepare to participate in administrator training, and interpret score reports in ways that support their ability to use assessment to inform instruction and communicate with students and families about students’ English language development needs and progress.  
*Applies to requirement(s): Meets No Distribution Requirement  
D. Yousfi  
Restrictions: This course is limited to Mount Holyoke MAT students only  

**X.ELL-463 Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone**  
*Credits: 3*

This course is offered for teachers seeking SEI endorsement. It serves as the ReTELL course that provides an overview of pragmatic pedagogical strategies for including English Language Learners in content area classroom instruction. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their practicum settings.  
*Applies to requirement(s): Meets No Distribution Requirement  
H. Graham  
Advisory: This course is offered for licensed Massachusetts teachers and teacher candidates seeking SEI endorsement.
X.MATH-400 Developing Mathematical Ideas: Building a System of Tens
Fall and Spring. Credits: 2
Participants will explore the base-ten structure of the number system, consider how that structure is exploited in multi-digit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals. They will study the various ways children naturally tend to think about separating and combining numbers and what children must understand in order to work with numbers in these ways.
Applies to requirement(s): Meets No Distribution Requirement
J. Agron, S. Bent, A. Chang, J. Szymaszek, A. Zito
Restrictions: This course is offered for graduate students only.

X.MATH-401 Developing Mathematical Ideas: Making Meaning for Operations
Fall. Credits: 2
This course provides opportunities for participants to examine the actions and situations modeled by the four basic operations. The course will begin with a view of young children’s counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers.
Applies to requirement(s): Meets No Distribution Requirement
J. Agron, V. Bastable, K. Turner
Restrictions: This course is offered for graduate students only.

X.MATH-402 Developing Mathematical Ideas: Examining Features of Shape
Credits: 2
Participants examine aspects of two-dimensional and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. The seminar includes a study of angle, similarity, congruence, and the relationships between three-dimensional objects and their two-dimensional representations. Participants examine how students develop these concepts through analyzing print and video cases as well as reading and discussing research articles.
Applies to requirement(s): Meets No Distribution Requirement
L. VanCleef, J. Szymaszek

X.MATH-404 Developing Mathematical Ideas: Working With Data Not Scheduled for This Year. Credits: 2
Students will work with the collection, representation, description, and interpretation of data. They will learn what various graphs and statistical measures show about features of the data, study how to summarize data when comparing groups, and consider whether the data provides insight into the questions that led to data collection.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.MATH-405 Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions
Credits: 2
Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable, K. Schweitzer

X.MATH-406 Developing Mathematical Ideas: Patterns, Functions, and Change
Credits: 2
Participants discover how the study of repeating patterns and number sequences can lead to ideas of functions, learn how to read tables and graphs to interpret phenomena of change, and use algebraic notation to write function rules. With a particular emphasis on linear functions, participants also explore quadratic and exponential functions and examine how various features of a function are seen in graphs, tables, or rules. Participants examine how students develop these concepts through analyzing print and video cases as well as reading and discussing research articles.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable, M. Flynn S. Champagne, S. Charbonnet, J. Hanson
Advisory: Intended for practicing teachers.

X.MATH-407 Developing Mathematical Ideas: Reasoning Algebraically About Operations
Credits: 2
Participants examine generalizations at the heart of the study of operations in the elementary grades. They express these generalizations in common language and in algebraic notation, develop arguments based on representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers to integers.
Applies to requirement(s): Meets No Distribution Requirement
L. Lamb, M. Garcia

X.MATH-411 Math for Elementary Teachers
Credits: 2
This course equips educators planning to teach mathematics at the elementary (K-6) level with the foundations for teaching math and an understanding of the "why" underlying the formulas, procedures, and reasoning. Using an inquiry-based approach, future teachers learn about a range of topics relevant to elementary school (K-6) math pedagogy and curricula. Topics covered include: number sense, operations, data analysis, functional relationships, algebraic thinking, and geometry/measurement. At the end of the course, students are prepared to meet both federal Common Core standards and Massachusetts state standards, and to support their students by using best practices in math education.
Applies to requirement(s): Meets No Distribution Requirement
J. Agron

X.MATH-424 Developing Mathematical Reasoning
Spring. Credits: 4
Developing Mathematical Reasoning (DMR) builds on and extends the work of Connecting Arithmetic to Algebra. Participants will work with a five-phase model for instruction in mathematical argument: Noticing, Articulating, Representing Specific Instances, Creating Mathematical Argument, and Comparing and Contrasting Operations. They will examine and implement a set of lessons designed to engage their own students with generalizations about the operations using these phases of instruction. DMR investigates how this approach to mathematics thinking supports a range of mathematics learners including those who have difficulty with grade-level mathematics and those who need additional challenge.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable
Advisory: X.MATH-460 Connecting Arithmetic to Algebra.
X.MATH-460 Connecting Arithmetic to Algebra

Fall. Credits: 4

Connecting Arithmetic to Algebra (CAA) is a year-long professional development experience in which teachers consider generalizations that arise from the study of number and operations in grades 1 through 7. They examine cases of students who are engaged in the process of articulating general claims, working to understand those claims, and learning how to prove them. The course also focuses on how this approach to mathematical thinking supports a range of mathematics learners, including those who have difficulty with grade-level mathematics and those who need additional challenge.

Applies to requirement(s): Meets No Distribution Requirement

V. Bastable

Restrictions: This course is offered for graduate students only.
X.MTHED-408 Professional Development for Coaching Mathematics
Credits: 2
This course is designed for elementary math specialists with responsibilities for supporting teachers in the development of strong mathematics education programs. Participants explore issues related to: learning mathematics while in the context of teaching; facilitating the professional development of colleagues; teachers’ and students’ ideas about mathematics and learning; and fostering a stance of collaborative investigation. By way of a central theme of mathematics learning, the institute will offer coaches opportunities to explore, through the coaching perspective, ideas of number and geometry in the elementary grades.
Applies to requirement(s): Meets No Distribution Requirement
P. Wagner

X.MTHED-409 Educational Leadership I: Exploring the Rules of Math Teacher Leadership
Credits: 2
This course will explore the roles of teacher leadership in math education at the local, state, and national level. Topics will include coaching, mentoring, writing (blogs, journals, op-eds, articles), professional learning communities (virtual and face-to-face), and advocacy. Participants will consider current issues and challenges facing students and teachers with regard to math education and will work to develop action plans to address these issues in the coming school year.
Applies to requirement(s): Meets No Distribution Requirement
M. Allen, B. Meyer

X.MTHED-410 Educational Leadership II: Facilitating Professional Learning
Not Scheduled for This Year. Credits: 2
This institute focuses on learning to teach one of the Developmental Mathematical Ideas (DMI) modules. Participants will choose a particular DMI module on which to concentrate their facilitation work. The institute will include examination of the central mathematical ideas of the module, identifying key goals for each session, discussion of the process of interacting with participants both in the institute sessions and through written responses, as well as opportunities for practice facilitation.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable
Advisory: Prior experience with a DMI seminar recommended.

X.MTHED-411 Educational Leadership II: Facilitating Adult Learning
Credits: 2
This course provides opportunities for participants to develop skills and knowledge to enable them to design and implement professional learning opportunities in mathematics for adults. Activities focus on four aspects: the importance of identifying key ideas and goals for professional learning, strategically using both small and whole group formats, an analysis of the range of professional learning opportunities for teachers, and opportunities to practice facilitating professional learning with an audience of teachers.
Applies to requirement(s): Meets No Distribution Requirement
M. Flynn

X.MTHED-412 Mathematics Coaching: Designing Effective Professional Development
Not Scheduled for This Year. Credits: 3
This course provides opportunities for math specialists/coaches of grades K-8 to design, develop, critique, implement, give, and receive feedback on mathematics professional development experiences that align with the Common Core standards and the particular needs of the school/district’s participating staff. Topics include staying focused on mathematics while developing collaborative relationships, communicating with teachers and administrators, developing leadership skills, and continuing to be a learner. Emphasis will be placed on learning how to move a school and/or district toward their mathematics goals by providing both support and press for teachers who teach mathematics.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.MTHED-413 Supporting the Range of Learners in Mathematics Classrooms
Not Scheduled for This Year. Credits: 2
Every teacher wants each student to achieve to the highest levels. And yet knowing how to do this can feel hard, overwhelming, and/or unclear. To make diverse classrooms feel more manageable and productive, this course will provide concrete methods and strategies teachers can use in classrooms to support all students. Students will engage in interesting mathematics every session; leave each session with something concrete to try in your classroom; read and analyze current research on supporting diverse learners; research your own students through case work and discussions with colleagues; and have new thought partners and colleagues who will be invested in your students’ success.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.MTHED-465 Action Research on Learning and Teaching
Fall. Credits: 4
This course will include action research on the mathematics learning of students and pedagogical moves of teachers. Participants will produce written cases of practice based on audio or videotaped classroom discussions and interviews with their own students. Participants will analyze their own cases and those of their colleagues to examine the learning of students and the impact of teacher moves. Course instructors will also provide individual feedback based on the classroom cases.
Applies to requirement(s): Meets No Distribution Requirement
M. Garcia
Restrictions: This course is offered for graduate students only.
Notes: Online.

X.MTHED-466 Action Research on Math Teacher Leadership
Spring. Credits: 4
The course involves action research on the impact of teacher leadership roles in mathematics education. Students will implement the action plan created during Educational Leadership I, develop a capstone project, and report the results so the group can provide critical feedback and support. The scalable nature of this work allows each student to define a leadership role and project to fit their interests and professional goals.
Applies to requirement(s): Meets No Distribution Requirement
M. Allen
Restrictions: This course is offered for graduate students only.
Advisory: X.MTHED-465
X.MTHED-473 Creating Accessible Mathematics Classrooms
Not Scheduled for This Year. Credits: 2
Supporting students with disabilities in mathematics can be enhanced by developing teachers' mathematical content and pedagogical knowledge. This course will broaden teachers' understanding of universal design for learning, EDC accessibility strategies, and the implementation of effective instructional routines. The course will also review the history of the disability rights movement with a lens on mathematics education and the importance of respecting neurodiversity. Participants in the course will leave with specific skills and strategies they can implement in their own educational settings.

Applies to requirement(s): Meets No Distribution Requirement

The department
X.MEDIA-411 Visual Literacy and Media
Not Scheduled for This Year. Credits: 2
Most of us are constantly inundated by visual messages, but do we know or understand the design, intent and the impact of these communications? This intensive, interdisciplinary course provides theories and tools to critically analyze, interpret and read/understand visual messages presented through a variety of forms of media, such as film, photography, video, digital games, and the internet. Students will develop critical and cultural visual literacy analysis skills mainly through the language of cinematic conventions such as composition, lighting, movement, editing and symbolism in Chinese film and apply them to other cultural contexts and their own lives. They will also examine the role and influence of media and how social dimensions such as gender, race, class and ethnicity are portrayed.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.MEDIA-413 User-Centered Design
Not Scheduled for This Year. Credits: 2
User-centered design is a framework used by organizations that create digital and physical goods and services. It focuses on how to create solutions that are well designed for an intended audience. This course will introduce students to key considerations, including how your product is organized (the architecture), how people will interact with it (the interface), and how easy-to-use and useful it is (the usability). In this course, participants will learn about the principles of user-centered design, what it means to frame both problems and solutions in a user-centered design perspective, and how to implement it into your practice.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.

X.MEDIA-426 New Media and Activism
Not Scheduled for This Year. Credits: 2
New media technologies such as video-sharing websites, podcasts, and social media have altered how we interact and consume news and information. While activists use these tools to raise awareness, educate citizens and mobilize support, these efforts can be overshadowed by corporations or political action groups with their own agendas and well-funded media campaigns. In this course participants explore how to use new media strategically to address social, economic and environmental issues, how to analyze media representations of these issues, and how to design media campaigns that build communities, organize efforts, and influence policy; culminating in a final project that can be applied in a professional context.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.MEDIA-428 Citizen Journalism
Not Scheduled for This Year. Credits: 2
Citizen journalists can drive media coverage on social, environmental, health, and community issues. Not only does citizen journalism inform people, it can spark citizen engagement and give them a voice in decisions about public policies and priorities. Whether focused domestically or abroad, increasingly citizen journalists must master not only the art of writing, but also storytelling, multimedia skills, and how to do well-founded research. This course is an introduction to the field and covers the stages of news production (from collecting, verifying and analyzing data to packaging, distribution and audience development) and how technology is used to improve both reporting and storytelling.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.MEDIA-429 Media Production Topics
These courses offer conceptual knowledge and basic design principles as well as hands-on instruction to use digital media tools such as video, audio, podcasting, websites and other emerging technologies. Each topics course will be unique in its application of one or more media platforms, but they will all be designed for the production of dynamic, high quality and compelling content that is ready for dissemination.

X.MEDIA-429AP Media Production Topics: 'Audio Production'
Not Scheduled for This Year. Credits: 2
In this course, participants will explore both the artistic and technical issues relevant to preparing music and sound for podcasts, video, and the web. Topics will include: acoustic theory, audio animation and sound effects, sound design, multichannel sound, mixing audio and audio processing techniques. No prior experience is necessary to take this course. This course will prepare participants to work with music and sound for both artistic and professional purposes.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.MEDIA-429VP Media Production Topics: 'Video Production'
Not Scheduled for This Year. Credits: 2
This is a hands-on foundational class exploring every step of video production for educators, artists and other professionals in the community who want to create engaging, eye-catching videos. We will cover all of the components of production, including aesthetics and mechanics, narrative development, the role of audio, and the conceptual and technical aspects of editing. You are invited to come with a story to tell or a product, service or brand to promote. Plan to dedicate a significant amount of time outside of class sessions to readings, viewings, and practical assignments to expand your perspective of the power of communication through video. Students will complete a series of in-class exercise pieces, and each will make a short video as a final project.
Applies to requirement(s): Meets No Distribution Requirement
The department
Notes: Please come to class with your own external hard drive with a minimum capacity of 500GB, and also bring any equipment with video capabilities that you would like to use, including cell phones, tablets, DSLR cameras, camcorders, etc. A limited number of cameras may also be available to share.
X.MEDIA-429 WD Media Production Topics: 'Web Design'
Not Scheduled for This Year. Credits: 2
This project-based course on web design emphasizes standards-based, accessible design. Participants will learn how to create and design webpages, manage web files, use CSS, work with different kinds of media, select a web hosting service, publish web pages, and evaluate website quality. Content will be provided, but participants with a project in mind are encouraged to bring content (text, images, media files) to use in the course. This course is designed for people interested in web design for either personal or professional settings.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.MEDIA-431 Storytelling: Crafting Effective Narratives Across Media
Not Scheduled for This Year. Credits: 2
While storytelling comes in many forms, one of its notable characteristics in any form is the power it has to help ground and orient us. Narrative frames are used not only in entertainment and media, but also in disciplines as wide ranging as psychology, medicine, social change and business. In this course participants will learn how stories are constructed and created, how to assess a story’s strengths, and how to apply the elements of narrative across different media (writing, audio, images and video) to enhance the story you want to tell. This course will prepare participants to work with narrative and storytelling for personal projects, to promote change, and in professional settings.
Applies to requirement(s): Meets No Distribution Requirement
The department
X.MGMT-416 Participatory Community Development
Not Scheduled for This Year. Credits: 2
Participatory community development (PCD) is an approach to working with local communities in partnership with government and non-government agencies. The goal of PCD is to empower local community members to be involved in the research, design, implementation, advocacy, monitoring, and evaluation of community projects, including those that generate sustainable sources of new income, food, and services. In this course, participants will explore different benefits and forms of PCD through case studies and methods of facilitating participatory project planning, and develop their ability to anticipate and evaluate the impacts/sequences of the projects.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.

X.MGMT-426 Policy Advocacy for Small Organizations
Not Scheduled for This Year. Credits: 2
For many small organizations, getting involved in policy advocacy can be a challenge because of limited budgets and modest staff sizes. Without attention though, critical issues and the interests of small organizations and their constituencies can be overlooked when policy analysis and issue development are framed without their voices. In this course, participants will learn how to get involved and exert influence in how legislative and regulatory policies are developed and implemented. Participants will learn about the principles and frameworks of advocacy, community education, constituency organizing, legal class actions, and how to put together an advocacy campaign.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.

X.MGMT-429 Building Effective Organizations
Not Scheduled for This Year. Credits: 2
Being a good leader often requires creativity, problem solving and decision making in contexts where there often are limited resources, not enough information, and urgency. This is a cognitive psychology approach to understanding how mental processes, including attention, perception, creativity, and problem solving can be harnessed to improve decision making for individuals and organizations.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.

X.MGMT-429CP Building Effective Organizations: 'Creativity, Problem Solving and Decision Making'
Not Scheduled for This Year. Credits: 2
Being a good leader often requires creativity, problem solving and decision making in contexts where there often are limited resources, not enough information, and urgency. This is a cognitive psychology approach to understanding how mental processes, including attention, perception, creativity, and problem solving can be harnessed to improve decision making for individuals and organizations.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.

X.MGMT-429MM Building Effective Organizations: 'Mentorship Models to Grow Leadership'
Not Scheduled for This Year. Credits: 2
Mentorship is a powerful tool for personal and professional growth; it provides support, insights, feedback, and helps people develop their knowledge, networks and capacities. People taking on new challenges can benefit from both formal and informal mentorship. In this social psychology approach to leadership, participants will explore the theories and research on mentorship, investigate different models and strategies for mentorship, and design a mentorship program for a particular organization or context (including businesses, non-profits, volunteer organizations, and community projects).
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.

X.MGMT-431 Seed Funding and Alternative Funding Models
Not Scheduled for This Year. Credits: 2
Beyond traditional models of raising money and fundraising for organizations with social missions, there are new and evolving models including crowd funding (both consumer and investor crowdfunding), revenue-based financing, earned income strategies for nonprofits, program-related investments by foundations, accelerator and incubator programs, angle investors, micro-venture capital firms, and impact seed funds. In this survey course, participants will explore opportunities and challenges in using alternative funding models to support early-stage initiatives. The final project in this course is to develop a fundraising strategy using one or more of the financing models.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.

X.MGMT-436 Creating and Sustaining Public-Private Partnerships
Not Scheduled for This Year. Credits: 2
This course is for people working in both the private and public sector who want to learn how to build and sustain partnerships. Participants learn to: recognize the role and value public-private partnerships can play for both parties, identify the steps for assessing community needs and resources, develop shared goals, establish a strategic framework for action, manage communications and resource sharing, evaluate the initiatives for success, and sustain public-private partnerships over the long term.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.

X.MGMT-441 Diversity and Intercultural Management
Not Scheduled for This Year. Credits: 2
In today's globally interconnected world, organizational success is often dependent on the performance of teams that interact across significant distances and multiple cultural perspectives, internally and with their constituents. This course is designed to increase cultural competency and the success of leaders by combining an exploration of academic research and case studies with opportunities for application. By the end of the course, participants will understand the cultural dimension of managing diverse and dispersed team members, learn to foster positive interactions, facilitate communication, and be able to identify and manage conflict more effectively.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.
X.MGMT-452 Fair Trade and Sustainable Tourism

Not Scheduled for This Year. Credits: 2

Partnerships to support fair trade and sustainable tourism often operate in a complex context of a) individual as well as institutional stakeholders with different amounts of power and b) economic, social and environmental goals that may not be shared. In this course, participants explore dimensions of these types of partnerships, the role of ethics, how to create shared goals and strategies, establishing structures to support and sustain high quality relationships, and how to assess partnerships for success. The culminating project in this course is to develop a partnership plan that could be used to create a new relationship between at least two key stakeholder groups or organizations.

Applies to requirement(s): Meets No Distribution Requirement

The department

Restrictions: This course is offered for graduate students only.
X.PROST-429 Legal Topics
X.PROST-429PR Legal Topics: 'Intellectual Property'

Not Scheduled for This Year. Credits: 1

This course provides insight into the professional working environment of lawyers, paralegal, and other related professions through an introduction to the complex ethical, legal and technical aspects of constitutional, criminal, and civil law. The class will then focus more deeply on themes related to intellectual property such as: the responsibility and rights of inventors, entrepreneurs, writers, and other artists; copyright exceptions and limitations; patent, trademark and unfair competition law and others. Guest speakers and a field trip to observe court cases will be offered to provide direct exposure to how law is actually interpreted and enforced.

Applies to requirement(s): Meets No Distribution Requirement

The department
X.SPED-416 Interventions for Behavior and Classroom Management
Credits: 1
In this course students will review research, theories, and practices for responding to challenging behavior. Topics will include establishing effective rules and procedures, classroom- and school-wide behavior management systems, and approaches for addressing individual student behavior and developing relationships with children and support professionals to improve behavior across settings.
Applies to requirement(s): Meets No Distribution Requirement
E. Casioppo

X.SPED-421 Assistive Technology for Special Education
Fall. Credits: 1
This course provides an introduction to teaching with technology and, more specifically, how assistive technologies can be used by individuals with disabilities, PreK-12, to enhance the teaching and learning experience. Students will have the opportunity to explore a range of devices, applications, software, etc. that enhance access to academic and non-academic learning in schools. Course assignments will help students develop an understanding of how to assess student assistive technology needs, employ and monitor interventions, and improve teaching through the use of technology.
Applies to requirement(s): Meets No Distribution Requirement
A. Osborne
Restrictions: This course is offered for graduate students only.

X.SPED-422 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8
Spring. Credits: 4
During seminar students will discuss the teaching of children PreK-8 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is limited to Mount Holyoke MAT students only

X.SPED-423 Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities
Spring. Credits: 10
Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in PreK-8 classrooms for students with Mild/ Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only
Advisory: Students may only register for X.SPED-423 if concurrently taking X.SPED-422.
Notes: This course is graded on a credit/no credit basis.

X.SPED-426 The Inclusive Classroom
Credits: 2
This course surveys the etiology, diagnosis, and remediation of learning differences including dyslexia, attention deficit disorder, autism, as well as factors that influence a child's readiness to learn. Students present, discuss, question, and exchange ideas that contribute to an overall understanding of special education in the field. With an emphasis on inclusion in schools, students explore the impact of current policies, assessments, and practices. Students will have the opportunity to examine and practice applying interventions and approaches that support student engagement and prosocial behavior. The focus is on adapting the learning environment, classroom structures, and teaching approach so that all children, regardless of learning strengths and needs are supported to reach their potential and achieve meaningful goals.
Applies to requirement(s): Meets No Distribution Requirement
G. Bass
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

X.SPED-431 Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities
Spring. Credits: 10
Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only
Advisory: Students may only register for X.SPED-431 if concurrently taking X.SPED-433.
Notes: This course is graded on a credit/no credit basis.
X.SPED-433 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12
Spring. Credits: 4
During seminar students will discuss the teaching of children grades 5-12 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.
Applies to requirement(s): Meets No Distribution Requirement
Restrictions: This course is limited to Mount Holyoke MAT students only

X.SPED-436 Moderate Disabilities Internship I
Fall. Credits: 2
Students are expected to complete a supervised field experience of at least 60 hours in a self-contained special education classroom in a public school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for self-contained special education classrooms.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only

X.SPED-438 Moderate Disabilities Internship II
Spring. Credits: 3
Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only

X.SPED-441 Differentiated Instruction for Diverse Learners
Credits: 2
This course will address the design and modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Students will learn ways to prepare and maintain students with disabilities to succeed in general education classrooms, to monitor academic and behavioral progress, and to make instructional decisions accordingly. Students will experiment with a variety of technological tools for teaching PreK-12 such as applications and web-based tools that for student engagement and progress monitoring. Coverage will include instruction on assistive technology, including AAC, to support students with disabilities to learn in the least restrictive environment.
Applies to requirement(s): Meets No Distribution Requirement

The department

X.SPED-447 Assessment and Instruction for Exceptional Learners
Fall. Credits: 3
In this class, students will examine legal policies and ethical principles of measurement and assessment related to special education referral, eligibility, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds. Through course activities students learn to: administer psychoeducational and achievement tests; explore formal and informal assessments that minimize bias; interpret results and use data to guide educational decisions for individuals with exceptionalities; make collaborative, data-based decisions with and about learners; monitor the learning progress of individuals with exceptionalities.
Applies to requirement(s): Meets No Distribution Requirement
L. Nunes
Restrictions: This course is offered for graduate students only.

X.SPED-463 Foundations of Reading: Development, Comprehension, Instruction, and Assessment
Credits: 4
Reading development, assessment, comprehension and instruction are central to the course. Through a combination of readings, lectures, & experiences, this course will provide students with the knowledge & skills to assess literacy needs and implement effective language arts instruction for all learners. The course includes a study of the writing process, with coverage of phonics, spelling, & grammar. The Massachusetts Curriculum Framework for English Language Arts and Literacy is addressed, as are all content objectives for the Foundations of Reading MTEL test required of Early Childhood, Elementary, and Moderate Disabilities (PreK-8 and 5-12) licensure candidates in the Commonwealth.
Applies to requirement(s): Meets No Distribution Requirement
S. Frenette
Advisory: Requires a field-experience in an educational setting

X.SPED-471 Legal Perspectives in Special Education
Credits: 1
This course will review state and federal laws and regulations that represent the requirements for special education. Participants will be introduced to concepts including educational terminology for students with mild to moderate disabilities; preparation, implementation, and evaluation of Individualized Education Programs (IEPs); review of federal and state laws and regulations pertaining to special education and the history of special education.
Applies to requirement(s): Meets No Distribution Requirement
K. Carriere
Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.
X.SPED-481 Special Education Law: Transitions, Collaboration, and Applications
Credits: 2
This online course will review state and federal laws and regulations which governing special education and their implications, including preparation, and evaluation of Individualized Education Programs (IEPs), knowledge of transition services and services provided by other agencies, strategies for building and maintaining collaborative partnerships with team members, the role of families in advocacy and planning, and cultural variables that influence school culture and accessibility.
Applies to requirement(s): Meets No Distribution Requirement
K. Carriere
Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.

X.SPED-495 Independent Study
Fall and Spring. Credits: 1 - 4
Students enrolled in this course collaborate with the instructor to further their learning in teacher leadership through advanced independent research or an academic project on a specific topic that is distinct from existing course offerings within the MATL program of study. Together they outline a series of academic activities and unique work products that the student generates throughout the semester to demonstrate learning. Some examples include: conducting in-depth research, developing programs or curriculum related to instructional leadership, mentoring, and coaching, writing comprehensive papers for presentation and/or publication in education journals.
The department
Restrictions: This course is offered for graduate students only.
Instructor permission required.
Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2), this independent study may range from 1 to 2 credits.
X.WRTNG-406 Creative Inquiry and Writing as Research

Not Scheduled for This Year. Credits: 2

This course will immerse students in writing as informal research practice. Taking as our starting point contemporary American writing addressing the labor conditions of late capitalism, we will examine strategies for creative inquiry used to document and research topics not normally or officially investigated. Due to the length of this course, we’ll focus particularly on short forms and generating new writing, as opposed to revision and critique. Topics to be discussed will include research as community building, fragment as form, and the collapsing of high vs low culture in contemporary American experimental writing. Students will write into a variety of forms modeled by readings from Jill Magi, Bhanu Kapil, Dodie Bellamy, Brandon Brown and Stephanie Young, among others.

Applies to requirement(s): Meets No Distribution Requirement

The department

Advisory: English (reading and writing) fluency is required. Previous experience with creative writing is advised, but not required.

Notes: Requirements of the course will include daily class participation including reflective and critical posts, as well as a final portfolio of original writing.