Course Preview 2020-21
Courses by subject as of July 7, 2020
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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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-141 Introduction to Modern African History
Fall. Credits: 4
This course provides an introduction to African history over the past three centuries. Venturing beyond the stereotypes, we will explore the complex histories that constitute a diverse continent. Special attention is given to spotlighting the voices of African people through a range of primary and secondary sources, including memoirs, film, music, cartoons, speeches and photography. Students will gain knowledge of African geographies and histories, develop the skill of primary source analysis, and be able to connect events in – and narratives of – present-day Africa to a deeper historical past.
Crosslisted as: HIST-141
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

AFCNA-181 Introduction to African Diaspora Religions
Spring. Credits: 4
Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas. This reading- and writing-intensive course draws upon the intellectual traditions of African American, African, and African diasporic studies in order to explore the connections and disjunctures among people of African descent. While the course pays attention to national, regional, and historical contexts, it asks this question: what do African descended people have in common and when and how are their experiences and interests different? What can we glean from contemporary discourses grounded in the consideration of global black lives?
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
M. 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 Africana 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
The department

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

AFCNA-221 Engaging Ghana: Inquiry and Action
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 the summer.
Applies to requirement(s): Meets No Distribution Requirement
P. Smith
Instructor permission required.

AFCNA-222 Engaging Ghana: Experience and Reflection
Not Scheduled for This Year. 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
P. Smith
Instructor permission required.
Prereq: AFCNA-221.
AFCNA-234 Black Metropolis: From MLK to Obama
Fall. 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
L. Morgan

AFCNA-241 Topics in Africana Studies

AFCNA-241AF Topics in Africana Studies: 'Afro-Latin America: From Slavery to Invisibility'
Spring. 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
P. Smith

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-241CB Topics in Africana Studies: 'Caribbean Literature in the Age of Globalization'
Fall. Credits: 4
This course offers a study of selected Caribbean drama, prose, and poetry. We will read works published since 1970 that explore central themes such as the enduring impact of slavery and colonization, resistance movements, global migration and diasporic experiences, the constructions of gender, and the importance of history and memory. This course also engages deeply with form, particularly the role of orature, performance, and global popular cultures. We will read the literary works of writers such as Dionne Brand, Maryse Conde, Edwidge Danticat, and Marlon James.
Crosslisted as: ENGL-252
Applies to requirement(s): Humanities; Multicultural Perspectives
C. Bailey
Restrictions: Course limited to sophomores, juniors and seniors

AFCNA-241FR Topics in Africana Studies: 'Beyond Francafrique: Franco-African Encounters in Historical Perspective'
Fall. Credits: 4
This course examines how France and Francophone West Africa have shaped each other throughout the past three centuries. Beginning with the French Atlantic of the eighteenth century, the course traces Franco-African encounters through informal and formal colonial rule, decolonization, and the postcolonial period. It closes by examining current controversies over race, literature and museum rights engendered by this complex history. Students will gain a deep historical understanding of contemporary issues, giving them the capacity to think widely about social divisions, power asymmetries, and debates surrounding identity and belonging that de-center the American experience.
Crosslisted as: HIST-241, CST-249FR
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

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: FMT-240PE
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-241WA Topics in Africana Studies: 'West African Women in Their Own Words'
Fall. Credits: 4
This course challenges students to consider how and why, following Ralph-Michel Trouillot, certain voices get 'silenced' in the historical record. We study how women have both shaped history and been subject to its forces, though often in unexpected ways. This course is unique because we learn about women in 18th, 19th and 20th century West Africa through their own words. Students will encounter more than a dozen real and fictional African women: mighty queens, snide co-wives, shrewd traders, ingenious slaves, brilliant writers, and fierce activists. Engaging with their stories in multiple formats; students will study graphic novels, fiction, and memoir, in addition to academic works.
Crosslisted as: HIST-296WA, GNDST-206WA
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

AFCNA-241WE Topics in Africana Studies: 'On West Africa's Shores: From the Sahara to the Atlantic c. 800 to 1800'
Spring. Credits: 4
One of the most significant shifts in global history is the incorporation of the New World into the Afro-Eurasian trading system. Slowly, but surely, the Mediterranean declined as a hub of inter-continental trade, and the Atlantic Ocean gained ground. On West Africa’s Shores analyzes this world-historical pivot from the perspective of West Africa. Beginning with the arrival of Islam in West Africa, we study trans-Saharan cultures of exchange, ancient societies (such as the Mali Empire and Ile Ife), and the ways that the trans-Atlantic slave trade transformed the region. A special focus on art and artifacts helps us imagine the worlds of West Africa over the course of a millennium.
Crosslisted as: HIST-242
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

AFCNA-246 Womanist Religious Thought
Not Scheduled for This Year. Credits: 4
As a conceptual framework which reconsiders the rituals, scriptures, and allegiances of religious black women, womanist thought has expanded the interdisciplinary canon of black and feminist religious studies. This course is a survey of womanist religious scholars from multiple religious traditions: Christianity, Islam, Buddhism, and Yoruba-Ifa – as well as theorists who understand womanism as a ‘spiritual but not religious’ orientation. Course participants will use the interpretive touchstones of cross-culturalism, erotics, earthcare, and health – among others – to examine contemporary womanist religious thought.
Crosslisted as: RELIG-246, GNDST-210WR
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

AFCNA-250 African American Literature I
Not Scheduled for This Year. Credits: 4
African American literature, particularly in the early part of the formation of the United States, reflects the dichotomy between citizenship and American identity. This course will study the literary works of African Americans from the late-eighteenth century to 1865. Beginning with slave narratives and early poetry, we will consider issues of genre, literary tradition, and historical context while gaining experience in analyzing literary texts. Themes of alienation, communion, haunting, and upward mobility will be covered to illuminate the expansive world of early African American literature. Authors include: Harriet Jacobs, Frederick Douglass, David Walker, Phillis Wheatley, and William Wells Brown.
Crosslisted as: ENGL-250
Applies to requirement(s): Humanities; Multicultural Perspectives
The department
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English Department 1700-1900 requirement
AFCNA-251 Contemporary African American Literature II
Not Scheduled for This Year. Credits: 4
This course will examine African American literature and culture in the postwar period as American identities are coalescing around the concept of the US as a world power. Specifically, our task during the semester will be to discuss the myriad ways black authors and artists attempt to interrogate the structure of racial hegemony by creating poetry and prose meant to expand notions of culture and form. We will also examine music, visual art, and advertisements from this era to have a greater sense of the black experience through various cultural representations. Writers will include James Baldwin, Toni Morrison, Ralph Ellison, Michael S. Harper and bell hooks.
Crosslisted as: ENGL-251
Applies to requirement(s): Humanities; Multicultural Perspectives

K. J. Brown

AFCNA-282 African American History from Emancipation to the Present
Spring. Credits: 4
This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.
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-308 Luminous Darkness: African American Social Thought After DuBois
Spring. 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-341 Topics in Africana Studies
AFCNA-341AF Topics in Africana Studies: 'African American Spiritualities of Dissent'
Spring. Credits: 4
This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the 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 Theater'
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: FMT-330AT
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Ofori
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Africana Studies, Theatre Arts, or Film, Media, Theater.
AFCNA-341DE Topics in Africana Studies: 'Development in Africa: A Critical History'
Spring. Credits: 4
How and why has Africa become synonymous with 'development'? This class traces the historical construction of an idea so pervasive that it has become almost invisible. Moving through 200 years of history, we interrogate the ways that different projects for 'developing' Africa have been envisioned, challenged, planned, implemented and lived. Throughout, we return to key questions. Why and how have the lives of African people become entangled with various ideologies of 'progress'? What visions of African 'development' have been articulated-in the West, in the African diaspora, on the continent itself? And, fundamentally, is 'development' still a useful concept today?
Crosslisted as: HIST-341DE
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti
Prereq: 8 credits in History.

AFCNA-341EM Topics in Africana Studies: 'The Age of Emancipation'
Spring. Credits: 4
This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups--freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example--will be covered. African American viewpoints and histories will receive particular emphasis.
Crosslisted as: HIST-301EM
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Morgan

AFCNA-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
Applies to requirement(s): Humanities; Multicultural Perspectives
C. Bailey
Prereq: 4 credits in English or Africana Studies.

AFCNA-361 The Aquatic Life of Black Devotion
Not Scheduled for This Year. Credits: 4
Water informs religious and spiritual worldviews the world over; commonplace rituals from baptism to libation underwrite its prescience. The religious cultures of West and Central Africa, along with its multiple diasporas, theorize, encounter, and engage water centrally. Seminar participants will dive deeply into the water-based epistemologies of African and African diaspora religions, probing liturgical language, ritual performance and spiritual entities for aquatic common threads. Seminar participants will analyze the historical realities that have made water such a contested yet indispensable feature of black religious life.
Crosslisted as: RELIG-361
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias
Restrictions: This course is open to juniors and seniors

AFCNA-363 Rastafari
Not Scheduled for This Year. 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.
Crosslisted as: RELIG-363
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias
Restrictions: This course is open to juniors and seniors

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

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<tr>
<td>AFCNA-341EM</td>
<td>Topics in Africana Studies: 'The Age of Emancipation'</td>
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<tr>
<td>AFCNA-341TM</td>
<td>Topics in Africana Studies: 'Toni Morrison'</td>
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<td>AFCNA-361</td>
<td>The Aquatic Life of Black Devotion</td>
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<td>AFCNA-363</td>
<td>Rastafari</td>
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<td>ANTHR-216HR</td>
<td>Special Topics in Anthropology: 'Anthropology and Human Rights: Between Devil's Advocate and Rights Advocacy'</td>
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<td>ARTH-301AF</td>
<td>Topics in Art History: 'African American Art'</td>
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<td>CST-149AD</td>
<td>Topics in Critical Social Thought: 'Introduction to African Diaspora Religions'</td>
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<td>CST-249BW</td>
<td>Topics in Critical Social Thought: 'Black Women and the Politics of Survival'</td>
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<td>CST-249FR</td>
<td>Topics in Critical Social Thought: 'Beyond Francafrique: Franco-African Encounters in Historical Perspective'</td>
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<td>CST-253</td>
<td>Critical Race Theory</td>
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<td>CST-349AF</td>
<td>Advanced Topics: 'African American Spiritualities of Dissent'</td>
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<td>CST-349LD</td>
<td>Advanced Topics: 'Luminous Darkness: African American Social Thought After DuBois'</td>
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<td>DANCE-132</td>
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<td>DANCE-141</td>
<td>West African Drumming for Dance</td>
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<td>DANCE-142</td>
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<td>ECON-306</td>
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<td>EDUC-205</td>
<td>Social Justice in Education</td>
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<td>ENGL-250</td>
<td>African American Literature I</td>
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<td>Contemporary African American Literature II</td>
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<td>ENGL-252</td>
<td>Caribbean Literature in the Age of Globalization</td>
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<td>Rural Prosperity in the African Past</td>
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<td>Intermediate Courses in Production and Practice: 'African Performance Aesthetics'</td>
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<td>FMT-330AT</td>
<td>Advanced Courses in History and Theory: 'African Theater'</td>
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<td>FMT-330SE</td>
<td>Advanced Courses in History and Theory: 'A Rebel with a Camera: the Cinema of Ousmane Sembene'</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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<tr>
<td>FREN-341FS</td>
<td>Courses in Francophone Studies: 'Women and Writing in French-Speaking Africa'</td>
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<tr>
<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>FREN-341NE</td>
<td>Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'</td>
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<td>FREN-341PA</td>
<td>Courses in Francophone Studies: 'Paris dans l'Imaginaire Africain'</td>
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<tr>
<td>GEOG-217</td>
<td>The African Environments</td>
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<td>GEOG-313</td>
<td>Third World Development</td>
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<td>GEOG-319</td>
<td>Africa: Problems and Prospects</td>
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<td>GEOG-325</td>
<td>Conflict and Displacement in Africa</td>
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<td>GNDST-206WA</td>
<td>Women and Gender in the Study of History: 'West African Women in Their Own Words'</td>
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<td>GNDST-209</td>
<td>Sex and Gender in the Black Diaspora</td>
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<td>GNDST-210WR</td>
<td>Women and Gender in Philosophy and Religion: 'Womanist Religious Thought'</td>
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<td>GNDST-212BW</td>
<td>Women and Gender in Social Sciences: 'Black Women and the Politics of Survival'</td>
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<td>GNDST-333BF</td>
<td>Advanced Seminar: 'Foundations in Black Feminist Thought'</td>
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<td>GNDST-333FP</td>
<td>Advanced Seminar: 'Women and Writing in French-Speaking Africa'</td>
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<td>GNDST-333SE</td>
<td>Advanced Seminar: 'Black Sexual Economies'</td>
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<td>HIST-141</td>
<td>Introduction to Modern African History</td>
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<td>HIST-180</td>
<td>Introduction to Latin American Cultures</td>
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<td>HIST-241</td>
<td>Beyond Francafrique: Franco-African Encounters in Historical Perspective</td>
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<td>HIST-242</td>
<td>On West Africa's Shores: From the Sahara to the Atlantic c. 800 to 1800</td>
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<td>HIST-274</td>
<td>Black Abolitionists: American Revolution to Reconstruction</td>
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<td>HIST-281</td>
<td>African American History, Precolonial to Emancipation</td>
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<td>HIST-282</td>
<td>African American History from Emancipation to the Present</td>
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<td>Topics in Latin American Studies: 'Afro-Latin America: From Slavery to Invisibility'</td>
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<td>HIST-289</td>
<td>Slavery in the Americas</td>
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<td>HIST-296WA</td>
<td>Women in History: 'West African Women in Their Own Words'</td>
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<td>HIST-301AB</td>
<td>Colloquium: 'The Abolition Movement'</td>
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<td>HIST-301EM</td>
<td>Colloquium: 'The Age of Emancipation'</td>
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<td>HIST-341DE</td>
<td>Topics in African History: 'Development in Africa: A Critical History'</td>
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**Latin American Studies**

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<td>Afro-Latin America: From Slavery to Invisibility</td>
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<td>LATAM-289</td>
<td>Slavery in the Americas</td>
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**Music**

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<td>MUSIC-161</td>
<td>Beginning West African Drumming Ensemble</td>
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<td>MUSIC-171RM</td>
<td>Topics in Music: 'Race in the American Musical'</td>
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<td>MUSIC-226</td>
<td>World Music</td>
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<tr>
<td>MUSIC-228</td>
<td>African Opera in Theory and Practice</td>
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<td>MUSIC-229</td>
<td>African Popular Music</td>
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<td>MUSIC-261</td>
<td>Intermediate West African Drumming Ensemble</td>
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**Philosophy**

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<td>Philosophical Issues in Race and Racism</td>
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**Politics**

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<td>Black Metropolis: From MLK to Obama</td>
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<td>POLIT-249</td>
<td>African Politics</td>
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<td>POLIT-252</td>
<td>Urban Politics</td>
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<td>POLIT-387CA</td>
<td>Advanced Topics in Politics: 'Non-Governmental Organizations and Civil Society in Africa'</td>
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<td>POLIT-387PD</td>
<td>Advanced Topics in Politics: 'Other Political Dreams'</td>
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**Psychology**

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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-216</td>
<td>Whose Social Justice is it Anyway? Spirituality, Religion, and Civic Engagement</td>
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<td>RELIG-246</td>
<td>Womanist Religious Thought</td>
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<td>RELIG-331AF</td>
<td>Advanced Topics in Religion: 'African American Spiritualities of Dissent'</td>
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<td>RELIG-361</td>
<td>The Aquatic Life of Black Devotion</td>
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<td>RELIG-363</td>
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**Sociology**

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<tr>
<td>SOCI-214</td>
<td>Race in America: Inequality, Immigration, and Other Issues</td>
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<tr>
<td>SOCI-316RM</td>
<td>Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'</td>
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ANTHR-105 Introduction to Cultural Anthropology
Fall and Spring. Credits: 4
Introduces the analysis of cultural diversity, including concepts, methods, and purposes in interpreting social, economic, political, and belief systems found in human societies.
 Applies to requirement(s): Social Sciences; Multicultural Perspectives
 W. Girard, J. Roth, S. Thorner, M. Watson
Restrictions: This course is limited to first-years, sophomores, and juniors

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

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

ANTHR-216 Special Topics in Anthropology

ANTHR-216AD Special Topics in Anthropology: ‘Approaching Death: Culture, Health, and Science’
Not Scheduled for This Year. Credits: 4
This class challenges assumptions about death and dying as we examine its meanings and related practices in various cultural contexts. We will ask: what is universal about death and dying, and what is socially constructed? What can the social sciences, bio medicine, literature, the arts, and our own qualitative research tell us about the processes of dying, of grieving, and of providing care? In essence, what does it take to approach death?
 Applies to requirement(s): Social Sciences; Multicultural Perspectives
F. Aulino
Prereq: ANTHR-105.

ANTHR-216AU Special Topics in Anthropology: ‘Peoples and Cultures of Indigenous Australia’
Spring. Credits: 4
Indigenous peoples of Australia have long been objects of interest and imagination by outsiders—for their ceremonial practices, social structures, religious forms, aesthetic expressions, and relationships to land. This course will explore how Aboriginal peoples have struggled to reproduce and represent themselves and their lifeways on their own terms — via visual media (pigment designs on bark, acrylic paintings on canvas); performances (cultural festivals, plays, other forms); archival interventions (photographic, textual, digital); museum exhibition; and various textual genres (autobiography, fiction, poetry). We will examine ‘traditional’ and ‘contemporary’ productions as all part of culture and culture-making in the present, emphasizing that this is ongoing and intercultural work.
 Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Thorner
Prereq: ANTHR-105.

ANTHR-216CM Special Topics in Anthropology: ‘Culture and Mental Health’
Spring. Credits: 4
Are psychiatric disease categories and treatment protocols universally applicable? How can we come to understand the lived experience of mental illness and abnormality? And how can we trace the roots of such experience - whether through brain circuitry, cultural practices, forms of power, or otherwise? In this course, we will draw on psychological anthropology, cultural psychiatry, science studies, and decolonizing methodologies to examine mental health and illness in terms of subjective experience, social processes, and knowledge production. Our goal will be to recognize the centrality of the social world as a force that defines and drives the incidence, occurrence, and course of mental illness, as well as to appreciate the complex relationship between professional and personal accounts of disorder.
Crosslisted as: PSYCH-229CM
 Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
F. Aulino
Prereq: ANTHR-105.

ANTHR-216EF Special Topics in Anthropology: ‘Ethnographic Film’
 Fall. Credits: 4
Anthropologists have made films since the origins of the discipline and have long debated the role of film in the production of knowledge about others. This course explores the history, evolution, critiques, and contemporary practices of ethnographic film. We will consider key works that have defined the genre, and the innovations (and controversies) associated with them; we will engage documentary, observational, reflexive, and experimental cinema; and we will consider Indigenous media as both social activism and cultural reproduction. We will learn about film as a signifying practice, and grapple with the ethical and political concerns raised by cross-cultural representation.
Crosslisted as: FMT-230EF
 Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Thorner
Prereq: ANTHR-105, or FLMST-201 or FLMST-202, or FMT-102 or FMT-103.
ANTHR-216HM Special Topics in Anthropology: ‘Feminist Engagements with Hormones’
Not Scheduled for This Year. Credits: 4
This course takes a transdisciplinary and multi-sited approach to explore the social, political, biocultural, and legal complexities of hormones. Hormones ‘appear’ in many discussions about reproductive and environmental justice, identity, health and chronicity. But what are hormones? What are their social, political and cultural histories? Where are they located? How do they act? The course will foster active learning, centering feminist pedagogies of collaborative inquiry. Examples of topics to be explored are: transnational/transcultural knowledge production about hormones; hormonal relations to sex/gender, natureculture, body/mind, and hormone-centered actions and activism. Crosslisted as: GNDST-241HR
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 4 credits in gender studies.

ANTHR-216HP Special Topics in Anthropology: ‘Feminist Health Politics’
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: GNDST-241HP
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 4 credits in gender studies.

ANTHR-216HR Special Topics in Anthropology: ‘Anthropology and Human Rights: Between Devil’s Advocate and Rights Advocacy’
Fall. Credits: 4
This course explores anthropological approaches to human rights – a key theme of transnational politics and international law. Anthropologists have contributed to discussions on human rights since the UN Declaration and the field has provided a vibrant platform to analyze ideologies, politics, and practices surrounding human rights. We will survey an array of anthropological studies that approach human rights from the perspective of cultural relativism, contextualization, advocacy, and practice. Students will gain a critical perspective on the seemingly universal rhetoric of human rights by learning how it produces diverse effects in places such as Africa, Latin America, and the Middle East. Crosslisted as: GNDST-241HR
Applies to requirement(s): Social Sciences; Multicultural Perspectives
E. Babül
Prereq: ANTHR-105.

ANTHR-216LA Special Topics in Anthropology: ‘Anthropology of Latin America’
Fall. Credits: 4
Latin America has undergone massive political, economic and cultural transformations since the end of the Cold War. Indeed, during the final decades of the twentieth century, much of the region embraced neoliberal governance and free market capitalism. However, by the turn of the millennium, many Latin American governments had made a sharp ‘turn to the Left,’ as states began to intervened more directly in the economy, promote alternative imaginings of modernization, and recognize greater rights for Indigenous and Afro-descendent peoples. This course will begin with a focus on these shifts in governance, but largely focuses on the consequences of these changes within people’s everyday lives. Crosslisted as: GNDST-241LA
Applies to requirement(s): Social Sciences; Multicultural Perspectives
W. Girard
Prereq: ANTHR-105.

ANTHR-216NF Special Topics in Anthropology: ‘The Anthropology of Food’
Not Scheduled for This Year. Credits: 4
Drawing on a holistic, multidisciplinary perspective, this course considers food as a lens through which issues such as gender, family, community, nationality, religion and class can be more deeply understood. Food and drink are examined not only for the biological needs they fill but also in terms of their spiritual and cultural dimensions. We will explore the journey of food production, preparation, distribution and consumption nationally and internationally. Local, national and global networks are analyzed as we examine the role food plays in creating and mediating socioeconomic and political relationships. Food scarcity, security, sovereignty and sustainability are also considered. Crosslisted as: GNDST-241NF
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
P. Mangan
Prereq: ANTHR-105.

ANTHR-216PY Special Topics in Anthropology: ‘Anthropology of Play’
Not Scheduled for This Year. Credits: 4
We associate play with childhood, a time of spontaneous and creative activity, in contrast to the boring routine of adult responsibilities. And yet play is more than just fun and games. It is through play that children develop lasting cognitive and social skills. For adults too, there can be serious play – play that has real consequence – play that shapes the intimate lives of individuals, as well as entire social formations. In this course, we will explore play cross-culturally, from the Balinese cockfight to American football, from gambling to roll playing. We will design games based on the anthropological readings in order to appreciate the game-like qualities of many domains of life. Crosslisted as: GNDST-241PY
Applies to requirement(s): Social Sciences; Multicultural Perspectives
J. Roth
Prereq: ANTHR-105.
ANTHR-221 Anthropology of Media
Not Scheduled for This Year. Credits: 4
This course critically examines how media make a difference in diverse peoples' lives. How are media produced, circulated, and consumed? Together, we will explore the material forms through which subjectivities, collectivities, and histories are produced; and the social practices of constructing and contesting national identities, forging alternative political visions, transforming religious practice, and producing new relationships. In this 21st century, media are not just indispensable to what is known, but also, to how we know. Case studies will include film, TV, photography, art, archives, journalism, and digital platforms; ethnographic examples will be drawn from around the world.

Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive

S. Thorner
Prereq: ANTHR-105.

ANTHR-230 Language in Culture and Society
Not Scheduled for This Year. Credits: 4
Language is integral to human experiences across cultures. Interpersonal communication holds social worlds together, lending them significance. This course examines language as a complex, embodied field of cultural practice and performance. It bridges core concepts within linguistic anthropology and semiotics -- such as relativity, indexicality, performance, and language ideology -- with critical analyses of social fields including race, gender, and sexuality. Illustrative examples are drawn from Western and non-Western societies.

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

M. Watson
Prereq: ANTHR-105.

ANTHR-235 History 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
Not Scheduled for This Year. 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
Not Scheduled for This Year. Credits: 4
This course examines global health disparities and the unequal distribution of disease, focusing on the health consequences of poverty, structural violence, and globalization. In addition, we critically examine the foundations of global humanitarianism and the complexities, constraints, and prospects for working collaboratively across borders to resolve global health problems. Readings will address how global health is constructed and represented, and why humanitarian endeavors (charitable, philanthropic, NGO, religious, etc.) have emerged as the preferred manner of addressing global health problems in the contemporary era.

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

L. Morgan
Restrictions: This course is limited to first-years, sophomores, and juniors
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  
Fall. Credits: 4  
Topics include research design, ethical dilemmas, and the relationship between academic research and community based learning. Applied fieldwork and presentations are an integral part of this course.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Community-Based Learning  
J. Roth  
Restrictions: This course is limited to Anthropology majors.  
Prereq: Anthropology 105.

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

ANTHR-306 Anthropology of Reproduction  
Not Scheduled for This Year. Credits: 4  
This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of procreation and parenthood, fertility control and abortion, crosscultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.  
Crosslisted as: GNDST333AR  
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'  
Not Scheduled for This Year. Credits: 4  
This seminar will focus on emerging innovations in the development, use and governance of reproductive and genetic technologies (RGTs). How do novel developments at the interface of fertility treatment and biomedical research raise both new and enduring questions about the 'naturalness' of procreation, the politics of queer families, the im/possibilities of disabilities, and transnational citizenship? Who has a say in what can be done and for which purposes? We will engage with ethnographic texts, documentaries, policy statements, citizen science activist projects, and social media in order to closely explore the diversity of perspectives in this field.  
Crosslisted as: GNDST333EG  
Applies to requirement(s): Social Sciences  
J. Luce  
Prereq: 8 credits in gender studies or anthropology.

ANTHR-316ET Special Topics in Anthropology: 'Advanced Seminar in Ethnomusicology'  
Not Scheduled for This Year. Credits: 4  
Designed for music and non-music majors, this advanced seminar examines core theoretical and methodological issues in ethnomusicology and the debates that have shaped its practice since its origins in the early twentieth century as comparative musicology. Drawing on musical traditions from different parts of the world and supplemented by workshops conducted by visiting professional musicians, the course explores the interdisciplinary approaches that inform how ethnomusicologists study the significance of music 'in' and 'as' culture. Topics covered will include ethnographic methods, the intersection of musicological and anthropological perspectives, the political significance of musical hybridity, applied ethnomusicology, and sound studies.  
Crosslisted as: MUSIC-374  
Applies to requirement(s): Humanities; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
B. Omojola  
Restrictions: Course limited to sophomores, juniors and seniors.

ANTHR-316LA Special Topics in Anthropology: 'Race and Religion in Latin America'  
Not Scheduled for This Year. Credits: 4  
The course will begin with an investigation of the proto-racial and religious categories through which Europeans in the early modern era understood human difference. From there, we will trace how these notions were re-conceptualized in the centuries following the encounter between Europeans, Africans, and the Indigenous Peoples of the Americas. As we examine this history – including the emergence of slavery, eugenics, mestizaje, and Liberation Theology - we will pay particular attention to how interwoven racial and religious hierarchies were both constructed and resisted. The final section of the course will concentrate on the contemporary entanglements of race and religion in the region.  
Crosslisted as: RELIG-331LA  
Applies to requirement(s): Social Sciences; Multicultural Perspectives  
W. Girard  
Prereq: 8 credits in Anthropology, Religion, or Latin American Studies.

ANTHR-316LV Special Topics in Anthropology: 'Living in End Times: Religion and Climate Change'  
Spring. Credits: 4  
Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates the sometimes surprising connections between them. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God’s relationship with nature or with humanity have consequences for adherents’ views on climate change? How do the futures predicted by climate models and those prophesied in sacred texts affect people’s actions today?  
Crosslisted as: RELIG-331LV  
Applies to requirement(s): Social Sciences  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
W. Girard  
Prereq: 8 credits in anthropology or religion.
ANTHR-316LW Special Topics in Anthropology: 'Ethnographies of Law'
Not Scheduled for This Year. Credits: 4
This seminar focuses on anthropological studies 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 and how to think critically and evaluate legal processes in a multicultural setting and in plural societies.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
E. Babül
Prereq: 8 credits in Anthropology.

ANTHR-316ME Special Topics in Anthropology: 'Anthropology of the Political in the Contemporary Middle East'
Spring. Credits: 4
This seminar focuses on anthropological studies of 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-316MH Special Topics in Anthropology: 'Anthropology’s Origins at Mount Holyoke'
Not Scheduled for This Year. Credits: 4
This seminar explores the origins of anthropology at Mount Holyoke and surrounding colleges. After situating American anthropology within its broader intellectual history, we will explore and recover some of the hidden histories of anthropology as it became incorporated into local liberal arts colleges in the early 20th century. We will visit archives and museums to learn how popular fascinations with archaeology, human evolution, and cultural anthropology dovetailed with the College’s educational goals and alumnae missionary work in China, the Middle East, and the American West. To learn about the contemporary legacies of this history, we will construct biographies of key figures, explore the provenance of museum artifacts, and investigate critical perspectives on this work.
Applies to requirement(s): Social Sciences
L. Morgan
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Anthropology including ANTHR-235.

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.
Crosslisted as: ARTH-301MU
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Thorner
Restrictions: This course is open to juniors and seniors
Prereq: 4 credits in Anthropology or Art History.
Advisory: Students enrolled in or considering the Nexus in Museums, Archives, and Public History are encouraged to take this course

ANTHR-316NW Special Topics in Anthropology: 'Religion: It's Not What It Used to Be'
Not Scheduled for This Year. Credits: 4
Not so long ago, anthropologists had a relatively clear understanding of what they meant by 'religion' – any and all manner of beliefs and practices related to the supernatural or the sacred. However, in recent years, religion has been rethought in light of its own specific Western history, its normative tendencies, and its place in colonialism and other projects of domination. This course will begin with a review of the conventional ways that anthropologists have conceived of religion. It will then move on to investigate the exciting new theoretical and ethnographic perspectives that have emerged to more fully take into account the diverse world-making practices that humans engage in.
Crosslisted as: RELIG-331NW
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Girard
Prereq: 8 credits in Anthropology or Religion.

ANTHR-316PA Special Topics in Anthropology: 'Outside the Frame: The Social Lives of Photography and Archives'
Not Scheduled for This Year. Credits: 4
Archival and photographic practices emerge from shared paradigms seeking to know and classify the world. This seminar explores what archives and photographs are and what they do – what are their conventions and cultures of use, and how are these being creatively resisted? We examine photographs as archives themselves, as well as vehicles of remembering, evidence of kin relationships, tools of national discourse, and objects of exchange. We reflect on how digital forms are changing how we know ourselves and our histories. We will learn together about how photography and archives are mobilized as people in myriad contexts strive for belonging, recognition, understanding, and change.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Thorner
Prereq: ANTHR-105 and 4 additional credits in Anthropology or Art History.
ANTHR-316PG Special Topics in Anthropology: 'Who's Involved?: Participatory Governance, Emerging Technologies and Feminism'
Fall. Credits: 4
Deep brain stimulation, genome sequencing, regenerative medicine...Exploring practices of 'participatory governance' of emerging technologies, we will examine the formal and informal involvement of citizens, patients, health professionals, scientists and policy makers. What initiatives exist at local, national and transnational levels to foster science literacy? How do lived experiences of nationality, ability, class, race, ethnicity, gender and sexuality become visible and/or disappear within constructed frameworks of participatory governance? How can feminist ethnographic research and feminist theory contribute to a larger project of democratizing knowledge production and governance? Crosslisted as: GNDST-333PG
Applies to requirement(s): Social Sciences
M. Watson
Prereq: 8 credits in gender studies or anthropology.

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

ANTHR-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'
Not Scheduled for This Year. Credits: 4
What is secularism? For many of us, the answer is obvious: the world without religious belief, or the separation of church and state, or even the 'really real' world. In recent years, scholars in number fields have begun to question these common sense notions about secularism. In this course, we will investigate this rapidly expanding literature and the critical lines of inquiry it has opened up. Under what specific cultural and historic conditions did secularism first emerge? Is secularism experienced today in the same way throughout the world? If not, how do they vary? What ways of being and living does secularism encourage or allow to flourish? Which does it stunt, block, or prohibit? Crosslisted as: RELIG-331SE
Applies to requirement(s): Social Sciences; Multicultural Perspectives
W. Girard
Prereq: 8 credits in Anthropology.

ANTHR-342 Science as Culture
Fall. 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. Crosslisted as: CST-342
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
M. Watson
Prereq: 8 credits in the department.

ANTHR-350 Issues in Contemporary Anthropological Theory
Fall. Credits: 4
This course explores the major theoretical frameworks developed and debated by anthropologists of the past two decades. It covers core issues in anthropological epistemology, the relationship of ethnography to social and cultural theory, trends in anthropological analysis, and the place of anthropological theory in broader academic and public discourses.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Watson
Restrictions: This course is limited to seniors.; This course is limited to Anthropology majors.
Prereq: 8 credits in anthropology including ANTHR-235.
Notes: Five College students must obtain instructor permission to register.
ANTHR-352 Digital Cultures
Not Scheduled for This Year. 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-205 Introduction to Architecture
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 inde depth 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
The department
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-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 inde depth 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
The department
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 environmental principles with lectures and work sessions integrated with design projects. The effect of form on light and shadow are investigated as students research architectural solutions sited in their current location. Using daylight, the sun’s movement, and sun-path diagrams, students will design, draw and build a solar clock. Knowledge gained will be developed to incorporate ideas of community through an extended design problem. Students will be asked to present design solutions using both drawings and models - both physical and digital. An introduction to the computer software Rhinoceros will allow students to design and document their projects digitally.
Applies to requirement(s): Humanities
E. Morgan
Prereq: ARCH-205 or equivalent.
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-305UE Advanced Topics in Architecture: 'Public Space and Everyday Life in Globalizing Spanish Cities'
Spring. Credits: 4
This course will examine everyday urban life and public space in Spain from the post-Civil War period (1939) to 2021. We'll approach cities as dynamic global networks shaped by cultures, politics, economies, ideologies, memories, and imaginations. Through literary, visual, and theoretical texts, we'll explore the in/exclusivity of large-scale urban phenomena such as street design, gentrification, city ordinances, globalization, and mass tourism. From a lesser-known ethnographic angle, we'll also bring into dialogue the power within everyday practices (walking, sitting, remembering, shopping, placemaking) as well as subjects and objects (street vendors, immigrants, urban furniture, historic buildings).
Applies to requirement(s): Humanities
Crosslisted as: SPAN-350UE
Other Attribute(s): Writing-Intensive
M. Saltzman
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish.

ARCH-311 Makerspace Design-Build Studio
Spring. Credits: 4
The rise of digital fabrication processes has blurred the traditional division of labor enabling architects and designers not only to draw but to also fabricate projects, often using the very same programs. Following the rise in CAD/CAM has been a burgeoning Maker movement as more and more individuals have rediscovered the joys (and sometimes frustrations) of realizing projects within a collaborative environment. This class will introduce students to both traditional and digital making through a series of exercises that will enable students to realize projects using the facilities of the Fimbel Lab.
Applies to requirement(s): Humanities
Instructor permission required.
Prereq: ARCH-205, and Digital Design Studio at Hampshire College or Smith College.
Notes: Interested students must fill out the form found on this page: https://www.mtholyoke.edu/acad/architectural/arch-311/. Email the completed form to Naomi Darling at ndarling@mtholyoke.edu with the subject line: ARCH-311 Application. 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
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.

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

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

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

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

ARTH-100 Image and Environment

ARTH-100SE Image and Environment: 'Ways of Seeing'
Not Scheduled for This Year. Credits: 4
This 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
The department

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
C. Andrews

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 sites and buildings, cities, and sites from around the world.
Applies to requirement(s): Humanities
M. Davis

ARTH-104 Talking Pictures: An Introduction to Film
Spring. Credits: 4
Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: Battleship Potemkin, Citizen Kane, Contempt, The Bicycle Thief, Ugetsu, Rear Window, Woman in the Dunes, The Marriage of Maria Braun, Days of Heaven, and Moulin Rouge!
Crosslisted as: FMT-103
Applies to requirement(s): Humanities
P. Staiti

ARTH-105 Arts of Asia
Fall. Credits: 4
This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.
Crosslisted as: RELIG-108
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Sinha

ARTH-202 Talking Pictures: An Introduction to Film
Not Scheduled for This Year. Credits: 4
This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.
Crosslisted as: RELIG-108
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Sinha

ARTH-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

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

Applies to requirement(s): Humanities

J. Maier

Restrictions: Course limited to sophomores, juniors and seniors

ARTH-231 Northern Renaissance Art

Fall. Credits: 4

This course covers the arts in Northern Europe during a time of upheaval. We will look at developments in panel painting, manuscript illumination, printmaking, and sculpture from the fourteenth to sixteenth centuries—examining shifting patterns of patronage and production along with shifting styles, techniques, and media. We will consider major artists like Jan van Eyck, Albrecht Durer, and Pieter Bruegel, as well as seismic cultural shifts such as the print revolution, the emergence of the woman artist, the Reformation, and the origins of the art market.

Applies to requirement(s): Humanities

C. Andrews

Restrictions: Course limited to sophomores, juniors and seniors

ARTH-233 Renaissance and Baroque Architecture in Italy

Fall and Spring. 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

C. Andrews

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-242 History of Photography: The First Hundred Years

Fall. Credits: 4

This course surveys the first century of photography, beginning with its putative birth in 1839 and following its shifts and turns until the eve of World War II. We will look at a variety of photographic types: the daguerreotype, calotype, tintype, albumen and gelatin silver prints, and more. We will assess a range of practices: studio portraiture, commercial pictures, vernacular photography, journalism, and the fine arts. And we will follow camerawork in a variety of settings: China, England, France, Germany, Mexico, Russia, and the U.S.

Applies to requirement(s): Humanities

A. Lee

Restrictions: Course limited to sophomores, juniors and seniors

ARTH-243 Architecture 1890-1990

Fall and Spring. Credits: 4

This exploration of major movements and personalities in architecture from the late nineteenth century to the present. Emphasizing the United States against the background of European developments, the course considers the search by architects, including Frank Lloyd Wright, Le Corbusier, and Frank Gehry, for a language of form and space that captures the contemporary spirit as it elevates society to a higher plane of existence. Discussion focuses on issues of technology and utopia, the skyscraper, and the collision of tradition, modernity, and postmodernism in architecture since 1945.

Applies to requirement(s): Humanities

M. Davis

Restrictions: Course limited to sophomores, juniors and seniors

ARTH-244 Global Modernism

Spring. Credits: 4

This course examines the great ruptures in late 19th and early 20th century art that today we call modernist. It relates aspects of that art to the equally great transformations outside the studio: political revolution, the rise and consolidation of industrial capitalism, colonization and its discontents, and world war. It compares different kinds of modernisms, including those in Austria, France, Germany, Mexico, Spain and Russia.

Applies to requirement(s): Humanities

A. Lee

Restrictions: Course limited to sophomores, juniors and seniors
ARTH-245 Art of Cold War Modernity  
Spring. Credits: 4  
This course traces the different paths of painting, sculpture, and 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 ambivalent 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. Sinha  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-246 Photography As Art  
Not Scheduled for This Year. Credits: 4  
In case studies beginning in the 1930s and continuing to the present, this course explores the many uses of photographs as art. It regards pictures made as individual art works as well as those objects using photographs and photographic materials as parts of an ensemble. We will trace a chronological but also winding path through different regions of the world, including experiments in Africa, Asia, and Europe, in addition to a more prominent concern with those in North America. Some of the case studies may include works by Ansel Adams, Eleanor Antin, Diane Arbus, Henri Cartier-Bresson, Robert Frank, Anselm Kiefer, An-My Le, Dinh Q. Le, Robert Mapplethorpe, Martin Parr, and Fazal Sheikh.  
Applies to requirement(s): Humanities  
A. Sinha  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-250 American Art  
Not Scheduled for This Year. 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-262 Arts of Japan  
Spring. Credits: 4  
This course explores the special characteristics of Japanese art and architecture, from the early asymmetry of Jomon pottery and the abstraction of Haniwa figures to the later elite arts of the aristocratic, military, and merchant classes: narrative scroll painting, gold-ground screens, and the ‘floating world’ of the color woodblock print. A historical survey of the arts of Japan, highlighting the interplay of art with religious and political issues.  
Applies to requirement(s): Humanities; Multicultural Perspectives  
A. Sinha  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-263 Arts of India  
Not Scheduled for This Year. Credits: 4  
The multicultural course will survey architecture, sculpture, painting, and other arts of India from the earliest times to the twenty-first century. Students will explore the various arts as material expressions of a relationship between religious beliefs, geography and cultural conditions of the subcontinent of India in different historical periods. Class sessions will also provide opportunities for an examination of cross-cultural issues relating to the study of non-Western art in a Western academic discipline. Students will develop strategies for visual analysis and critical thinking through written assignments, class discussions, and close reading of scholarly articles.  
Crosslisted as: RELIG-225AN  
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  
Fall. 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.  
Crosslisted as: RELIG-271  
Applies to requirement(s): Humanities; Multicultural Perspectives  
M. Davis  
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-290 Issues in Art History  
ARTH-290AP Issues in Art History: ‘Ancient Painting and Mosaic’  
Not Scheduled for This Year. Credits: 4  
The course treats the themes, techniques, and contexts of painting and mosaic in the ancient Mediterranean. From Bronze Age palaces to early Byzantine churches, surfaces were embellished with frescoes, pebbles, glass and jewels. These might be rendered in complex geometric shapes or with mythological scenes. Portable vases displayed elegantly drawn figures. We will examine the unique effects of each medium by working with original objects in the Mount Holyoke College Art Museum.  
Applies to requirement(s): Humanities  
The department  
Restrictions: Course limited to sophomores, juniors and seniors  
Advisory: Some exposure to the classical world of Greece and Rome or art history.
ARTH-290BC Issues in Art History: 'Bollywood: A Cinema of Interruptions'
Spring. Credits: 4
Indian popular cinema, known commonly as Bollywood, is usually understood to have weak storylines, interrupted by overblown spectacles and distracting dance numbers. The course explores the narrative structure of Bollywood as what scholar Lalitha Gopalan calls a 'constellation of interruptions'. We will learn to see Bollywood historically, as a cultural form that brings India's visual and performative traditions into a unique cinematic configuration. We will analyze a selection of feature films, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers in order to understand Bollywood's uniqueness in relation to world cinema.
Crosslisted as: FMT-230BC
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Sinha

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
The department
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-290NE Issues in Art History: 'Nature and Environment in the Ancient World'
Not Scheduled for This Year. 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
The department

ARTH-290PA Issues in Art History: 'Art, Politics, and the Past'
Spring. Credits: 4
The course considers controversies about monuments and objects. We examine looting from the Roman empire to the present; the destruction of archaeological sites by the Taliban and ISIL; and debates about public statues in the United States. Does the custodial universalism of prestigious institutions, such as the British Museum, legitimate a country's rights to own and exhibit the world's heritage? We will discuss the illicit trafficking of unprovenanced antiquities, how collecting contributes to the destruction of archaeological context, and the impacts of development and tourism on sites and monuments.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
B. Bergmann
Restrictions: Course limited to sophomores, juniors and seniors

ARTH-290PM Issues in Art History: 'Pompeii'
Not Scheduled for This Year. Credits: 4
Buried in the volcanic eruption of 79 CE, Pompeii provides an astounding level of preservation 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
The department
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-290TW Issues in Art History: 'The Trojan War in Art'
Spring. Credits: 4
The aim of the course is to acquaint students with the Homeric legends of Troy and the famous Homecomings of the heroes Odysseus, Agamemnon, and Aeneas. We examine visual modes of storytelling in various media from classical antiquity to the present. How and why have such stories been represented, in which contexts, and what is the reason for their ongoing social relevance?
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
B. Bergmann
Restrictions: Course limited to sophomores, juniors and seniors

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-300PR Seminar: ‘The Printed Image in the West’
Not Scheduled for This Year. Credits: 4

Drawing heavily on the first-hand study of prints at the Mount Holyoke College Art Museum and other local collections, this course will survey the invention and practice of printmaking in the West. Our foundation will be prints from the fifteenth and sixteenth centuries, with further study of works up through the twenty-first century, depending on student interest. The focus of the class will be on student analysis, research, discussion, and presentations.

Applies to requirement(s): Humanities
C. Andrews
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Art History.

ARTh-301 Topics in Art History

ARTh-301AF Topics in Art History: ‘African American Art’
Spring. Credits: 4

This course facilitates a critical dialogue between the creative contributions of African American artists and mainstream developments in American Art. Specifically, the course explores the central themes and debates in the visual and cultural history of art made by African Americans (1750-present). Through the close study of art objects, engagement with primary sources, group discussions, and independent research, students will gain an understanding of African American art as both a distinct cultural expression and an integral part of the story of American art. In their study of art made by African Americans, students will develop advanced and transferable visual and cultural literacy skills.

Applies to requirement(s): Humanities; Multicultural Perspectives
S. Sparling Williams

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 iconoclasms in different historical periods raises the issue of the power of art in society. Through class discussion, group work, original research, and writing, we will explore how past iconoclasms may inform our understanding of the present. The work also involves an inquiry into art historical methodology as well as approaches from fields such as critical race theory, and a consideration of the role of the art historian in the present debates and social justice movements.

Crosslisted as: RELIG-331DE

Applies to requirement(s): Humanities
C. Andrews

ARTh-301MH Topics in Art History: ‘Making History’
Not Scheduled for This Year. Credits: 4

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

Applies to requirement(s): Humanities
P. Staiti
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Art History.
Advisory: A course in American or modern art is recommended.
Notes: Four class presentations, four short papers, and one term paper.
ARTH-301MU Topics in Art History: '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.
Crosslisted as: ANTHR-316MU
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Thorner
Restrictions: This course is open to juniors and seniors
Prereq: 4 credits in Anthropology and Art History.
Advisory: Students enrolled in or considering the Nexus in Museums, Archives, and Public History are encouraged to take this course

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'
Not Scheduled for This Year. Credits: 4
This seminar will survey the past, present, and future of the Eternal City through its remarkable art, architecture, and urbanism. We will examine the material traces of Rome's journey from ancient capital to center of Christianity, seat of the caesars to that of the popes and prime ministers, beacon to pilgrims and tourists, then finally modern capital and – perhaps – sustainable city. Despite its problems, this 'mother of all cities' continues to be a model of urban relevance and staying power.
Applies to requirement(s): Humanities
J. Maier
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Art History, Classics, or History.

ARTH-310 Seminar in Ancient Art

ARTH-310AP Seminar in Ancient Art: 'Art, Politics, and the Past'
Not Scheduled for This Year. Credits: 4
The seminar considers controversies about monuments and objects. We will examine looting from the Roman empire to the present; the destruction of archaeological sites by the Taliban and ISIL; and debates about public statues in the U.S. How do museums define cultural identity? Does the custodial universalism of prestigious institutions, such as the British Museum, legitimate a country's rights to own and exhibit the world's heritage? We will discuss the illicit trafficking of unprovenanced antiquities, how collecting contributes to the destruction of archaeological context, and the impacts of development and tourism on sites and monuments.
Applies to requirement(s): Humanities
B. Bergmann
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 8 credits in art history.

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
The department
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’
Not Scheduled for This Year. 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
The department
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’
Not Scheduled for This Year. 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
The department
Restrictions: This course is open to juniors and seniors
Prereq: Courses in Art History, Classics, or Ancient History.

ARTH-332 Seminar in Renaissance and Baroque Art

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
L. Iglesias, A. Maciuba
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-years and sophomores.
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-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
Artists, engineers, scientists, and other visionaries have always used drawing as a language of thought. Drawing can document the present or envision the future, it can be a tool for problem solving, a mode of expression, and an experimental art form. In this course, we will dig deeply into visual perception and markmaking through observational drawing, further training our eyes and hands. We will explore experimental practices, including mapping, diagramming, emergent forms, and three-dimensional ‘expanded field’ drawings. Multiple media will be used, and coursework will involve a research component.
Applies to requirement(s): Humanities
G. Siepel
Prereq: ARTST-120 or ARTST-131.
Notes: Students 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
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 figures, 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 intensively draw from nude models in this course.

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-226DH Topics in Studio Art: 'Print/Digital Hybrid'
Spring. Credits: 4
This course will explore how to integrate digital processes with traditional printmaking techniques. Students will learn the basics of Adobe Photoshop and Illustrator, and develop and create imagery through those programs. They will then use digital devices such as laser cutter, router and plotter to turn a digital file into a physical printing block. The final art form will be hand-printed work, utilizing relief printing, engraving on wood, collographs, and monoprinting. This course also covers print-based digital animation.  
Applies to requirement(s): Humanities  
A. Maciuba
Prereq: ARTST-120 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-236 Painting I  
Fall and Spring. Credits: 4
Painting I is an introduction to the fundamentals of the discipline and practice of acrylic painting. We will investigate both historical and contemporary strategies of painting and engage in observational and imaginative uses of materials and subject matter. This course promotes and includes a wide variety of opportunities to enhance our educational experience including guest artists, an emphasis on sketchbook habits and critique skills, writing exercises, material experiments, and student presentations on contemporary painters. We will undergo a deep study of lights and darks, color, paint application and composition as we develop distinct visual languages of painting.  
Applies to requirement(s): Humanities  
L. Iglesias
Restrictions: This course is limited to Art Studio majors only.  
Prereq: ARTST-120 or ARTST-131.  
Notes: Students enrolled in this course will be responsible for some of the cost of course materials. For art studio majors only for the first week of pre-registration. Then open to all in the second week.

ARTST-237 Painting II  
ARTST-237DV Painting II: 'Development and Exploration'  
Not Scheduled for This Year. Credits: 4
Through a series of increasingly complex color, spatial, and compositional problems, this course consolidates and builds upon the principles and techniques studied in Painting I. Students use these skills to establish their own lines of inquiry, and to explore the formal and conceptual issues that arise from them. To this end, course assignments require increasing degrees of self-direction as the semester progresses, and material and technical experimentation is encouraged. Group critiques play an important role in helping each student formulate her own concerns and ways of working. Subjects include still life, interiors, landscapes, and figures.  
Applies to requirement(s): Humanities  
The department  
Prereq: ARTST-120 or ARTST-131, and ARTST-236.  
Notes: Students enrolled in this course will be responsible for some of the cost of materials.

ARTST-246 Sculpture I  
Not Scheduled for This Year. 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.  
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-263 Topics in Paper and Book Arts  
ARTST-263ZP Topics in Studio Art: 'Zines, Prints & Ephemera'  
Fall. Credits: 4
This course introduces students to the fundamentals of traditional bookbinding, contemporary artists’ books and digital book design. A variety of book structures and skills will be demonstrated, discussed and used throughout the semester. Students will develop a basic understanding of what an artist’s book is, where it fits in contemporary art practice as well as its historical context. This course will focus on both editioned and one-of-a-kind zines and ephemera for exchange and intervention throughout campus.  
Applies to requirement(s): Humanities  
A. Maciuba
Restrictions: This course is limited to Art Studio majors only.  
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-266 Body and Space  
Not Scheduled for This Year. Credits: 4
This course focuses on the issues surrounding body and space through installation, performance, and public arts. Students explore the possibilities of body as an energetic instrument, while investigating the connotations of various spaces as visual vocabulary. The self becomes the reservoir for expression. The course examines the transformational qualities of the body as the conduit that links conceptual and physical properties of materials and ideas.  
Crosslisted as: GNDST-204BD
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
Not Scheduled for This Year. 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.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials. Five College students require instructor’s permission for this course. Email the professor with a list of all the studio courses previously taken.

ARTST-269 Japanese Papermaking and Aesthetics
Not Scheduled for This Year. 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
The department
Prereq: At least one 200-level studio art course.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials. Five College students require instructor’s permission for this course. Email the professor with a list of all the studio courses previously taken.

ARTST-280 Topics in Studio Art
Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.

ARTST-280PS Topics in Studio Art: 'Post-Studio Sculpture'
Fall. Credits: 4
Since the 1970s, artists have been exploring ways to leave their studios in order to engage in the act of making art directly in the world. Through research, readings, discussions, writing assignments, and creative projects this course will investigate the artists and artworks that have moved beyond traditional studio practice to interrupt, intervene, and engage with site, community, and environment. Students will work with a wide range of everyday materials to generate projects that address issues particular to contemporary sculpture while solving a set of conceptual problems.
Applies to requirement(s): Humanities
L. Bouton
Restrictions: This course is limited to Art Studio majors only.
Prereq: ARTST-120 or ARTST-131.
Notes: Students enrolled in this course will be responsible for some of the cost of course materials. For art studio majors only for the first week of pre-registration. Then open to all in the second week.

ARTST-280VP Topics in Studio Art: 'Video, Performance, Object'
Fall. Credits: 4
This course will explore how history, culture, and our ever-increasing access to technology has influenced the development of video as a medium in contemporary art. Lectures and readings will introduce artists who work in video, sound, performance, installation, surveillance, live streaming, and YouTube. The course will include workshops and demonstrations with digital video cameras, lighting, and sound recording, as well as editing in Adobe Premiere and After Effects. Student projects will focus on time, duration, memory, and identity through single-channel video pieces, as well as installations and the creation of interactive performance objects.
Applies to requirement(s): Humanities
Other Attribute(s): Community-Based Learning
L. Bouton
Prereq: ARTST-120 or ARTST-131.

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
G. Siepel, The department
Restrictions: This course is limited to Art Studio majors only.
Prereq: At least four 200-level studio art courses.
Notes: Students will be responsible for some of the cost of materials. MHC studio art majors only. Minors require permission of instructor. Repeatable for credit.

ARTST-392 Five College Advanced Studio Seminar
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
G. Siepel, The department
Restrictions: Limited to Mount Holyoke Art Studio majors in their senior year
Instructor permission required.
Notes: Students will be responsible for some of the cost of materials. MHC studio art majors only. Minors require permission of instructor. Repeatable for credit.
Asian Culture Courses

ASIAN-211 Topics in Asian Studies

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

Not Scheduled for This Year. Credits: 4

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

Crosslisted as: PHIL-212

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

J. Harold

ASIAN-215 Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater

Fall. Credits: 4

Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including Romance of the Western Bower, Peony Pavilion, and Butterfly Lovers. Students will also learn the basics of traditional Chinese opera.

Crosslisted as: GNDST-204CW, FMT-230CW

Applies to requirement(s): Humanities; Multicultural Perspectives

Y. Wang

Notes: Taught in English

ASIAN-247 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, Jurjy Zaydan, Gamal al-Ghitani and Bensalem Himmich have reflected into the past the problems of present Middle-Eastern societies. Writing from Egypt, Lebanon and Morocco, they revisited with nostalgia the extraordinary medieval heritage of the Arab-Islamic world, educating their readers while taking them on journeys to Medieval Andalusia, to the last years of the Baghdad of the caliphs, and to Cairo on eve of the Ottoman conquest. By looking into the medieval mirror, these authors challenged conservative readings of this heritage. In doing so, they contributed to the modernization of their countries and were able to escape censorship, uphold feminist values, and to criticize Western imperialism and oppressive Arab rulers. In this course, we will read their works in valuable English translations, while discussing their extraordinary lives as twenty-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

Not Scheduled for This Year. Credits: 4

A seminar on the eighteenth-century Chinese masterpiece The Story of the Stone and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociological, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of pre-modern Chinese vernacular fiction in particular.

Crosslisted as: GNDST-333HH

Applies to requirement(s): Humanities; Multicultural Perspectives

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

Y. Wang

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*

ASIAN-110 is the first semester of the first-year Chinese course. This is an intensive course emphasizing the rapid development of listening and speaking ability and intended for students with no or very little prior knowledge of Mandarin Chinese. Points of focus include pronunciation and tones, basic syntax, high-frequency vocabulary words, conversational flow, and an introduction to reading and writing Chinese characters. Relevant cultural knowledge and activities will be incorporated into the curriculum. The class will initially be conducted in both English and Chinese, with the proportion of Chinese steadily increasing over the first two months, after which the great majority of instruction will be in Chinese. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language Resource Center Question and Answer sessions and the Chinese Language Table.

 Applies to requirement(s): Humanities; Language

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. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language Resource Center Question and Answer sessions and the Chinese Language Table.

 Applies to requirement(s): Humanities; Language

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

**ASIAN-120 First Year Japanese I**  
*Fall. Credits: 6*

Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 50 Kanji. Supplements class work with audio and video.

 Applies to requirement(s): Humanities; Language

Advisory: Students with previous or equivalent language study 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

Advisory: Students with previous training in Japanese outside of MHC 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

Advisory: Students with previous language study should contact Heba Arafah (harafah@mtholyoke.edu) 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 to engage with Arab cultures. In addition, they will write short essays, and participate in role plays, debates, and conversations.

 Applies to requirement(s): Humanities; Language

**ASIAN-160 First Year Korean I**  
*Fall. Credits: 4*

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

 Applies to requirement(s): Humanities; Language

Advisory: Students with previous training in Korean should contact Kyae-Sung Park for placement.

**ASIAN-161 First Year Korean II**  
*Spring. Credits: 4*

First Year Korean II is the second half of elementary Korean. It is designed to consolidate and solidify the language skills acquired in First Year Korean I and to continue developing students’ proficiency in Korean speaking, listening, reading, writing, and culture. The course will continue to cover the foundations of Korean vocabulary, grammar, and pronunciation and how these can be used in context. Students will also develop their ability to communicate about topics related to everyday events and situations.

 Applies to requirement(s): Humanities; Language

Advisory: Contact Kyae-Sung Park for placement.

**ASIAN-162 First Year Korean III**  
*Spring. Credits: 4*

This course is a continuation of ASIAN-161, First Year Korean II. It introduces conversational, reading, and writing practice in intermediate Korean. Students will acquire vocabulary and usage for daily conversations.

 Applies to requirement(s): Humanities; Language

Advisory: Students with previous training in Korean should contact Kyae-Sung Park for placement.
ASIAN-212 Second Year Chinese I  
Fall. Credits: 6  
This is the first semester of the second-year Chinese course. This course is an intensive course to consolidate and expand students' competencies in the four fundamental areas of the humanities: speaking, listening, reading, and writing. Students will develop their oral fluency, study more complex grammatical structures, and enlarge their vocabulary. Emphasis on facilitating daily-life interactions will be supplemented and expanded by increasing discussion of broader issues in society. Students will develop a deeper and broader understanding of relevant aspects of Chinese culture. This course is conducted mostly in Chinese. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language Resource Center Question and Answer sessions and the Chinese Language Table.
Applies to requirement(s): Humanities; Language  
Y. Wang  
Prereq: ASIAN-121 or equivalent.  
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-213 Second Year Chinese II  
Spring. Credits: 6  
This course continues Asian Studies 212, Second Year Chinese I. A continuing emphasis on the facility in daily life interactions will be supplemented and expanded by increasing discussion of broader issues in society, including education, employment, etc.
Applies to requirement(s): Humanities; Language  
L. Xu, X. Zeng  
Prereq: ASIAN-212 or equivalent. Coreq: ASIAN-213L.  
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-222 Second Year Japanese I  
Fall. Credits: 6  
This course emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.
Applies to requirement(s): Humanities; Language  
J. Chang  
Prereq: ASIAN-121 or equivalent.  
Advisory: Asian Studies 121 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.

ASIAN-223 Second Year Japanese II  
Spring. Credits: 6  
This course continues Asian Studies 222, Second Year Japanese I. Emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 350 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: Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.

ASIAN-232 Second Year Arabic I  
Fall. Credits: 4  
This 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 Heba Arafah (harafah@mtholyoke.edu) 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 use 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 intermediate Korean. It is designed to provide students with intermediate proficiency in Korean speaking, listening, reading, writing, and culture. The course will strengthen students' communicative skills on familiar topics related to everyday events and situations. Students will also develop discourse/pragmatic competence in various social contexts of communication.
Applies to requirement(s): Humanities; Language  
K. Park  
Prereq: ASIAN-161 or equivalent.  
Advisory: Contact Kyae-Sung Park for placement.

ASIAN-263 Second Year Korean II  
Spring. Credits: 4  
This course is the second half of intermediate Korean. It is designed to consolidate and solidify the language skills acquired in ASIAN-262, Second Year Korean I, and to continue developing proficiency in Korean speaking, listening, reading, writing, and culture.
Applies to requirement(s): Humanities; Language  
K. Park  
Prereq: ASIAN-262 or equivalent.  
Advisory: Contact Kyae-Sung Park 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  
The department  
Prereq: ASIAN-120.
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
Not Scheduled for This Year. Credits: 4
This course advances students' Chinese reading, writing, listening, and speaking skills by studying journalistic reports on the most pressing issues in China and the U.S. It also introduces the formal expressions, writing styles, and terminology commonly used in Chinese media. In addition, the course intends to help familiarize students with various media channels and agencies, understand the challenges of journalistic practice in the internet age, and enhance students' critical thinking and analytical skills by broadening their perspective and comparing Chinese and English media sources. Conducted mainly in Chinese with the addition of relevant English materials.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
The department
Prereq: ASIAN-311 or equivalent.
Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-313 Advanced Chinese Reading
ASIAN-313SH Advanced Chinese Reading: ‘Reading Chinese Classics: 17th Century Short Stories’
Spring. Credits: 2
In 17th-century China, an effort arose that challenged Neo-Confucian moral values and legitimized human desire. This trend is best reflected in the fictional writings of Feng Menglong, Ling Mengchu, and Li Yu. Daring and earthy, their stories deal with many aspects of mundane life in urbanized communities, portraying social customs with local colors. Under these writers' pen, individual struggles for survival, love, and sexual desire coexist with social vicissitudes caused by war, famine, and politics. This course intends to help students better understand the urban life and human relations of 17th-century China and gain knowledge about the huaben genre and its influence on later pre-modern fictional writings. Course works include readings and writings in Chinese, and translation from Chinese to English.
Applies to requirement(s): Meets No Distribution Requirement
L. Xu
Prereq: ASIAN-312, ASIAN-314, or ASIAN-315. Native Chinese speakers who have taken a 100- or 200-level course on China, contact instructor for permission.
Notes: Taught in Chinese

ASIAN-314 Learning Chinese Through Film
Not Scheduled for This Year. 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-324 Third Year Japanese I
Fall. Credits: 4
This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Applies to requirement(s): Humanities; Language
N. Nemoto
Prereq: ASIAN-223 or equivalent.
Advisory: Asian Studies 223 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.

ASIAN-326 Third Year Japanese II
Spring. Credits: 4
This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Applies to requirement(s): Humanities; Language
N. Nemoto
Prereq: ASIAN-324.
Advisory: Asian Studies 324 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.

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

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

Related Courses

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<td>ANTHR-316ME</td>
<td>Special Topics in Anthropology: 'Anthropology of the Political in the Contemporary Middle East'</td>
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<td>ARTH-105</td>
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<td>ARTH-261</td>
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<td>ARTH-290BC</td>
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Art Studio
ARTST-269 Japanese Papermaking and Aesthetics

Asian Studies

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<td>Philosophical Foundations of Chinese Thought: the Ancient Period</td>
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<td>Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater</td>
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<td>Analyzing Japanese: Intro to Linguistics</td>
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<td>ASIAN-233</td>
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<td>Chinese Women Writers in the 20th and 21st Centuries</td>
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<td>Contemporary Chinese Fiction: From 1949 to the Present</td>
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<td>Newspaper Reading and Journalistic Practice in China</td>
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<td>Learning Chinese Through Film</td>
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<td>ASIAN-339</td>
<td>The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature</td>
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<td>ASIAN-340</td>
<td>Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone</td>
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Critical Social Thought

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<td>Advanced Topics: “Beyond Geishas and Kung Fu”</td>
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<td>CST-349MR</td>
<td>Advanced Topics: 'The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature’</td>
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<td>ENGL-334BG Asian American Film and Visual Culture: ‘Beyond Geishas and Kung Fu Masters’</td>
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<td>Film, Media, Theater</td>
<td>FMT-230BC Intermediate Courses in History and Theory: ‘Bollywood: A Cinema of Interruptions’</td>
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<td>GNDST-206CG Women and Gender in History: ‘Women and Gender in China’</td>
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<td>GNDST-210SL Women and Gender in Philosophy and Religion: ‘Women and Gender in Islam’</td>
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<td>GNDST-333HH Advanced Seminar: ‘Love, Gender-Crossing, and Women’s Supremacy: A Reading of The Story of the Stone’</td>
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<td>GNDST-333SA Advanced Seminar: ‘Women and Gender in Modern South Asia’</td>
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<td>History</td>
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<td>HIST-137 Modern East Asia, 1600-2000</td>
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<td>HIST-239ME Topics in Asian History: ‘Cities in Modern East Asia’</td>
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<td>HIST-249 The Environment and South Asian Lifeworlds</td>
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<td>HIST-296CG Women in History: ‘Women and Gender in China’</td>
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<td>HIST-301ST Colloquium: ‘States and Statelessness in South Asian History’</td>
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<td>POLIT-357 War and Peace in South Asia</td>
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<td>POLIT-359 Democratization and Civil Society in East Asia</td>
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<td>POLIT-373 The Politics of Transformation in China and India</td>
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<td>RELIG-201 Reading the Qur’an</td>
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<td>RELIG-207 Women and Gender in Islam</td>
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<td>RELIG-225AN Topics in Religion: ‘Arts of India’</td>
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<td>RELIG-241 Women and Gender in Buddhism</td>
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<td>RELIG-267 Buddhist Ethics</td>
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<td>RELIG-271 Arts of Islam: Book, Mosque, and Palace</td>
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<td>RELIG-311 Sufism: The Mystic Path in Islam</td>
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<td>RELIG-343 The Sabbath</td>
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<td>Russian &amp; Eurasian Studies</td>
<td>RES-312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent</td>
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Course Preview 2020-21 as of 07-07-20 - page 34
Astronomy students will probably take multiple courses off-campus as part of the integrated curriculum of the Five College Astronomy Department. In addition to the courses listed in the Mount Holyoke course catalogue, the following courses are offered at other institutions. Students should consult these course listings at the home institution where they are offered. Enrollment is done through the Five College Interchange.

223 Planetary Science
Spring
This intermediate-level course covers fundamentals of spectroscopy, remote sensing, and planetary surfaces. Discussions will include interiors, atmospheres, compositions, origins, and evolution of terrestrial planets; satellites, asteroids, comets, and planetary rings. Offered at the University of Massachusetts and Mount Holyoke College. Prereq. 1 physical science course and MATH-100 or MATH-101.

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

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

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

330 Seminar: Topics in Astrophysics

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

335 Astrophysics II: Stellar Structure
Fall
How do astronomers determine the nature and extent of the universe? Centering around the theme of the "Cosmic Distance Ladder," we explore how astrophysics has expanded our comprehension to encompass the entire universe. Topics include: the size of the solar system; 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 WIYN 0.9m telescope on Kitt Peak, AZ, where they collect data that they will use to design and carry out independent research projects. The semester is spent reducing and analyzing the data and preparing scientific results for presentation. Professional techniques of CCD imaging, photometry, astrometry and statistical image analysis are applied using research-grade software. Weekly class seminar meetings are supplemented by individual and team-based tutorial sessions. K. Ward-Duong (offered at Amherst College).
Requisites: ASTR-337 and permission of the instructor. Limited to 12 students. Not open to first-year students or sophomores.

**352 Astrophysics III: Galaxies and the Universe**

*Spring*

Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the 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.

*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*

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*

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-223 Planetary Science**

*Spring. Credits: 4*

This intermediate-level course covers fundamentals of spectroscopy, remote sensing, and planetary surfaces. Discussions will include interiors, atmospheres, compositions, origins, and evolution of terrestrial planets; satellites, asteroids, comets, and planetary rings.

*Applies to requirement(s): Math Sciences*

E. McGowan

*Prereq.* 1 physical science course. MATH-100 or 101 is also suggested but not required as a prerequisite.

**ASTR-226 Cosmology**

*Fall. Credits: 4*

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of questions concerning the foundations of cosmology and its future as a science.

*Applies to requirement(s): Math Sciences*

J. Young

*Prereq.* ASTR-100, ASTR-101, ASTR-102, or ASTR-115; one semester of physics; and one semester of calculus at high school or college level.

**ASTR-228 Astrophysics I: Stars and Galaxies**

*Not Scheduled for This Year. 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-330ME Topics in Astrophysics: 'Mercury'
Fall. Credits: 4
This course will survey the past, present, and future of the exploration and science of the planet Mercury. 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
Other Attribute(s): Writing-Intensive
E. McGowan
Prereq: Any intermediate-level Astronomy or Geology course.

ASTR-330MN Topics in Astrophysics: 'Moon'
Not Scheduled for This Year. 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-335 Astrophysics II
Not Scheduled for This Year. Credits: 4
How do astronomers determine the nature and extent of the universe? Centering around the theme of the 'Cosmic Distance Ladder,' we explore how astrophysics has expanded our comprehension to encompass the entire universe. Topics include: the size of the solar system; parallactic and spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and large-scale structure in the universe; quasars and the Lyman-Alpha Forest.
Applies to requirement(s): Math Sciences
J. Young
Prereq: ASTR-228.

ASTR-352 Astrophysics III
Not Scheduled for This Year. Credits: 4
Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the virial theorem will also be discussed, along with galaxy rotation and the presence of dark matter in the universe, as well as spiral density waves. The course concludes with quasars and active galactic nuclei, synchrotron radiation, accretion disks, and supermassive black holes.
Applies to requirement(s): Math Sciences
J. Young
Prereq: ASTR-335 or two physics courses at the 200 or 300 level.

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

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

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

BIOCH-312 Chemistry of Biomolecules
Fall. Credits: 4
An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. The focus will be on structure and reactivity of important biomolecules and the role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are covered, including those of proteins, carbohydrates, lipids, and nucleic acids.
Crosslisted as: CHEM-312
Applies to requirement(s): Math Sciences
K. Berry
Prereq: CHEM-202 with a grade of C or better.
Advisory: This course is NOT intended for biochemistry majors, who must take BIOCH-311 and BIOCH-314. BIOCH-312 students may take BIOCH-318 concurrently.

BIOCH-314 Nucleic Acids Biochemistry and Molecular Biology
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: BIOL-314, CHEM-314
Applies to requirement(s): Math Sciences
K. Berry
Restrictions: This course is limited to Biochemistry majors only.
Prereq: BIOCH-311. Coreq: BIOCH-314L.

BIOCH-318 Laboratory Techniques in Protein Biochemistry
Fall. Credits: 1
This course covers fundamental laboratory techniques in protein biochemistry and data analysis. The aims of this course are: 1) to provide students with practical knowledge and hands-on experience with some of the most common experimental methods used in biochemical research, and 2) to develop the skills in written and oral scientific communication. The course focuses on protein overexpression and purification and also includes reagent preparation, proper use of instrumentation, SDS-PAGE gel analysis, enzyme activity assays, protein structure viewing, experimental design and utilizing computers to analyze and present data. Laboratory safety is also emphasized.
Applies to requirement(s): Meets No Distribution Requirement
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-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.
Crosslisted as: CHEM-330RN
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive
K. Berry
Prereq: BIOCH-311, or BIOCH-314, or CHEM-312.

BIOCH-395 Independent Study
Fall and Spring. Credits: 1 - 8
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
BIOL-145 Introductory Biology

BIOL-145AB Introductory Biology: 'Animal Bodies, Animal Functions'
Not Scheduled for This Year. Credits: 4

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

Applies to requirement(s): Math Sciences
S. Bacon

Restrictions: This course is limited to first-years and sophomores.
Coreq: BIOL-145ABL.

BIOL-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 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-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-145TR Introductory Biology: 'The Tree of Life'
Fall. Credits: 4

In this course we will consider the biochemical and cellular characteristics that are shared by all living creatures due to our common heritage, as well as the incredible diversity of different forms and functions that evolution has produced. We will then take a closer look at the diversity of life represented among plants and animals, exploring the cellular, anatomical, and physiological systems that have evolved to help organisms live in their physical and chemical environment. In labs, students will seek to answer questions about how organisms survive in nature, by studying their structure and function, ecology, and evolution.

Applies to requirement(s): Math Sciences
J. Andras, S. Bacon, A. Frary

Restrictions: This course is limited to first-year students.
Coreq: BIOL-145TRL.

BIOL-160 Integrated Introduction to Biology and Chemistry
Not Scheduled for This Year. Credits: 4

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

Applies to requirement(s): Math Sciences
J. Andras, 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 urchins), a vertebrate (chick), a fern, and a flowering plant. The basic molecular biology of DNA, RNA, and protein synthesis will be presented and examined in the context of building a fly embryo and a flower.
Applies to requirement(s): Math Sciences
R. Fink, A. Frary
Prereq: BIOL-145 or BIOL-160, or NEURO-100. Coreq: BIOL-200L.

BIOL-203 Teaching Children Science: College Students in the Elementary Classroom
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 ecology course will cover the fundamental factors controlling the distribution and abundance of organisms, including interactions with the abiotic environment, fitness and natural selection, population growth and dynamics, species interactions, community dynamics, and diversity. We will address variation across space and time. The course will combine observational, experimental, and mathematical approaches to some of the applications of ecological theory, including conservation, disease dynamics, and biological control.
Applies to requirement(s): Math Sciences
M. Hoopes
Prereq: BIOL-145 or BIOL-160 and at least one semester of Calculus or Statistics. Coreq: BIOL-223L.
Advisory: Because the course uses quantitative methods, students must have experience with calculus or statistics; high school level courses are sufficient.
Notes: Biology 223 and/or Biology 226 must be taken for the Biology major.

BIOL-226 Evolution: Making Sense of Life
Spring. Credits: 4
Evolution is central to our understanding of Biology; it helps us explain both the diversity and commonality in organismal form, function and behavior that have been generated over 3 billion years of life on Earth. We will discuss the mechanisms of evolution within populations and between species, examine some branches of the tree of life and learn how the tree is generated, discuss how phenotypes arise from genotypes and interactions with the environment, and how development is central to understanding evolution. Some themes include the evolution of symbiosis, sex, and human evolution, as well as the crucial role that evolutionary principles play in society including agriculture, medicine, and even the judicial system. Labs will provide an opportunity to refine your evolutionary thinking and engage with the diversity of life.
Applies to requirement(s): Math Sciences
J. Andras, P. Brennan
Prereq: BIOL-200 or BIOL-223 or BIOL-230. Coreq: BIOL-226L.

BIOL-230 Molecular Genetics and Cell Biology
Fall. Credits: 4
Cells are the smallest common denominator of life: the simplest organisms are single cells, while others like ourselves are composed of vast communities of cells. In this course, we will learn how cellular structure and function is orchestrated by biological molecules, most notably the genome and the proteins it encodes. Topics will include genetic inheritance, gene and protein regulation, cellular processes including transport, energy capture, and signaling, the cellular and molecular basis for disease, and modern techniques including genomics, bioinformatics, and microscopy. The laboratory component will illustrate and analyze these topics through selected experimental approaches.
Applies to requirement(s): Math Sciences
A. Camp, C. Woodard
Prereq: BIOL-200, and CHEM-150 or CHEM-160 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. Coreq: BIOL-234L.
BIOL-295 Independent Study  
*Fall and Spring.* Credits: 1 - 4  
In this class, students will acquire hands-on experience in diverse aspects of the research process in any field of Biology, from familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical skills, collecting and analyzing data, to writing and/or presenting their results. To inquire about enrollment, students should approach a Biological Sciences faculty member to identify mutual areas of interest. Typically, these conversations should occur well before registration, and the decision by the faculty member will depend on lab capacity. A single credit requires an average of 3 hrs of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

The department

Instructor permission required.

Notes: Note: Any student conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.

BIOL-301 Regenerative Medicine: Biology and Bioethics  
*Spring.* Credits: 4  
What is regenerative medicine? What is the science that drives new medical therapies using stem cells? We will study the biology of adult, embryonic, and induced pluripotent stem cells, as well as the legal, ethical, and moral implications of using these cells in medical therapies. Each member of the class will participate in a staged debate on these issues for an introductory biology class.

Applies to requirement(s): Math Sciences

Other Attribute(s): Speaking-Intensive

R. Fink

Instructor permission required.

Prereq: BIOL-230 and instructor permission.

BIOL-305 Cellular and Molecular Aspects of Development  
*Not Scheduled for This Year.* 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  
*Fall.* Credits: 4  
We will study the structure, function and evolution of the diversity of structures that allow vertebrates, including humans, to perform basic functions. We will connect these functions with day-to-day challenges for vertebrates, and we will discuss functional disruption such as disease and trauma. Students are expected to work in groups, as well as view the lectures before class. Class time will be used for active discussion and occasional guest lectures. During lab time, we will use virtual software to examine the morphology of all organ systems in humans and compare this anatomy to that of other vertebrates, and we will get together virtually to clarify points of confusion. Please note that we will not be dissecting cats this semester, but we may be able to do some practicums with smaller animals depending on health and safety. This class requires memorization of many structures in a functional context.

Applies to requirement(s): Math Sciences

P. Brennan


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-314, CHEM-311

Applies to requirement(s): Math Sciences

K. Berry

Restrictions: This course is limited to Biochemistry majors only.

Prereq: BIOL-230, and CHEM-302 and CHEM-231.

BIOL-314 Nucleic Acids Biochemistry and Molecular Biology  
*Spring.* Credits: 4  
This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.

Crosslisted as: BIOCH-314, CHEM-314

Applies to requirement(s): Math Sciences

K. Berry

Restrictions: This course is limited to Biochemistry majors only.

Prereq: BIOCH-311. Coreq: 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-319 Immunology with Laboratory  
 Not Scheduled for This Year. Credits: 4  
The immune system protects the sterile interior of our bodies from the vast diversity of microbes in the outside world, adapting and improving from each encounter. How does it achieve this remarkable feat? This course will investigate the cells, organs, and biochemical signals that comprise innate and adaptive immune systems, as well as how they interact to identify and remove foreign pathogens. Emphasis will be placed on the human immune response to infectious diseases, with examples from clinical case studies and experimental models. The laboratory portion will provide hands-on experience with the foundational techniques of immunology research. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, cancer, immune deficiency, and pathogen evasion strategies.  
 Applies to requirement(s): Math Sciences  
 R. Lijek  
 Prereq: BIOL-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’  
 Not Scheduled for This Year. Credits: 4  
In this course, we will explore diseases of memory as well as extreme instances of phenomenal memory. We will review primary research literature and case studies to explore the changes that underlie addiction and memory. After reviewing the scientific literature, we will manipulate memory-related pathways in the brain of mice then evaluate the resulting changes in memory formation and behavior. This course will enable students to relate behavioral changes to changes in brain function.  
 Applies to requirement(s): Math Sciences  
 A. White  
 Prereq: 8 credits in Biological Sciences. Coreq: BIOL-321ADL.

BIOL-321LE Conference Course: ‘Through the Microscopic Lens’  
 Fall. Credits: 4  
How do you see the invisible? From viruses to pollen to cells breaking away from a tumor, the natural world is full of things that can be transparent, tiny, and fragile. To explore these worlds, scientists employ a wide variety of microscopes and it is important to understand how they work. What are the basic techniques in light and electron microscopy? What information is obtainable from these different instruments? In this seminar class, we will explore multiple microscopy applications. This class will focus on both optical (light, epifluorescence, and confocal) and electron (scanning and transmission) microscopy. We will use foundational texts and current scientific literature to learn how these techniques are used to answer a variety of scientific questions. Students will gain experience in both oral and written presentations and may never look at things the same way again.  
 Applies to requirement(s): Math Sciences  
 S. Kiemle  
 Prereq: 8 credits in a STEM subject.

BIOL-321ME Conference Course: ‘Molecular Ecology’  
 Not Scheduled for This Year. Credits: 4  
Over the past quarter century, molecular genetic methods have become increasingly important in ecological research. In this course, we will examine contemporary molecular genetic tools and learn how they can be used to answer ecological questions. Topics will include: reconstruction of ancestral relationships; measuring the size, diversity, and spatial structure of populations; characterization of migration and dispersal patterns; and identification of sensitive or threatened species and populations. We will explore these themes through foundational texts and current scientific literature, and we will analyze molecular genetic datasets in class to gain familiarity with available techniques.  
 Applies to requirement(s): Math Sciences  
 Other Attribute(s): Speaking-Intensive, Writing-Intensive  
 J. Andras  
 Prereq: BIOL-230 (or BIOL-210), and BIOL-223 or BIOL-226.
BIOL-321PR Conference Course: 'Pregnancy and the Placenta'
Spring. Credits: 4
Pregnancy is a stunning feat of physiology. It is a conversation between two bodies – maternal and fetal – whose collective action blurs the very boundaries of the individual. In this course we will explore such questions as: what is pregnancy, and how does the ephemeral, essential organ known as the placenta call pregnancy into being? How is pregnancy sustained? How does it end? We will consider the anatomy of reproductive systems and the hormonal language of reproduction. We will investigate the nature of ‘sex’ hormones, consider racial disparities in pregnancy outcome, and weigh the evidence that the intrauterine environment influences disease susceptibility long after birth.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive
S. Bacon
Prereq: 8 credits at the 200 level in Biological Sciences.

BIOL-321RB Conference Course: 'Race and Biology'
Not Scheduled for This Year. Credits: 4
In this student-centered, discussion-based seminar, we will explore current hypotheses about the evolution of human variation, trace the history of how biology has been used in the construction of racial ideologies, and delve into the impacts of racial categorization on human health. We will investigate these themes through readings, videos, class discussions, student expert panels, and research papers. Students taking this course will improve their ability to: engage constructively in scholarly discussions; use verbal and written discourse to explore themes in science; use new knowledge to understand current issues; critically evaluate media information using evidence from scientific studies; and communicate new knowledge.
Applies to requirement(s): Math Sciences
R. Brodie
Prereq: 4 credits of Biological Sciences at the 200 level.

BIOL-321VX Conference Course: 'Outsmarting Pathogens'
Fall. Credits: 4
Smallpox, a disfiguring infection called ‘one of the most devastating diseases known to humanity’ by the World Health Organization, was eradicated from the planet through immunization. Polio paralyzed 350,000 children a year until immunization reduced infection by 99%. Why have we succeeded in immunizing against these pathogens but not HIV or the common cold? Students in this seminar will discuss primary literature in immunology, microbiology, and epidemiology to learn how vaccines outsmart pathogens. Study of biological mechanisms will be complemented with exploration of the socioeconomic factors that influence vaccine development and usage. Students’ independent research will connect their interests and current events to course concepts.
Applies to requirement(s): Math Sciences
R. Lijek
Prereq: BIOL-230.

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 damaged. In this course, we will study the scientific evidence documenting the most pressing threats to marine ecosystems and examine available strategies for mitigating these threats. We will also explore cultural, economic, and political issues relevant to marine conservation and management.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Andras
Instructor permission required.
Prereq: Any 200-level science.
Advisory: Preference will be given to juniors and seniors who are participating in the Coastal and Marine Sciences certificate program.
Notes: Ocean Blues can be applied to any of the course categories required for the Coastal and Marine Sciences certificate.

BIOL-327 Microbiology
Spring. Credits: 4
We share planet Earth with an unimaginable number of ‘invisible’ microbial life forms. In this course we will explore the structure, metabolism, genetics, and ecology of microbes, most prominently bacteria. Other microbes, including archaea, eukaryotic microbes, and viruses will also be considered. Whenever possible, the relationship between microbes and humans will be highlighted. Other goals will be for students to become comfortable with scientific primary literature and to hone their communication skills through discussions and written assignments. Finally, the laboratory portion of this course will highlight classic and modern techniques in microbiology.
Applies to requirement(s): Math Sciences
A. Camp
Prereq: BIOL-230. 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-331 Theory and Application of Conservation Biology
Spring. Credits: 4
This course focuses on advanced ecological theory applied to conservation. Class will combine lectures and discussions of primary scientific literature. Labs will include field trips to collect observational and experimental data and indoor exercises to explore the concepts of rarity, coexistence, and population viability with mathematical models. A community-based learning aspect is possible for the final project in this class.
Applies to requirement(s): Math Sciences
M. Hoopes
Prereq: BIOL-223, BIOL-226, BIOL-315, or ENVST-200. Coreq: BIOL-331L.

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

BIOL-337 Symbiotic Interactions
Not Scheduled for This Year. Credits: 4
From mutualism to parasitism, symbiotic interactions are a universal feature of life. In this seminar we will study the mechanisms underlying symbiotic interactions and consider their significance for the ecology and evolution of organisms. Through foundational texts and current scientific literature, we will explore some of the most spectacular and important examples of contemporary symbioses - from infectious diseases to coral reefs, to infectious diseases, to the vast communities of microbes that live on and in our bodies - and we will learn how symbiosis is responsible for major milestones in the history of life, such as the origin of the eukaryotic cell, the emergence of land plants, and the evolution of sex.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Andras
Prereq: BIOL-223 or BIOL-226.

BIOL-338 Evolution and Human Sexual Behavior
Not Scheduled for This Year. 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-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
In this class, students will acquire hands-on experience in diverse aspects of the research process in any field of Biology, from familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical skills, collecting and analyzing data, to writing and/or presenting their results. To inquire about enrollment, students should approach a Biological Sciences faculty member to identify mutual areas of interest. Typically, these conversations should occur well before registration, and the decision by the faculty member will depend on lab capacity. A single credit requires an average of 3 hrs of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)
The department
Instructor permission required.
Notes: NOTE: See safety training restrictions in description of Biological Sciences 295

BIOL-399 Journal Club / Data Hub
Fall and Spring. 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*  
J. Ashby, K. Berry, W. Chen, M. Gomez, A. van Giessen  
Coreq: CHEM-150L.  
*Notes: This course is offered in both fall and spring semesters.*

**CHEM-160 Integrated Introduction to Biology and Chemistry**  
*Not Scheduled for This Year.* 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: CHEM-150 or CHEM-160.  
*Advisory: Interested students should complete the online application.*

**CHEM-202 Organic Chemistry I**  
*Fall and Spring.* Credits: 4  
This course introduces the core principles of the language of organic chemistry and extends their use to the description of the behavior and reactivity of carbonyl containing functional groups. Topics include representation and naming, the use of various spectroscopic approaches to probe molecular structure, an overview of bonding models and molecular geometry, the development of mechanistic drawing, and the application of this mechanistic approach to the reactions of a wide range of carbonyl compounds. The accompanying laboratory course introduces a range of essential analytical, preparative and purification techniques, provides practice in the interpretation of spectroscopic data, and culminates with the preparation of organic materials related to the lecture course.  
*Applies to requirement(s): Math Sciences*  
K. Broaders, D. Cotter, D. Hamilton, K. McMenimen  
Prereq: CHEM-150, or CHEM-160, or CHEM-101 and CHEM-201. 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  

**CHEM-223 Analytical Chemistry**  
*Not Scheduled for This Year.* 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, W. Chen  
Prereq: CHEM-201 with a grade of C or better. Coreq: CHEM-223L.
CHEM-226 Poisons: Death by Chemistry
Not Scheduled for This Year. Credits: 4
This course will look at the effect of poisons at the molecular, cellular, and physiological levels from the chemistry and biochemistry perspective. We will discuss: the classification of poisons and the common structural elements of the molecules within each class; the interaction of toxic molecules with proteins and nucleic acids present in the cell; the physiologic effect of toxins on different systems of the body; dosage effects and pharmacokinetics; the mechanisms by which antidotes work; and the analytical techniques that toxicologists use to determine which poisons are present in the body. The different classes of proteins will be discussed in the context of historical case studies.
Applies to requirement(s): Math Sciences
A. van Giessen
Instructor permission required.
Advisory: When emailing the instructor to request permission for this class, be sure to include your class year.

CHEM-231 Inorganic Chemistry
Fall and 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, M. Gomez
Prereq: CHEM-150 (or CHEM-160) and MATH-101. Coreq: CHEM-231L.

CHEM-239 Scientific Illustration and Data Visualization
Fall. Credits: 4
Doing experiments and gathering data are important, but far from the entirety of the scientific process. Understanding and communicating experimental outcomes often heavily rely on our ability to visually represent them. In this course, we will explore best practices for organizing and representing data, and learn how the choices we make influence the message our representations communicate. We will also develop a set of good design principles for scientific figures, and learn to prepare high quality plots and graphics for use in presentations, posters, reports, theses, and papers.
Applies to requirement(s): Math Sciences
K. Broaders
Prereq: 8 credits in a STEM subject.

CHEM-295 Independent Study
Fall and Spring. Credits: 1 - 4
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
Fall and Spring. Credits: 4
This course provides a direct continuation of Organic Chemistry I (CHEM-202) and develops and extends many of the concepts and approaches developed therein. Topics include stereochemistry, substitution and elimination reactions, conformational analysis, addition reactions of multiple bonds, substitution reactions of aromatic systems, and a broad extension of the carbonyl chemistry introduced in the preceding class. Consideration will be given to the development of organic syntheses of specific materials and attendant issues of compatibility and selectivity in reaction choice. The scope and reach of the spectroscopic methods introduced in Organic Chemistry I will be extended and applied to structure determination. Laboratory work will include the preparation, isolation and purification of a wide range of organic materials of relevance to the lecture course.
Applies to requirement(s): Math Sciences
D. Hamilton
Prereq: CHEM-202 with grade of C or better. Coreq: CHEM-302L.

CHEM-308 Chemical Thermodynamics with Lab
Fall. Credits: 4
A consideration of the contribution of thermodynamics to the understanding of the 'driving forces' for physical chemical changes and the nature of the equilibrium state. Topics will include statistical mechanics, thermodynamics, and kinetics.
Applies to requirement(s): Math Sciences
A. van Giessen
Prereq: MATH-203 or PHYS 205, and CHEM-223 or CHEM-231, all with grade of C or better. Coreq: CHEM-308L.

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

CHEM-312 Chemistry of Biomolecules
Fall. Credits: 4
An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. The focus will be on structure and reactivity of important biomolecules and the role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are covered, including those of proteins, carbohydrates, lipids, and nucleic acids.
Crosslisted as: BIOCH-312
Applies to requirement(s): Math Sciences
K. Berry
Prereq: CHEM-202 with a grade of C or better.
Advisory: This course is NOT intended for biochemistry majors, who must take BIOCH-311 and BIOCH-314. CHEM-312 students may take BIOCH-318 concurrently.
CHEM-314 Nucleic Acids Biochemistry and Molecular Biology  
Spring. Credits: 4  
This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.  
Crosslisted as: BIOCH-314, BIOL-314  
Applies to requirement(s): Math Sciences  
K. Broaders  
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  
Not Scheduled for This Year. Credits: 4  
An introduction to the study of molecules of high molecular weights with emphasis on synthetic rather than naturally occurring polymers. Topics include polymer syntheses, structures, and characterization.  
Applies to requirement(s): Math Sciences  
W. Chen  
Prereq: CHEM-302.

CHEM-321 Forensic Chemistry  
Fall. Credits: 4  
Forensic chemists apply their knowledge of analytical chemistry to the identification of trace unknowns present in a crime scene. In this course, the function of chemical instrumentation such as chromatography, spectroscopy, and microscopy will be discussed. In addition, we will investigate how this instrumentation can be used for the analysis of various types of physical evidence, such as inks, fibers, drugs, and arson/explosion evidence. Finally, this course will also serve as a brief introduction to pharmacokinetics, as well as an introduction to concepts within forensic science such as expert testimony and quality assurance of forensic analysis.  
Applies to requirement(s): Math Sciences  
Other Attribute(s): Speaking-Intensive  
J. Ashby  
Prereq: CHEM-202 and CHEM-223.

CHEM-325 Atomic and Molecular Structure with Lab  
Spring. Credits: 4  
This course is an introduction to experimental and theoretical approaches to the determination of the structure of atoms, molecules, and chemical bonds. Classroom work provides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy.  
Applies to requirement(s): Math Sciences  
W. Chen  
Prereq: MATH-203 or PHYS-205, and CHEM-223 or CHEM-231, all with grade of C or better. Coreq: CHEM-325L.  
Advisory: MATH-203 is recommended.

CHEM-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering  
Not Scheduled for This Year. Credits: 4  
The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Basic scientific principles will be developed along side of basic engineering principles through project/case studies.  
Crosslisted as: 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.

CHEM-330RN Advanced Topics in Chemistry  
Not Scheduled for This Year. Credits: 4  
This course will introduce the chemistry, formulation, and physical characteristics of personal care products. The topics will include basic skin physiology, hygiene products, adornment products for face, nail, and hair, as well as current trends and advances in cosmetic dermatology. An integral part of the course will involve hands-on experience in making and characterizing some common skincare and cosmetic products.  
Applies to requirement(s): Math Sciences  
W. Chen  
Prereq: CHEM-302.

CHEM-330 Advanced Topics in Chemistry  
CHEM-330RN Advanced Topics in Chemistry: 'The RNA World: The Origin of Life to Modern Cells'  
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  
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
Not Scheduled for This Year. Credits: 4
This course emphasizes recent developments in synthetic organic chemistry and deals with general synthetic methods and specific examples of natural product synthesis. It covers such topics as new methods of oxidation and reduction, stereospecific olefin formation, ring-forming reactions, and methods of carbon-carbon bond formation. The application of these reactions to the synthesis of naturally occurring compounds is examined. A general strategy for the synthesis of complex molecules is also presented.
Applies to requirement(s): Math Sciences
K. Broaders
Prereq: CHEM-302.

CHEM-339 The Organic Chemistry of Biological Pathways
Fall. 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
A. van Giessen
Restrictions: This course is limited to Biochemistry majors only.
Prereq: MATH-203 or PHYS-205, and CHEM-223 or CHEM-231, all with a grade of C or better. Coreq: CHEM-346L.

CHEM-348 Using Data Science to Find Hidden Chemical Rules
Fall. Credits: 4
Chemists have always been interested in understanding patterns in their data. The scientific method uses observations to create theories and models to understand physical phenomena. Data science algorithms allow us to find unexpected patterns in chemical data. New chemical theories can be developed using a combination of data from either experiment or simulation, algorithms and physical insight. This class uses the case method providing three challenge problems to find hidden chemical rules from large chemical data sets through algorithms and physical insight. There will be lectures on the physical/chemical problems, the data sets, and the possible algorithms to consider before the teams of students tackle these problems. The teams will write papers on their findings and use the peer review process to improve their papers.
Applies to requirement(s): Math Sciences
Other Attribute(s): Writing-Intensive
M. Gomez
Prereq: MATH-102 and either any chemistry or any computer science class.

CHEM-349 Food Chemistry: the Science of the Kitchen
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: 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
Not Scheduled for This Year. Credits: 4
We will accompany Odysseus on his return from Troy, retrieve the Golden Fleece with Jason, and race with Ovid through his witty -- and often troubling -- retelling of Greek myths from a Roman perspective. This course examines how Greek and Roman authors and artists from very different periods used myth to explore questions about life, art and politics. Works may include: Homer, Odyssey; Apollonius of Rhodes, Argonautica; Ovid, Metamorphoses and Heroides; Greek tragedy, and ancient images representing myths.
Applies to requirement(s): Humanities
P. Debnar
Restrictions: This course is limited to first-years and sophomores.
Advisory: Juniors and seniors should contact the professor for permission.
Notes: Taught in English. Optional screenings of films related to ancient myth.

CLASS-212 Greek Tragedy, American Drama, and Film
Not Scheduled for This Year. Credits: 4
The Greeks, beginning with Homer, saw the world from an essentially tragic perspective. The searing question of why human societies and the human psyche repeatedly break down in tragic ruin and loss, particularly in the conflicts of war and in the betrayal of personal bonds of love and friendship, fascinated them as it still does us. The most consistent themes that emerged from such examination are the tragedy of self-knowledge and illusion, the tragedy of desire, the tragedy of crime and redemption, and tragedy as a protest against social injustice. This course examines the critical influence of the three most important Athenian dramatists, Aeschylus, Sophocles, and Euripides, on the works of Nobel winner Eugene O’Neill, Tennessee Williams, Arthur Miller and important filmmakers, who have tried to recreate the powerful atmosphere and impact of the Greek tragic theater or reworked the tragic themes of classical myth for their own purposes in the modern age.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
B. Arnold

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
Not Scheduled for This Year. Credits: 4
Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome’s republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.
Crosslisted as: HIST-228
Applies to requirement(s): Humanities
G. Sumi
CLASS-229 The Tyrant and Gladiator: Bad Roman Emperors from Caligula to Commodus
Fall. 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, logics and strategies of warfare, as well as armor, weaponry and battlefield tactics.
Crosslisted as: HIST-216
Applies to requirement(s): Humanities
G. Sumi

CLASS-235 The Spartans: Myth and History
Fall. Credits: 4
In contrast to democratic Athens, oligarchic Sparta was renowned for its secrecy and skillful use of propaganda. Thus, it presents difficult challenges for historical study. In this course we will try to peer behind the 'Spartan mirage' to determine how much the Spartans really differed from other ancient Greeks. We will then try to understand the use of Spartans as models for later polities and for groups like the Nazis and Alt-right. Topics: government, education, and citizenship; the role of women, eugenics, and slavery; the use and misuse of the image of Sparta. Readings will include Herodotus, Thucydides, Xenophon, Plutarch, and modern scholarship on specific topics.
Crosslisted as: HIST-253SP
Applies to requirement(s): Humanities
P. Debnar
Notes: With permission of the instructor, this course may be taken by juniors and seniors for 300-level credit in Classics.

CLASS-260 Knowing God
Not Scheduled for This Year. Credits: 4
This course examines the following key texts from the ancient world that treat significantly the problem of knowing God and the mystery enveloping such knowledge: Sophocles' Oedipus the King, Plato's Phaedo, Cicero's Concerning the Nature of the Gods, Job, Paul's Epistle to the Romans, and others. Attention is also given to the different ways of thinking about the divine and human natures in these works, which are broadly reflective of Graeco-Roman and Judaeo-Christian value systems.
Crosslisted as: RELIG-225KG
Applies to requirement(s): Humanities
B. Arnold

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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<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>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>Issues in Art History: 'The City of Athens from Theseus to Alaric'</td>
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<td>ARTH-290TW</td>
<td>Issues in Art History: 'The Trojan War in Art'</td>
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<td>Seminar in Ancient Art: 'Art, Politics, and the Past'</td>
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<td>Seminar in Ancient Art: 'The Body in Classical Art'</td>
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<td>CLASS-395</td>
<td>Independent Study</td>
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<tr>
<td>GREEK-101</td>
<td>Elementary Greek: Homer's Iliad</td>
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<tr>
<td>GREEK-102</td>
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<td>GREEK-250</td>
<td>Intermediate Greek Tutorial</td>
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<td>GREEK-350</td>
<td>Advanced Greek Tutorial</td>
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<td>HIST-216</td>
<td>War and Imperialism in the Ancient World</td>
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<td>HIST-226</td>
<td>Bread and Circuses: The Politics of Public Entertainment in Ancient Rome</td>
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<td>HIST-227</td>
<td>Ancient Greece</td>
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<td>HIST-228</td>
<td>Ancient Rome</td>
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<td>HIST-229</td>
<td>The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus</td>
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<td>HIST-253SP</td>
<td>Topics in History: 'The Spartans: Myth and History'</td>
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<tr>
<td>LATIN-101</td>
<td>Elementary Latin I</td>
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<td>LATIN-102</td>
<td>Elementary Latin II</td>
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<td>LATIN-201</td>
<td>Intermediate Latin I</td>
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<tr>
<td>LATIN-212</td>
<td>Roma Ludens: Comedy and Satire in Ancient Rome</td>
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<tr>
<td>LATIN-213</td>
<td>Myth, Memory, and History: Writing the Past in the Roman Republic</td>
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<tr>
<td>LATIN-250</td>
<td>Intermediate Latin Tutorial</td>
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<td>LATIN-307</td>
<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: Aeneid</td>
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<td>LATIN-310</td>
<td>Ovid: Metamorphoses</td>
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<tr>
<td>LATIN-312</td>
<td>Roma Ludens: Comedy and Satire in Ancient Rome</td>
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<td>LATIN-313</td>
<td>Myth, Memory, and History: Writing the Past in the Roman Republic</td>
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<tr>
<td>PHIL-201</td>
<td>Philosophical Foundations of Western Thought: The Greek Period</td>
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<tr>
<td>RELIG-225KG</td>
<td>Topics in Religion: 'Knowing God'</td>
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COLLEGE COURSES (COLL)

COLL-110 STEM Transitions for Transfer Students
Not Scheduled for This Year. Credits: 1
This 1-credit seminar is especially designed for students transferring to Mount Holyoke to pursue a major in the sciences or mathematics. The course will connect new transfer students to people and resources that will help them to fully engage in the sciences at Mount Holyoke and provide a space to practice the modes of discourse common to upper-level science and math courses. We explore interdisciplinary topics such as the biology of stress, and learn about science opportunities (including internships) and effective strategies for excelling in science and math courses. We use the primary literature as a text, and gain practice with analytical writing in a setting specifically designed for transfer students. The curriculum is guided by research-based best practices and is designed in consultation with former transfer students.
Applies to requirement(s): Meets No Distribution Requirement
S. Bacon
Instructor permission required.

COLL-211 Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education
Fall. 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: Fall 2020: Class meets for short sessions Aug 31, Sep 3, Sep 10, Sep 14, Sep 17, Sep 24, Sep 28, Oct 1. All fall 2020 students will present at LEAP Symposium on 10/2.

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 Mount 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 Mount 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
Spring. 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
Prereq: Two courses in STEM.
COMPUTER SCIENCE (COMSC)

COMSC-100 Computing and the Digital World
Not Scheduled for This Year. Credits: 4
An introduction to basic computer science concepts. Lectures will cover topics such as the origins of computing, computer architecture, artificial intelligence, and robotics. There will be some programming exercises.
Advisory: Students may not take this course after Computer Science 106 or 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.
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-108 Computing and Dance
Spring. Credits: 4
Designers are continually innovating ways of incorporating technology into today’s world, from apps that monitor physical activity to 3D-printed toe shoes to dancing avatars trained via Machine Learning. The recent emergence of low-cost, user-friendly components makes this new world of design accessible to a broad community. In this course, students will think critically about technologies that can enhance dance technique and performance. Through a sequence of hands-on workshops on electronics basics and microcontroller programming, students will gain the surprisingly minimal level of comfort and background necessary to learn tools to produce prototypes and address these dance-related technologies.
Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 100 or 151.
Notes: Students may not take this course after Computer Science 106 or 151.

COMSC-109 iDesign Studio
Fall. Credits: 4
Designers are continually innovating ways of incorporating technology into today’s world, from projections of butterflies on Grammy performance dresses to ‘smart’ purses that sense when your wallet is missing. The recent emergence of low-cost, user-friendly components is making this new world of design accessible to a broad community. In this course, students will think critically about products already in the marketplace and will be given the tools to create their own designs. A sequence of hands-on workshops on electronics basics and microcontroller programming will provide the surprisingly minimal level of comfort and background in technology required to produce prototypes of these designs.
Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 106 or 151.
Notes: Course does not count toward the Computer Science major or minor.

COMSC-120 Introduction to R
Fall. Credits: 1
An introduction to the programming language R and how it can be used for statistical analysis and visualization of data. Students will learn how to write basic R programs that can read, write, and manipulate data. They will make use of R functions for executing common statistical analysis and learn how to display the results using graphs and charts. Through a series of projects, students will get experience with writing their own functions, learn how to make use of R documentation and how to extend their own knowledge of the language.
Advisory: Students may not take this course after Computer Science 106 or 151.
Notes: Course does not count toward the Computer Science major or minor.

COMSC-121 Object-Oriented Programming
Fall and Spring. Credits: 1
This course will introduce object-oriented programming to students who have a foundation in Python programming and are interested in continuing on to COMSC-205 Data Structures. It includes coverage of classes, objects, methods, and sub-typing.
Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 100 or 151. Students may not take Computer Science 100 after taking 106, but may take 151.
Notes: Course does not count toward the Computer Science major or minor.

COMSC-122 Java Programming Language
Fall and Spring. Credits: 1
This course will teach the Java programming language to students who have already have programming ability in another object-oriented programming language.
Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 100 or 151. Students may not take Computer Science 100 after taking 106, but may take 151.
Notes: Course does not count toward the Computer Science major or minor.
COMSC-132 Engineering for Everyone
Not Scheduled for This Year. 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: Additional seats will open for all students after first year students have registered.

COMSC-150 Introduction to Computer Science
Fall and Spring. Credits: 4
Introduction to the field of computer science. Introduces students to Python programming including algorithms, basic data structures (lists, dictionaries), and programming techniques. Does not include object-oriented programming.
Applies to requirement(s): Math Sciences
L. Ballesteros, V. Barr, B. Lerner, A. St. John

COMSC-151 Introduction to Computational Problem Solving
Thematic introduction to the field of computer science. Draws on problems found in the thematic focus of each topics course. All topics courses within COMSC-151 cover the same concepts and skills and satisfy requirements in the Computer Science major and minor as well as the Data Science major.

COMSC-151AA Introduction to Computational Problem Solving: ‘Algorithmic Arts’
Not Scheduled for This Year. Credits: 4
Introduces students to algorithms, basic data structures, and programming techniques. Explores computation as an artistic medium, examining a range of computational art practices. By combining aspects of a studio art course, a media art survey, and an introductory computing lab, course participants will develop a solid foundation in computer programming approaches and techniques as they pertain to art production as well as an understanding of their emerging importance in the contemporary art world.
Applies to requirement(s): Math Sciences
E. Mendelowitz
Coreq: COMSC-151AAL.
Notes: Additional seats will open for all students after first year students have registered.

COMSC-151AR Introduction to Computational Problem Solving: ‘Artificial Intelligence’
Not Scheduled for This Year. Credits: 4
Introduces students to algorithms, basic data structures, and programming techniques, and basic methods from artificial intelligence. Includes discussion of foundational papers in AI. Programming exercises will explore what is necessary in order to get computers to operate in ways that seem intelligent such as in game play or solving puzzles.
Applies to requirement(s): Math Sciences
V. Barr
Coreq: COMSC-151ARL.
Notes: Additional seats will open for all students after first year students have registered.

COMSC-151DS Introduction to Computational Problem Solving: ‘Big Data’
Not Scheduled for This Year. Credits: 4
Introduces students to algorithms, basic data structures, and programming techniques, and focuses on data collection, preparation, analysis. Explores programming for data manipulation, the presentation and representation of data, and the ethics of working with data at scale.
Applies to requirement(s): Math Sciences
B. Lerner
Coreq: COMSC-151DSL.

COMSC-151EN Introduction to Computational Problem Solving: ‘Environmental Studies’
Not Scheduled for This Year. Credits: 4
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
The department
Coreq: COMSC-151ENL.

COMSC-151HC Introduction to Computational Problem Solving: ‘Humanities Computing’
Not Scheduled for This Year. Credits: 4
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
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-151SG Introduction to Computational Problem Solving: 'Computing for Social Good'
Not Scheduled for This Year. Credits: 4
Introduces students to algorithms, basic data structures, and programming techniques. Includes discussion of the ways in which computing can improve human lives and society, such as improving accessibility for people with disabilities, or helping organize a rescue team during an emergency.
Applies to requirement(s): Math Sciences
B. Lerner
Coreq: COMSC-151SGL

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
Not Scheduled for This Year. 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-205PY Data Structures (in Python)
Fall and Spring. Credits: 4
This course builds on the basic programming concepts learned in Computer Science 150 and Computer Science 121, 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.
Applies to requirement(s): Math Sciences
V. Barr, H. Pon-Barry
Prereq: COMSC-150 and COMSC-121; or COMSC-151. Notes: Students taking this course will need to take COMSC-122 Java Programming Language before continuing with COMSC-225.

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
Prereq: COMSC-201, COMSC-205, or COMSC-205PY. Coreq: COMSC-221L. Advisory: The department recommends, but does not require, that students take COMSC-225 prior to COMSC-221.

COMSC-225 Software Design and Development
Fall and Spring. Credits: 4
Building large software systems introduces new challenges to software development. Appropriate design decisions and programming methodology can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools that are used to build correct and maintainable software, improving their skills in designing, writing, debugging, and testing software. Topics include object-oriented design, testing, design patterns, software architecture, and designing concurrent and fault tolerant systems. This course is programming intensive.
Applies to requirement(s): Math Sciences
B. Lerner, Y. Su
Prereq: COMSC-205 with a grade of C or better, or COMSC-205PY with a grade of C or better and COMSC-122. Advisory: Students who have taken COMSC-215 may not take COMSC-225.
COMSC-226 Engineering Robotic Systems
Not Scheduled for This Year. 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
The department
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-243MS Topic: 'Modeling and Simulation'
Not Scheduled for This Year. Credits: 4
This intermediate-level course reviews techniques used to model and simulate 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
The department
Prereq: COMSC-151 or COMSC-201.

COMSC-243WS Topic: 'Web Search'
Not Scheduled for This Year. Credits: 4
This course explores how web search engines work and will cover basic text processing, index construction and compression, crawler architecture, link analysis and retrieval functions, spam reduction, and system evaluation. It will also explore applications such as clustering, classification, duplicate detection, web mining, and online advertising.
Applies to requirement(s): Math Sciences
The department
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
Fall. 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
A. St. John
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
D. Sheldon, A. St. John
Prereq: COMSC-201 or COMSC-205 or COMSC-205PY; MATH-232.

COMSC-316 Developing Innovative Software
Spring. Credits: 4
Tired of writing programs that nobody ever uses? Then, this is the course for you. Many people come up with novel ideas for software, but lack the resources or ability to develop the software. Students will apply their programming skills to develop and deliver software based on the requirements of a client. Students will learn critical communication skills required to work with a client, work in teams with classmates, and experience the software lifecycle from requirements elicitation through delivery. Students will synthesize many topics learned in prior courses as well as explore new technologies required to complete a specific project.
Programming intensive.
Applies to requirement(s): Math Sciences
B. Lerner
Prereq: COMSC-225.

COMSC-322 Operating Systems
Fall and Spring. Credits: 4
An introduction to the issues involved in orchestrating the use of computer resources. Topics include operating system evolution, 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
J. McCauley
Prereq: COMSC-221, and either COMSC-211 or COMSC-225.
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
The department
Prereq: COMSC-205 or 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.

COMSC-335 Machine Learning
Fall. 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
Y. Su
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'
Not Scheduled for This Year. Credits: 4
Principles and practices for the design and implementation of compilers and interpreters. Will cover the stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. Students will construct a full compiler.
Applies to requirement(s): Math Sciences
V. Barr
Prereq: COMSC-221 and COMSC-312.
Advisory: Beginning in Fall 2020, this course will also require COMSC-225.

COMSC-341CP Topics: 'Cyber-Physical Systems'
Not Scheduled for This Year. 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
The department
Prereq: COMSC-226.

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
The department
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-225 or COMSC-211, MATH-232, and a Calculus course (MATH-101, MATH-102, or MATH-203).
COMSC-341NP Topics: 'Intro to Networking Architecture and Protocols'
Spring. Credits: 4
This course is an introduction to computer networking with a focus on the Internet. At the high level, we will emphasize concepts and principles which have contributed to the Internet’s success scaling from its modest beginnings to a system used by over half of the world’s population. At the low level, we will survey techniques, technologies and protocols that underlie networks, as well as key protocols built atop these networks. Specific topics include layering, routing, addressing, reliable delivery, congestion control, DNS, HTTP, and others.
Applies to requirement(s): Math Sciences
J. McCauley
Prereq: COMSC-221 and COMSC-312.

COMSC-341TE Topics: 'Text Technologies for Data Science'
Not Scheduled for This Year. Credits: 4
This course focuses on text analysis and technologies. We look at the challenges of working with massive amounts of unstructured vs semi-structured vs structured data. In that context, we explore some of the ways that statistical analyses are applied to things like search, categorization e.g. spam filtering, recommender systems, plagiarism detection, and hidden message finding.
Applies to requirement(s): Math Sciences
The department
Prereq: COMSC-205 or COMSC-211.

COMSC-343 Programming Language Design and Implementation
Spring. 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
V. Barr
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'
Not Scheduled for This Year. 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, AFCNA-181
Applies to requirement(s): Humanities; Multicultural Perspectives M. Coleman-Tobias

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

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, Sharp, 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'
Fall. Credits: 4
This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhists interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral ambiguity? We will consider the perspectives of Buddhists from different cultures including India, Sri Lanka, Thailand, Vietnam, Japan, and the United States.
Crosslisted as: RELIG-267
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Mrozik

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CST-249BW Topics in Critical Social Thought: 'Black Women and the Politics of Survival'
Fall. Credits: 4
Contemporary Black women in Africa and the Diaspora are concerned with the sea of economic and political troubles facing their communities, and grappling with how to affirm their own identities while transforming societal notions of gender and family. In this course, we will explore the 'intersectionality' of race, gender, sexuality, class, transnational identity; reproductive health; homophobia and heteronormativity, along with the effects of racism, unequal forms of economic development, and globalization on Black communities. The overall aim of this course is to link contemporary Black women's theory and practice to a history and tradition of survival and resistance. Crosslisted as: GNDST-212BW
Applies to requirement(s): Social Sciences; Multicultural Perspectives
R. Barnes

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 transpeople's growth into the mainstream. Using a queer and trans* of color critique, this course will unpack the political discourses and seeming binaries surrounding visibility/ invisibility, recognition/misrecognition, legibility/ illegibility, belonging/ unbelonging and aesthetics/utility. How might we grapple with the contradictions of the trapdoors, pitfalls, dark corners and glittering closets that structure and normalize violence for some while safeguarding violence for others? This course will center the 2017 anthology Trap Door: Trans Cultural Production and the Politics of Visibility. Crosslisted as: GNDST-204CP
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
R. Hwang
Prereq: One course in Gender Studies or Critical Social Thought.

CST-249CT Topics in Critical Social Thought: 'Cognitive Theory and Literary Studies'
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 the centuries, the course will explore how fiction is shaped by the constraints of the trapdoors, pitfalls, dark corners and glittering closets that structure and normalize violence for some while safeguarding violence for others. This course will center the 2017 anthology Trap Door: Trans Cultural Production and the Politics of Visibility. Crosslisted as: GNDST-204CP
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
R. Hwang

CST-249DD Topics in Critical Social Thought: 'Diversity, Inclusion, and Daily Democracy in US History'
Fall. Credits: 4
How have Americans -- and those contending with America -- envisioned and reached for more just and inclusive communities? What historical circumstances have opened opportunities for more robust democratic forms to emerge in the face of oppression? We will consider structural barriers to meaningful inclusion, involving racism, wealth, poverty, property, citizenship, gender, sexuality, disability, and dissent, as well as efforts to overcome them through concerted action and cultural struggle in the arts and public humanities. What public stories shape our connections with one another? What can we learn about the possibilities for sustaining democracy through daily life and culture? Crosslisted as: HIST-280DD
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Renda

CST-249EM Topics in Critical Social Thought: 'Embodiment in Theory: Precarious Lives from Marx to Butler'
Not Scheduled for This Year. Credits: 4
We examine the writing of major nineteenth, twentieth, and twenty-first century theorists, such as Marx, Nietzsche, Freud, Dubois, Fanon, Foucault, Butler, and others through the lens of embodiment. Rather than read theory as an abstract entity, we explore how theory itself is an embodiment of actual lives in which human beings experience life as precarious. What are the social conditions that create vulnerable bodies? How do thinkers who lived or are living precarious lives represent these bodies? Through a series of case studies based on contemporary examples of precarity, we examine the legacy and materiality of critical social thought. Crosslisted as: GRMST-231EM, GNDST-204EM
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
K. Remmler

CST-249FA Topics in Critical Social Thought: 'Fascism in Plain Sight'
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, FMT-230FA
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: SPAN-212 or fluency in Spanish with permission.
Notes: Taught in Spanish.
CST-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-249FR Topics in Critical Social Thought: 'Beyond Francafrique: Franco-African Encounters in Historical Perspective'

Fall. Credits: 4

This course examines how France and Francophone West Africa have shaped each other throughout the past three centuries. Beginning with the French Atlantic of the eighteenth century, the course traces Franco-African encounters through informal and formal colonial rule, decolonization, and the postcolonial period. It closes by examining current controversies over race, literature and museum rights engendered by this complex history. Students will gain a deep historical understanding of contemporary issues, giving them the capacity to think widely about social divisions, power asymmetries, and debates surrounding identity and belonging that de-center the American experience.

Crosslisted as: HIST-241, AFCNA-241FR

 Applies to requirement(s): Humanities; Multicultural Perspectives

E. Prosperetti

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'

Not Scheduled for This Year. Credits: 4

This course examines the relationship between the urban and Latina/o/x placemaking, identities and culture(s). Urban scholars have long studied the ‘evolving’ city-this course explores the changing city in relation to Latina/o/x populations and urban social change movements. We examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, 'new urbanism,' placemaking, gentrification, migration/immigration, segregation, and more. The readings in this course aim to provoke a consideration of the dynamic between space and place, as well as how urban life, culture, and form impacts Latina/o/x populations and vice versa.

Crosslisted as: LATST-250LR

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

V. Rosa

CST-249NR Topics in Critical Social Thought: 'Reimagining American Religious History: Race, Gender, and Alterity'

Spring. Credits: 4

This course invites its participants to place critical race and gender studies perspectives in dialogue with the emergence of new religious movements in the United States. Course participants rely on the presupposition that only through a thorough examination of religious traditions on the ‘margin’ can we fully understand the textured meaning of American religious history as a sub-discipline. Privileging the founding stories and institutionalization of minoritized American religious groups, the course considers how subaltern voices have shaped and transformed American religious life.

Crosslisted as: RELIG-225NR, GNDST-210NR

 Applies to requirement(s): Humanities

M. Coleman-Tobias

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’
Fall and Spring. Credits: 4
This course analyzes the concepts of race and racism from an interdisciplinary perspective, with a focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial ‘difference’. In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.
Crosslisted as: LATST-250RP, GNDST-204RP
Applies to requirement(s): Social Sciences; Multicultural Perspectives
J. Arce
Restrictions: This course is limited to sophomores and juniors.

CST-249SL Topics in Critical Social Thought: ‘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, GNDST-210SL
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfels

CST-249TR Topics in Critical Social Thought: ‘Race* 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 race* 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 processes can transform how we relate to and inhabit power, futurity and memory.
Crosslisted as: GNDST-204TR
Applies to requirement(s): Humanities, Multicultural Perspectives
R. Hwang
Prereq: 4 credits from Gender Studies.

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

CST-253 Critical Race Theory
Fall. Credits: 4
This course examines the discursive relationship between race and law in contemporary U.S. society. Readings examine the ways in which racial bodies are constituted in the cultural and political economy of American society. The main objective is to explore the rules and social practices that govern the relationship of race to gender, nationality, sexuality, and class in U.S. courts and other cultural institutions. Thinkers covered include W.E.B. DuBois, Kimberle Crenshaw, Derrick Bell, and Richard Delgado, among others.
Crosslisted as: AFCNA-208
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Wilson
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: Critical Social Thought 248, 249, or 250 recommended but not required.
CST-280 Literary and Cultural Theory
Not Scheduled for This Year. Credits: 4
An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will focus on crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation. Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.
Crosslisted as: ENGL-280
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
The department
Restrictions: Course limited to sophomores, juniors and seniors

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

CST-342 Science as Culture
Fall. 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.
Crosslisted as: ANTH-342
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
M. Watson
Prereg: 8 credits in the department.

CST-346 Irish Gothic
Spring. Credits: 4
In this seminar, we will study the gothic as a malleable yet persistent discursive site in Irish literary and political tradition. From the eighteenth century to the present, the gothic has been used to represent and to imagine aspects of Irish history, in particular colonialism and its traumas, in literature. The course focuses on the ways that the Irish gothic explores violence and terror, famine, and vampirism as a political metaphor. We will read novels, short fiction, poetry, and archival newspaper writing, including work by Maturin, Ownson, Lady Wilde, Mangan, LeFanu, Stoker, Joyce, Bowen, Boland, Edna O’Brien, and Heaney.
Crosslisted as: ENGL-346
Applies to requirement(s): Humanities
A. Martin
Prereg: 4 credits in English at the 300 level.

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

Spring. Credits: 4
This seminar will offer close theoretical readings of a variety of anti-colonial, abolitionist, anti-imperialist, insurgent and feminist-of-color memoir, autobiographical and social justice texts. We will read works from Leanne Betasamosake Simpson, Assata Shakur, Patrissie Pullors, 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: GNDST-333AD
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
R. Hwang
Prereg: 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 Change and Other Disasters'

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, GNDST-333AN
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, Takahiro 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-349BG Advanced Topics: ''Beyond Geishas and Kung Fu''

Spring. Credits: 4
This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visuality, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.
Crosslisted as: ENGL-344BG
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 explores a diversity of religious approaches to the meaning of childhood and the nature of children. We critically examine influential writings, rituals and liturgy, fiction, and other types of literature to understand the construction of childhood as distinctive life stage that entails special rights and responsibilities. We will also examine how gender, power, race, social structures, and economic arrangements produce divergent understandings of what it means to be a child.
Crosslisted as: RELIG-331CH, JWST-350CH
Applies to requirement(s): Humanities
M. Benjamin
Restrictions: Course limited to sophomores, juniors and seniors
Notes: Students wishing to take this course for credit in Jewish studies must choose a research topic that builds on Jewish sources.
**CST-349DE Advanced Topics: 'Rethinking (Under)Development in Latin America'**

*Not Scheduled for This Year. Credits: 4*

When and how did the notion of 'development' emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term 'under-development' imply? Throughout Latin America, such language proves problematic not only as a material reality but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about 'underdevelopment' through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century. The course addresses works by Gabriel García Márquez, Subcomandante Marcos, José Martí, Tomás Gutiérrez Alea, and others.

*Crosslisted as: SPAN-350DE*

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

*J. Crumbaugh*

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

*Notes: Taught in Spanish.*

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**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: GNST-333EM*

*Applies to requirement(s): Humanities*

*C. Gundermann*

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

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

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**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, GNST-333FM*

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

*R. Madrigal*

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

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

*Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: AFCNA-308*

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

*L. Wilson*

*Instructor permission required.*

*Prereq: 8 credits in Africana Studies.*

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**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. Students will engage in community-based research on affordable housing in communities in the Pioneer Valley.

*Crosslisted as: LATST-350MC, GNST-333MC*

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

*V. Rosa*

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

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

*Notes: This course will be linked with Professor Preston Smith's Social Housing course (POLIT'254). Students from both courses will share a classroom for speakers and films.*
CST-349MR Advanced Topics: 'The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature'

Spring. Credits: 4

Not Scheduled for This Year. Credit: 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 reflected into the past the problems of present Middle-Eastern societies. Writing from Egypt, Lebanon and Morocco, they revisited with nostalgia the extraordinary medieval heritage of the Arab-Islamic world, educating their readers while taking them on journeys to Medieval Andalusia, to the last years of the Baghdad of the caliphs, and to Cairo on eve of the Ottoman conquest. By looking into the medieval mirror, these authors challenged conservative readings of this heritage. In doing so, they contributed to the modernization of their countries and were able to escape censorship, uphold feminist values, and to criticize Western imperialism and oppressive Arab rulers. In this course, we will read their works in valuable English translations, while discussing their extraordinary lives as twentieth-century writers, intellectuals, and activists.

Crosslisted as: ASIAN-339

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Lovato

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

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

Spring. 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-349NT Advanced Topics: 'Entangled Sexuality: Violence, Resistance, Crime, Punishment And Survival'

Not Scheduled for This Year. Credits: 4

Sexuality via current US law is largely conceived of as a singular identity axis, existing independently of other categories and social phenomena. Through critical queer, critical race and settler colonial theory, this course will study the concepts of sexual citizenship/respectability in relation to criminality of ‘deviant’ sexualized, racialized, colonized bodies. In turn, we will explore recent modes of LGBT legal reform – or rather ‘carceral feminisms’ and ‘pink-washing.’ Lastly, we will focus on the unprecedented rate in which women/queer/trans people of color experience violence from the criminal justice system and its law enforcers, even in cases of survival and self-defense.

Crosslisted as: GNDST-333NT

Applies to requirement(s): Humanities; Multicultural Perspectives

R. Hwang

Prereq: 8 credits from Gender Studies.

CST-349PA Advanced Topics: 'Natural’s Not in It: Pedro Almodóvar'

Spring. Credits: 4

This course studies the films of Pedro Almodóvar, European cinema’s favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.

Crosslisted as: GNDST-333PA, SPAN-340PA, FMT-330PA

Applies to requirement(s): Humanities

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

J. Crumbaugh

Prereq: 8 credits in Spanish, Film Studies, Critical Social Thought, and/or Gender Studies.

Notes: Weekly evening screenings. Taught in English.

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, GNDST-333RT

Applies to requirement(s): Humanities

S. Mrozik

Restrictions: Course limited to sophomores, juniors and seniors
CST-349ST Advanced Topics: ‘Sissies, Studs and Butches: Racialized Masculinities, Effeminacy and Embodiments of Noncompliance’
Not Scheduled for This Year. Credits: 4
This course will investigate the racialization of masculinity (and the masculinization of race) as undergirded by heteropatriarchy, settler colonialism, militarized borders and imperialism. This course will center perspectives from various ‘Third World Solidarity’ diasporas in order to challenge Western, hegemonic and inherent legacies of masculinity as modernity’s (hu)man. Using critical race theory, feminist, queer/trans* of color critique (e.g., Wynter, Fanon, David Eng, José Muñoz), we will ask how whiteness (white supremacist masculinity) shapes and colors masculinity — whether as exemplar, visible, illegible, failed, deviant and even toxic — and what then falls outside of such a frame?
Crosslisted as: GNDST-333ST
Applies to requirement(s): Humanities, Multicultural Perspectives
R. Hwang
Prereq: 8 credits in Gender Studies or Critical Social Thought.

CST-349SV Advanced Topics: ‘Media and Surveillance’
Not Scheduled for This Year. Credits: 4
With corporations using our data to anticipate our desires and counterterrorism units tapping into our communications, we are increasingly embedded in a surveillance society. This course considers practices of surveillance across media platforms, from smartphones, fitness trackers, and baby monitors to the biometric technologies that determine who may cross borders. We will explore how different governments, corporations, and individuals use new media to surveil others, as well as the ways racism and transphobia are inscribed in surveillance practices. We will also discuss and try out protective measures and various subversive practices of ‘sousveillance.
Crosslisted as: FMT-330SV
Applies to requirement(s): Humanities
H. Goodwin
Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.

CST-349UU Advanced Topics: ‘Latina/o Immigration’
Spring. 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
R. Madrigal
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 visibility in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography—portraiture, prison photography, imperial photographs, and private and popular erotic images—as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising.
Crosslisted as: ENGL-325
Applies to requirement(s): Humanities
A. Martin
Prereq: ENGL-220 or ENGL-323 and at least 4 credits from art history or film studies.

CST-350 Senior Seminar
Fall. Credits: 4
This capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies and critical social thought. Majors with diverse interests, perspectives, and expertise will have the opportunity to reflect on, and share with each other, the significance of their major education in relation to their current and past work, their capstone or senior projects, their academic studies as a whole, and their engagements outside of academia. Course readings and discussion will be shaped by students in collaboration with the instructor.
Crosslisted as: GNDST-392
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
C. Gundermann
Restrictions: This course is limited to seniors.; This course is limited to CST or Gender Studies majors.

CST-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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<td>RELIG-352</td>
<td>Body and Gender in Religious Traditions</td>
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<td>RELIG-361</td>
<td>The Aquatic Life of Black Devotion</td>
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<td>SPAN-240FA</td>
<td>Visual Cultures, An Introduction: ‘Fascism in Plain Sight’</td>
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<tr>
<td>SPAN-340PA</td>
<td>Advanced Studies in Visual Cultures: ‘Natural’s Not in It: Pedro Almodóvar’</td>
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CURRICULAR SUPPORT COURSES (CUSP)

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
Not Scheduled for This Year. 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-136 Language and Culture in Academia
Spring. Credits: 2
Language and culture are inextricably linked. Learning a language also means learning a new culture. Academia has a culture all its own, in addition to that of the country and language of a particular institution. This course will explore the values and practices of college education in the United States. Through readings and class discussion, students will develop a framework for understanding the implicit cultural expectations in writing assignments, class discussion, and other aspects of academic life.
Applies to requirement(s): Meets No Distribution Requirement
J. Zhu
Advisory: This course is open to all students, but is particularly relevant to international students.
Notes: Credit/no credit grading. 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
The department
Instructor permission required.
Advisory: This course is open to all students, but is particularly relevant to international students.
Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSP-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
The department
Instructor permission required.
Notes: Meeting dates: 1/29, 2/12, 3/11, 4/15, 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
Spring. Credits: 2
This course is an introduction to common shop practices in the MHC Makerspace. In this course, you will learn to safely operate equipment and to both develop and mentor projects, with a focus on inclusive pedagogy. Emphasis will be placed on class participation as well as hands-on project based assignments. Priority will be given to those seeking to work as Makerspace Consultants.
Applies to requirement(s): Meets No Distribution Requirement
K. Aidala
Instructor permission required.
Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.
CUSP-209 Making Study Abroad a Transformative Experience
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.

CUSP-212 Peer Mentoring: Theory and Practice
Spring. Credits: 2
This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Singer
Instructor permission required.
Notes: Meets second half of the semester on Monday evenings. Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

CUSP-215 Intergroup Dialogue
Credits: 2
This course prepares students for learning and engagement in community-based settings locally and abroad -- through international internships, Community-Based Learning and/or the Global/Local Fellowship. Effective and ethical work with communities requires students to better understand the contexts of, and possible modes for, collaborative action. Students will engage crucial questions, including their motivations and positionality as change agents, histories of social inequality and attempts to address them (e.g., through development, social justice), how ‘community’ is variously defined. This course will use a combination of course discussion, personal reflection and community-based trips.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
The department
Instructor permission required.
Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

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

CUSP-235 Intergroup Dialogue: Facilitating Conversations About Social Justice
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.

CUSP-241 Engaging for Social Impact: Working With Local Communities Around the World
Not Scheduled for This Year. Credits: 2
This course prepares students for learning and engagement in community-based settings locally and abroad -- through international internships, Community-Based Learning and/or the Global/Local Fellowship. Effective and ethical work with communities requires students to better understand the contexts of, and possible modes for, collaborative action. Students will engage crucial questions, including their motivations and positionality as change agents, histories of social inequality and attempts to address them (e.g., through development, social justice), how ‘community’ is variously defined. This course will use a combination of course discussion, personal reflection and community-based trips.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
The department
Instructor permission required.
Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.
DANCE (DANCE)

Dance Theory

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

DANCE-171 Studies in Dance History
Spring. Credits: 4
This course is designed to present an overview of dance as a performing art in the twentieth century. Through readings, video and film viewings, guest performances, individual research projects, and classroom discussions, students will explore principles and traditions of twentieth-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde experimentation, African American dance forms, jazz dance, and other cultural dance traditions.
Applies to requirement(s): Humanities
N. Escobar
Notes: In spring 2020, the focus will be on African American dance forms and artists.

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-241 Scientific Foundations of Dance
Selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles.

DANCE-241AK Scientific Foundations of Dance: 'Anatomy and Kinesiology'
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-267 Embodied Archives: Reading, Writing, and Researching Dance
Fall. Credits: 4
This course, open to all, is an introduction to qualitative research methods employed by dance scholars and practitioners. Texts will include live and recorded performances, movement-based workshops, and theoretical secondary sources. Students will gain an understanding of epistemology, autoethnography, and phenomenology as they pertain to dance practices; articulate the felt experience of dance in concrete writing; conduct interviews; develop a practice archive; and craft a detailed research proposal and review of literature. Trips to regional dance archives and local rehearsal visits will contextualize the work done in class.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
B. Diewald
Advisory: This course is designed for students who have a sustained dance or movement-based art practice, and is intended to prepare sophomore and junior dance majors for the rigorous of independent choreographic practice and capstone projects.
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

B. Diewald

DANCE-272HP Dance and Culture: Hip Hop

Fall. Credits: 4

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

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

S. Johnson

DANCE-287 Rhythmic Analysis

Not Scheduled for This Year. Credits: 4

The study of music from a dancer's perspective. Topics include musical notation, construction of rhythm, elements of composition (visual aspects of music and movement), communication between dancer and musician, and music listening.

Applies to requirement(s): Humanities

P. Jones

DANCE-295 Independent Study

Fall and Spring. Credits: 1 - 4

Students interested in independent study in dance (Dance 295) must provide convincing reasons for pursuing independent work and be self motivated and 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'

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.

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-305HP Dance Repertory: 'Hip Hop Repertory'

Not Scheduled for This Year. Credits: 2

This course is designed for intermediate and advanced hip hop dancers interested in performing a premiere hip hop work for the Fall Faculty Dance Concert.

S. 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'

Not Scheduled for This Year. 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.

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-309 Dance Repertory: 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-387 Rhythmic Analysis II: Performance
Fall. Credits: 4
A continuation of Dance 287. The focus now shifts specifically to performance and the notation of complex rhythmic structures. Working as an ensemble, the class will create a music/dance suite, using body music, movement, vocal work, and music visualization as our inspiration. Emphasis will be placed on odd and mixed meters and rhythmical accuracy. Students will contribute both movement and musical material.
Class time will be run like a professional rehearsal. Outside work will focus on musical research, choreography, and music notation. This suite will be performed at Blanchard Campus Center at a date to be determined.
Applies to requirement(s): Humanities
P. Jones
Prereq: DANCE-287.

DANCE-390 Senior Capstone Seminar
Fall and Spring. Credits: 2
Each dance major will be expected to be involved in a senior project during their final year of study. One should sign up for Dance 390, Senior Seminar for both fall and spring semesters. Senior projects can vary, from choreographic or performance work to research topics.
Applies to requirement(s): Meets No Distribution Requirement
B. Diewald
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 and Spring. Credits: 4
An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required.
B. Diewald, C. Martin, F. Wolfzahn
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
Not Scheduled for This Year. 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
Not Scheduled for This Year. Credits: 2
Students will study the basic movements and fundamentals of classical ballet. The movements are taught in a pure form, at a relaxed pace before proceeding to more complex combinations. Ballet I sets the groundwork for the movements and musicality of the ballet lesson.
R. Flachs
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 Medici 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 Medics 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.  
*Croslisted as:* MUSIC-147F  
N. Monahin, M. Pash  
Prereq: DANCE-127 or MUSIC-147D.

DANCE-132 Introduction to Hip Hop  
*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  
*Not Scheduled for This Year.* 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  
*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.  
N. Escobar  
Notes: Repeatable for credit.

DANCE-144 Tango  
*Not Scheduled for This Year.* 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-216 Intermediate Modern  
DANCE-216MA Intermediate Modern 2x/week  
*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.  
F. Pergelly  
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  
*Spring.* 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
Not Scheduled for This Year. 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-234 House Dance
Spring. Credits: 2
This course is designed for dancers to learn the fundamentals of House dance. Students will learn the history and culture of House along with terminology of the dance movements. Class will include across the floor drills and center combinations, which will ask the dancers to find their relationship to musicality, athleticism, dynamics, and articulation of the body. Improvisation is a critical component of this course. This will empower them to embody the movement, feel comfortable improvising, and have a greater capacity to learn more intricate choreography.

S. Johnson
Notes: Repeatable for credit.

DANCE-238 Intermediate Level Musical Theater/Jazz
Not Scheduled for This Year. 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.

B. Diewald
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
Fall. 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-390A Data Science Capstone: Data Ethics
Fall. Credits: 1
This portion of the Data Science capstone will include readings and discussion of data ethics and data integrity, and students will also do preliminary identification of their capstone project focus.
Applies to requirement(s): Meets No Distribution Requirement
V. Barr
Restrictions: This course is limited to seniors.; This course is offered to philosophy majors only.
Prereq: COMSC-205 and STAT-340. STAT-340 may be taken concurrently (contact instructor for permission). Coreq: DATA-390B.

DATA-390B Data Science Capstone Project
Fall. Credits: 3
This portion of the Data Science Capstone will involve refinement of the project focus, identification of data sources, iterative model development and refinement, literature search, and completion of a paper and presentation. Students will also provide substantial feedback on each other’s work as a way of sharpening their data science analysis skills.
Applies to requirement(s): Meets No Distribution Requirement
V. Barr
Restrictions: This course is limited to seniors.; This course is offered to philosophy majors only.
Prereq: COMSC-205 and STAT-340. STAT-340 may be taken concurrently (contact instructor for permission). Coreq: DATA-390A.

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

Related Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>COMSC-151DS</td>
<td>Introduction to Computational Problem Solving: 'Big Data'</td>
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<tr>
<td>COMSC-151EN</td>
<td>Introduction to Computational Problem Solving: 'Environmental Studies'</td>
<td>4</td>
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<tr>
<td>COMSC-151HC</td>
<td>Introduction to Computational Problem Solving: 'Humanities Computing'</td>
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<tr>
<td>COMSC-151MD</td>
<td>Introduction to Computational Problem Solving: 'Computers in Medical Technology'</td>
<td>4</td>
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<tr>
<td>COMSC-151SG</td>
<td>Introduction to Computational Problem Solving: 'Computing for Social Good'</td>
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<td>COMSC-205</td>
<td>Data Structures</td>
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<td>COMSC-335</td>
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<td>DATA-390</td>
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<td>DATA-390A</td>
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<td>MATH-211</td>
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<td>STAT-140</td>
<td>Introduction to the Ideas and Applications of Statistics</td>
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<td>STAT-242</td>
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<tr>
<td>STAT-340</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
J. Norling, M. Robinson, L. Wilson, J. Yuen, The department

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

200-Level Courses

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

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

ECON-207BF Special Topics: 'Behavioral Economics and Finance'
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
Spring. 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
M. Lay, 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
K. Schmeiser, 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-213 Economic Development: A Survey
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.

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/sgabriel/215.html for a more detailed description.
Applies to requirement(s): Social Sciences
S. Schmeiser
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ECON-110.

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

ECON-219 Environmental Economics
Not Scheduled for This Year. Credits: 4
In this class, we will use the lens of economic analysis to examine how environmental problems arise and what can be done to resolve them. This will include an assessment of relevant environmental policies (e.g., carbon tax & cap-and-trade programs), how these policies function, and what impacts they have on people and the economy. Topics include market failures and externalities, pollution, climate change, management of renewable and nonrenewable resources, sustainability, biodiversity, and others.
Applies to requirement(s): Social Sciences
T. Gilliland
Prereq: ECON-110.

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

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.

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'  
Not Scheduled for This Year. Credits: 4  
This course is an introduction to the economics of education. We will apply basic economic concepts and empirical methods to the analysis of education. We will examine the U.S. educational system from preschool to higher education both as an industry and from a labor economics perspective. Topics include human capital theory (the relationship of education to earnings and other outcomes); the role of early childhood education; the structure, reform, and financing of elementary and secondary education (public, charter, magnet, and private schools); the market for teachers, teaching training and performance; and the economics of higher education with particular emphasis on liberal arts colleges.  
Applies to requirement(s): Social Sciences  
M. Robinson  
Prereq: ECON-110.

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

ECON-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 Benefit 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.  
Applies to requirement(s): Social Sciences  
Other Attribute(s): Speaking-Intensive  
R. Feldman  
Prereq: ECON-110.

ECON-249PB Topics in Economics: 'Introduction to Public Economics'  
Not Scheduled for This Year. Credits: 4  
Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include public goods, externalities, social welfare, public choice, the U.S. ‘safety net,’ social security, budget deficits, the U.S. tax system, and the effects of taxation and government programs on behavior.  
Applies to requirement(s): Social Sciences  
J. Yuen  
Prereq: ECON-110.

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

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

300-Level Seminars  

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

ECON-304 Labor Economics  
Not Scheduled for This Year. Credits: 4  
This course examines modern theories of labor markets and reviews empirical evidence in support or contradiction of those theories. Topics include the supply and demand of labor, human capital theory, household and family behavior, worker mobility, union activities, wage inequality, and gender and racial discrimination. The course will also consider current public policy debates of relevance to labor markets, including minimum wages, welfare reform, educational policy, and free trade agreements.  
Applies to requirement(s): Social Sciences  
M. Robinson  
Restrictions: This course is open to juniors and seniors  
Prereq: ECON-212 and ECON-220.
ECON-307 Seminar in Industrial Organization  
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.  
 Applies to requirement(s): Meets No Distribution Requirement  
K. Schmeiser  
Restrictions: This course is open to juniors and seniors  
Prereq: ECON-212.

ECON-308 Advanced Macroeconomics  
Not Scheduled for This Year. Credits: 4  
This course provides an introduction to the micro-founded theories of modern macroeconomic research. The course will cover the workhorse models used to understand economic growth, business cycles, unemployment, consumption, and monetary and fiscal policy. Emphasis will be on mathematical models complemented by empirical evidence from academic articles.  
 Applies to requirement(s): Social Sciences  
J. Yuen  
Restrictions: This course is open to juniors and seniors  
Prereq: ECON-211 and ECON-212.

ECON-310 Seminar in Public Economics  
Not Scheduled for This Year. Credits: 4  
This course provides an overview of the ways in which government policies on taxation and spending affect outcomes for individuals (e.g., poverty, health, income) and for society (e.g., inequality, social mobility, economic growth). Topics will include the theory of taxation, public goods, and externalities. Students will apply these theories to current policy debates. Possible applications include healthcare, education, TANF, unemployment insurance, and Social Security.  
 Applies to requirement(s): Social Sciences  
M. Lay  
Restrictions: This course is open to juniors and seniors  
Prereq: ECON-212.

ECON-312 Seminar in International Trade  
Not Scheduled for This Year. 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  
Spring. Credits: 4  
Why have only few developing countries closed the income gap with industrialized countries? How does globalization affect the prospects for economic transformation and human well-being? How does the rise of China impact the development prospects for other latecomers? We study and discuss how orthodox and heterodox approaches answer these and other questions, and we assess proposed policies and their appropriateness in different contexts. Students have many opportunities to apply the knowledge acquired in class: in debates, simulations, quantitative and qualitative research, and discussions of authentic cases with embedded practitioners from international organizations and the private sector.  
 Applies to requirement(s): Social Sciences; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
E. Paus  
Restrictions: This course is open to juniors and seniors  
Prereq: ECON-213 and either ECON-211 or ECON-218.

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

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

ECON-325 Economics of Health Care and Health Service Organizations  
Not Scheduled for This Year. Credits: 4  
Economic aspects of health and health care in developing countries. Topics cover measuring health outcomes for welfare analysis, economic determinants of health and health care demand, the contribution of improved health and nutrition on economic development, and considerations in designing and evaluating health care interventions. Additionally, the course will cover micro-economic topics related to specific public health problems in developing countries.  
 Applies to requirement(s): Social Sciences  
S. Adelman  
Restrictions: This course is open to juniors and seniors  
Prereq: ECON-212 and ECON-220.
ECON-335 Advanced Corporate Finance
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. Gabriel
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-349AM Advanced Topics in Economics: 'Advanced Managerial Economics'
Fall. Credits: 4
This course will use an intensive case-study approach mixed with lectures, readings, and discussions. The focus is investigating the economics of management and enterprise (firms, organizations) decision-making in local/regional, national, and global settings, the intersections of economic considerations with social and political considerations, and the frameworks and tools for analyzing the behaviors and decisions of various enterprises. Class participation in the discussions is essential. Students will also develop and provide presentations of case analyses.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
R. Feldman
Prereq: ECON-110 plus at least one other upper-level Economics or EOS/Entrepreneurship course.

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: 'International Political Economy'
Spring. Credits: 4
The course will address international problems and issues that are multi-dimensional, including those shaping and shaped by political, cultural, economic, and ecological processes. Each issue or problem will be analyzed from multiple theoretical perspectives, drawing upon a wide range of theories in economics, politics, and sociology. The course will provide students with experience debating complex problems that have both global and local implications, including upon international trade and development, civil unrest, human rights, innovation in material and process technologies, inequality and political, economic, and cultural tensions between nation-states.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
S. Gabriel
Restrictions: This course is open to juniors and seniors
Prereq: ECON-211.
ECON-352 Advanced Economic Development

Not Scheduled for This Year. 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
Other Attribute(s): Writing-Intensive
S. Adelman
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ECON-212 and ECON-220.

Independent Research

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

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

EDUC-205 Social Justice in Education
Fall. Credits: 4
When do we bring up issues of identity (i.e., race, class, gender, etc) in a classroom? What do teachers need to interrupt racism and other types of oppression? How do societal issues affect schools and communities? This course examines the historical, social, and legal underpinnings of social constructions and how perspectives on racism and other types of oppression have influenced lives within school communities. Topics include white privilege, white supremacy, and accountability, achievement and opportunity gaps, gender oppression, classism, and the impact of anti-oppressive pedagogies on multiple levels. Intersectionality of race and other identities will also be addressed. Essays, response papers, and final project are required.

Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Matos
Restrictions: Course limited to sophomores, juniors and seniors

EDUC-233 Educational Psychology
Fall and Spring. Credits: 4
What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings.

Crosslisted as: PSYCH-233
Applies to requirement(s): Social Sciences
B. Packard
Prereq: A 100-level psychology course or AP Psychology.

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

Applies to requirement(s): Meets No Distribution Requirement
J. Jacoby
Instructor permission required.
Advisory: Permission of instructor. Preference is given to students enrolled in the teacher licensure program.

EDUC-267 Children’s Literature for Educators
Fall. Credits: 4
This course introduces various genres of children’s literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.

Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Advisory: Only available to juniors and seniors in the teacher licensure program.

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

EDUC-300 The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
Spring. Credits: 4
Through a balanced and integrated approach students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children’s fiction and nonfiction literature, and the use of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
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' Candidate Assessment of Performance.  
**Applies to requirement(s):** Meets No Distribution Requirement  
**Other Attribute(s):** Speaking-Intensive, Writing-Intensive  
S. Frenette  
Instructor permission required.  
**Restrictions:** This course is limited to seniors.  
**Prereq:** EDUC-300, EDUC-320, and EDUC-325.  
**Notes:** Credit/no credit grading. 5 days a week for 12 weeks; full-time student teaching in school site (includes Mount Holyoke College's spring break); limited to students accepted to the practicum year program.  

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

EDUC-325 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum  
**Fall. Credits: 4**  
Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classrooms. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction. All participants will have opportunities to connect theory and practice.  
**Applies to requirement(s):** Meets No Distribution Requirement  
L. Mattone  
Instructor permission required.  
**Advisory:** 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. All participants will have opportunities to connect theory and practice.  
**Applies to requirement(s):** Meets No Distribution Requirement  
J. Matos  
Instructor permission required.  
**Advisory:** Students wishing to gain experience for Teach for America (and other teacher residency programs), the Fulbright Scholars program, Science Buddies, etc. may enroll with permission of instructor. Required for all teacher candidates accepted into the middle and secondary 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' Candidate Assessment of Performance.  
**Applies to requirement(s):** Meets No Distribution Requirement  
J. Matos  
**Restrictions:** This course is limited to seniors.  
**Instructor permission required.**  
**Prereq:** EDUC-320 and EDUC-330.  
**Notes:** Credit/no credit grading. 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College’s/Amherst College’s spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum.
EDUC-332 Observing and Assisting in Secondary and Middle School Educational Programs  
*Fall and Spring. Credits: 1 - 2*  
This is a fieldwork-based independent study course. During the fall and spring semesters it involves 20 to 40 hours of individually scheduled fieldwork in a secondary or middle-school classroom or educational program. Students keep a reflective journal, read relevant articles and essays, meet regularly with the instructor, and write a final report.  
*Applies to requirement(s): Meets No Distribution Requirement*  
*Other Attribute(s): Community-Based Learning*  
J. Matos  
_Instructor permission required._  
*Notes: This course is graded on a credit/no credit basis.*

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

EDUC-395 Independent Study  
*Fall and Spring. Credits: 1 - 8*  
_The department_  
_Instructor permission required._
EDUCATIONAL STUDIES (EDUST)

EDUST-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 adultism.
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’
Not Scheduled for This Year. Credits: 4
In this course, students will explore educational policy including why policy-making and policies matter, what makes compelling evidence to various stakeholders, ways to identify levers for change, and the negotiation processes. We will consider local, state, federal policy, and international comparative cases. Students will analyze the ways in which policy, practice, and theory intersect or diverge, and why. Beyond course materials, students will choose a topic, draft and revise a written policy brief, as well as practice pitching policy through spoken word.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
B. Packard
Restrictions: This course is open to juniors and seniors
Advisory: One 200-level course in Educational Studies or relevant area recommended.

EDUST-351 Topics in Education

EDUST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission 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 language, culture, and academic convention. Past semesters’ topics include: the role of education in society; the relationship between religion, culture, and nature; and family relationships across cultures. In addition to the academic content, the course focuses on the writing and revising process, academic research and argumentation, and the nature and purpose of academic discourse. This course is intended for students whose native language is not English and who would like to refine their writing and speaking skills.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
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, S. Roychoudhury, J. Tan, W. Yu, 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-248 Effective Public Speaking
Spring. Credits: 2
This course provides the opportunity to develop speaking skills in a range of academic and professional situations. Through speaking, revision, and reflection, students identify their strengths as speakers, evaluate their improvement, and develop strategies for formal and informal speaking contexts.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive
M. Shea
Restrictions: This course is open to juniors and seniors
Notes: Half semester course. This section is designed to consider the needs of multilingual and second language speakers, but it is open to upper-level students of any language background.

ENGL-249 Style, Voice, and Self in Academic Discourse
Not Scheduled for This Year. Credits: 4
Academic discourse (writing and speaking) is often described as impersonal and objective. Expertise, evidence, and argument are valued. Clarity and concision are expected. Individuality and creativity are rarely mentioned, but can they have a place in academic discourse? This course will explore that question while discussing the relationship between academic and public discourse, social media in academic conversations, academic ethics, and Standard English as a default language for academic communication.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Shea
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: The course is designed for students who do not identify as native speakers of English, but it is open to all students.

ENGL-367 Topics in Film Studies

Writing Courses: Prose and Poetry

ENGL-201 Introduction to Creative Writing
Fall and Spring. Credits: 4
This course offers an introduction to the composition of multiple genres and modes of creative writing, which may include poetry, fiction, creative nonfiction, hybrid forms, graphic novels, and digital texts. Students will learn strategies for generating ideas, drafting, giving and receiving feedback, revising creative work, and building literary community.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
S. Ace, L. Glasser, A. Hong, A. Lawlor, The department
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: A first-year seminar.

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: FMT-240PW**  
**Applies to requirement(s): Meets No Distribution Requirement**  
**Other Attribute(s): Writing-Intensive**  
The department  
**Prereq: One course in Film, Media, Theater or Theatre Arts or a creative writing English course.**  
**Notes: Cannot be taken at the 300 level.**

ENGL-219 Topics in Creative Writing  
**ENGL-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, Isak Dineson, Gabriel García Márquez, Nalo Hopkinson, Porochista Khakpour, Larissa Lai, Kelly Link, Carmen Maria Machado, and Bruno Schulz.  
**Applies to requirement(s): Meets No Distribution Requirement**  
**Other Attribute(s): Writing-Intensive**  
The department  
**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 creative writing by queer and/or trans authors? Writing about queer or trans practices, identities, experience? Writing that subverts conventional forms? All of the above? In this course, we will engage these questions not theoretically but through praxis. We will read fiction, poetry, comics, creative nonfiction, and hybrid forms. Expect to encounter work that challenges you in terms of form and content. Some writers we may read include Ryka Aoki, James Baldwin, Tom Cho, Samuel R. Delany, Kari Edwards, Elisha Lim, Audre Lorde, Cherrie Moraga, Eileen Myles, and David Wojnarowicz.  
**Crosslisted as: GNDST-204QT**  
**Applies to requirement(s): Humanities**  
**Other Attribute(s): Writing-Intensive**  
The department  
**Prereq: ENGL-201 and 4 credits in Gender Studies.**

ENGL-301 Studies in Journalism  
**Not Scheduled for This Year. Credits: 4**  
This course examines the profound changes that journalism has undergone in the digital age. Students will study the impact of technology on journalism historically, focusing on how each age establishes its own vocabulary and syntax. They will then focus on changes that have arrived in our own time, on how the internet, social media, and the cell phone have delivered the tools of journalism beyond the professional class to ordinary citizens and how this has both enhanced and frustrated the role of the journalist in our society. Students will do their own journalism work in various new media forms and develop skills that will make them both better consumers of digital media and better digital media journalist.  
**Applies to requirement(s): Meets No Distribution Requirement**  
The department  
**Restrictions: Course limited to sophomores, juniors and seniors**  
**Advisory: ENGL-202 Intro to Journalism strongly recommended**  
**Notes: Meets English department’s seminar requirement**

**ENGL-301MW Studies in Journalism: 'Magazine Writing - Sequence I'**  
**Not Scheduled for This Year. Credits: 4**  
Students in this class will produce original works at magazine length. Assignments will get them out of the classroom and into the world, exploring feature stories and local issues of importance. A student’s mastery of the 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**  
The department  
**Prereq: Intro to Journalism, Intro to Creative Writing, or Narrative-Non Fiction.**  
**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-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.
Advisory: Interested students must complete this application: https://forms.gle/TzGB5tfBiQtGshXW9
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, Philip 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 Elhillo, Gloria Anzaldua, Morgan Parker, Layli Longsoldier, Judy Grahn, Audre Lorde, Ronaldo Wilson, Shane McCrae, Adrienne Rich, David Wojnarowicz, Eileen Myles, and others.

Crosslisted as: GNDST-333PM
Applies to requirement(s): Meets No Distrib. Reqmt; 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-361SW Advanced Creative Writing Topics: 'Screenwriting'

Not Scheduled for This Year. Credits: 4
The screenplay is a unique and ephemeral form that exists as a blueprint for something else: a finished film. How do you convey on the page a story that will take shape within an audio-visual medium? The screenwriter must have an understanding of both the language of narrative film as well as the general shape and mechanics of film stories. This advanced course will cover dialogue, characterization, plot, story arc, genre, and cinematic structure. We will analyze scenes from fictional narrative films -- both short and feature length -- and read the scripts that accompany these films. By the end of this course, each student will have written two original short films. In workshop style, the class will serve as practice audience for table readings of drafts and writing exercises.

Crosslisted as: FMT-340SW
Applies to requirement(s): Humanities
E. Montague
Restrictions: Course limited to sophomores, juniors and seniors
Instructor permission required.
Prereq: 8 credits in Film Studies.
Advisory: Preference will be given to majors. Application and permission of instructor required.

ENGL-361HY Advanced Creative Writing Topics: ‘Hybrid Genre Writing’

Fall. Credits: 4
Students will read and discuss a diverse array of hybrid-genre works or writing that combines and coalesces two or more genres: poetry, fiction, criticism, and/or memoir. Some books will also cross media incorporating painting, photography, or film. Students will consider how drawing upon different prose, verse, and multi-media modes can complement and augment the way writers shape their personal and political stories and will complete writing, speaking, and other assignments designed to build toward a hybrid-genre work. Everyone will give and receive critique in a workshop environment, expand approaches to drafting, and revise work for the final assignment.

Applies to requirement(s): Meets No Distrib. Reqmt; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
A. Hong
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: ENGL-201.
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? How can we make art about social change in the middle of a global crisis? 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 Imarisha, Carolina De Robertis, and Margaret Kiljoy. 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.  
Notes: meets English department seminar requirement. This course is in conversation with Kate Singer's ENGL-366 Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters.

Intermediate Literature Courses

ENGL-211 Shakespeare  
Fall and Spring. Credits: 4  
A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.  
Crosslisted as: FMT-230SK  
Applies to requirement(s): Humanities  
S. Roychoudhury  
Restrictions: Course limited to sophomores, juniors and seniors  
Notes: meets English department pre-1700 requirement

ENGL-213 The Literature of the Later Middle Ages  
Fall. Credits: 4  
This course will examine a variety of English works and genres written in the thirteenth through fifteenth centuries. Our concentration will be principally on the Gawain-poet, Chaucer, Langland, Margery Kempe, and Lydgate. Most of our readings are in Middle English.  
Applies to requirement(s): Humanities  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
W. Yu  
Restrictions: Course limited to sophomores, juniors and seniors  
Prereq: ENGL-199.  
Notes: meets English department pre-1700 requirement

ENGL-214 Topics in Medieval Studies  
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-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-217GA Topics in English: 'Global Anglophone Literature: Who Writes the World?'  
Fall. Credits: 4  
The word 'screening' in this course's title invokes its double and opposite meanings: that of projecting, but also that of obscuring. What gets foregrounded when we talk about global Anglophone literature and what gets occluded? In other words, who gets to say what? And for whom? In this course we will question the concept of the canon and how the canon has changed as more prominent, multiethnic writers across the globe write in English. We will dissect terms such as 'multiculturalism,' 'cosmopolitanism,' and 'globalization.' In addition to close reading texts by writers such as Kazuo Ishiguro and Ruth Ozeki alongside relevant theorists such as Gayatri Spivak and Rebecca Walkowitz, this course will not only take seriously the multinational nature of the authors we will read, their multinational personal histories, and the multinational settings of their novels, but also their dislocations and translocations.  
Applies to requirement(s): Humanities; Multicultural Perspectives  
J. Tan  
Restrictions: Course limited to sophomores, juniors and seniors
ENGL-217GE Topics in English: ‘Global English: Its Written and Spoken Forms’
Fall. 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, policymakers, 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
Not Scheduled for This Year. Credits: 4
With the rise of the two-sex model, the eighteenth century might be seen to be a bastion of heteronormativity leading directly to Victorian cisgender binary roles of angel in the house and the bourgeois patriarch. Yet, beginning with the Restoration’s reinvention of ribilad theater, this period was host to a radical array of experimentation in gender and sexuality, alongside intense play with genre (e.g., the invention of the novel). We will explore queerness in all its forms alongside consideration of how to write queer literary histories.
Crosslisted as: GNDST-204ET
Applies to requirement(s): Humanities
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Notes: This course is part of a two-semester sequence with Nonbinary Romanticism, but students are encouraged to take either course separately.
Meets the 1700-1900 requirement.

ENGL-233 Nonbinary Romanticism: Genders, Sexes, and Beings in the Age of Revolution
Not Scheduled for This Year. Credits: 4
With the onslaught of American, French, Haitian, and South American revolts and revolutions, the Atlantic world, much of Europe, and its colonial/industrial empire were thrown into a period of refiguring the concept of the raced, national, and gendered subject. This course considers what new forms of gender, sex, sexuality, and being were created, practiced, or thought, however momentarily, in this tumultuous age. Specific attention is given to conceptions of nonbinary being (of all varieties). Authors may include E. Darwin, Equiano, Wollstonecraft, Lister, M. Shelley, Byron, Jacobs.
Crosslisted as: GNDST-204NB
Applies to requirement(s): Humanities
K. Singer
Notes: This course is a second part of a two-course sequence with ENGL-232, but each may be taken separately. Contact the instructor for permission if you have not taken ENGL-232. Fulfills the English Department’s 1700-1900 requirement.

ENGL-234 Topics in Theatre Studies
ENGL-234SP Topics in Theatre Studies: ‘Shakespeare in Performance: Case Studies in Stage Production History’
Not Scheduled for This Year. Credits: 4
To what purpose(s) have Shakespeare’s plays been staged, and how has staging practice changed and developed? Our focus will be broad, covering such matters as acting, directing, design, history/criticism/dramaturgy. Units will include period/modern-dress Shakespeare, anti-realist staging, changing acting styles, ‘historically accurate’ productions, ‘global Shakespeare’, topical/political productions, and gender/race in casting. Several Key plays will form the core: Midsummer Night’s Dream, Macbeth, Hamlet, and The Winter’s Tale. The course will involve some attendance at live performance (likely a group trip to New York).
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
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
Not Scheduled for This Year. 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'
Spring. 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-242NA Topics in American Literature: 'Nature and American Landscape Narrative, Past and Present'
Not Scheduled for This Year. Credits: 4
This course will focus on the echo of early American narratives on nature and landscape (1800s and early 1900s), both visual and literary, in more modern or contemporary works. In the context of a history tainted with destruction, and in the face of environmental concerns today, we 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 consider the interplay of past and present. Does the sense of loss in the history of American landscape influence the approach of modern and contemporary American writers and artists as they consider the concept of preservation? Were current environmental concerns anticipated by writers of the past? Is the history of nature-writing in American narrative a love affair with landscape, an expression of grief and mourning, or both? Do issues of gender, race, or class influence the shape of narratives on the American landscape?
Applies to requirement(s): Humanities
L. Glasser
Restrictions: Course limited to sophomores, juniors and seniors
Notes: This course will link with ARTH-290NE for comparative discussion and joint exploration. Meets English department 1700-1900 requirement

ENGL-242SC Topics in American Literature: 'Landscape and Loss in 20th-21st Century American Narrative'
Not Scheduled for This Year. 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: 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 gothic; the uncanny; cinematic and pictorial gothic; pandemic gothic. Authors, artists, and filmmakers may include Dunbar, Elmer, Faulkner, Gilman, Hitchcock, Jackson, Kubrick, LaValle, Lovecraft, McCullers, Morrison, O'Connor, Parks, Peele, Poe, Polanski, Romero, and Wood.
Crosslisted as: FMT-230AG
Applies to requirement(s): Humanities
E. Young
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: English 240 or 241 recommended
ENGL-250 African American Literature I
*Not Scheduled for This Year. Credits: 4*
African American literature, particularly in the early part of the formation of the United States, reflects the dichotomy between citizenship and American identity. This course will study the literary works of African Americans from the late-eighteenth century to 1865. Beginning with slave narratives and early poetry, we will consider issues of genre, literary tradition, and historical context while gaining experience in analyzing literary texts. Themes of alienation, communion, haunting, and upward mobility will be covered to illuminate the expansive world of early African American literature. Authors include: Harriet Jacobs, Frederick Douglass, David Walker, Phillis Wheatley, and William Wells Brown.
*Crosslisted as: AFCNA-250*
Applies to requirement(s): Humanities; Multicultural Perspectives
The department
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English Department 1700-1900 requirement

ENGL-251 Contemporary African American Literature II
*Not Scheduled for This Year. Credits: 4*
This course will examine African American literature and culture in the postwar period as American identities are coalescing around the concept of the US as a world power. Specifically, our task during the semester will be to discuss the myriad ways black authors and artists attempt to interrogate the structure of racial hegemony by creating poetry and prose meant to expand notions of culture and form. We will also examine music, visual art, and advertisements from this era to have a greater sense of the black experience through various cultural representations. Writers will include James Baldwin, Toni Morrison, Ralph Ellison, Michael S. Harper and bell hooks.
*Crosslisted as: AFCNA-251*
Applies to requirement(s): Humanities; Multicultural Perspectives
K. J. Brown

ENGL-252 Caribbean Literature in the Age of Globalization
Fall. Credits: 4
This course offers a study of selected Caribbean drama, prose, and poetry. We will read works published since 1970 that explore central themes such as the enduring impact of slavery and colonization, resistance movements, global migration and diasporic experiences, the constructions of gender, and the importance of history and memory. This course also engages deeply with form, particularly the role of orature, performance, and global popular cultures. We will read the literary works of writers such as Dionne Brand, Maryse Conde, Edwidge Danticat, and Marlon James.
*Crosslisted as: AFCNA-241CB*
Applies to requirement(s): Humanities; Multicultural Perspectives
C. Bailey
Restrictions: Course limited to sophomores, juniors and seniors

ENGL-256 Children’s and Young Adult Literature
ENGL-256CL 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-257 Reading and Writing in the World
*Not Scheduled for This Year. 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-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 introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed and cross-racial politics. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Nina Revoyr, Ruth Ozeki, Nam Le, Chang-rae Lee, Aimee Phan, Susan Choi, and Jhumpa Lahiri.
Applies to requirement(s): Humanities; Multicultural Perspectives
J. Tan
Restrictions: Course limited to sophomores, juniors and seniors

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 conjunction with the mind. This course charts the many ways in which cognitive theory has shaped literary studies over the ages. How does fiction reflect the way we think? How in turn does it shape how we behave? What happens in the brain and body when we read? Starting in antiquity and working through history towards contemporary neuroscience and cognitive psychology, we will consider such matters as action and imitation; reality and fantasy; reason and imagination; aesthetics, empathy, and affect.
*Crosslisted as: CST-249CT*
Applies to requirement(s): Humanities
S. Roychoudhury
Restrictions: Course limited to sophomores, juniors and seniors

ENGL-274 Introduction to Asian American Literature
Fall. Credits: 4
This course introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed and cross-racial politics. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Nina Revoyr, Ruth Ozeki, Nam Le, Chang-rae Lee, Aimee Phan, Susan Choi, and Jhumpa Lahiri.
Applies to requirement(s): Humanities; Multicultural Perspectives
J. Tan
Restrictions: Course limited to sophomores, juniors and seniors

ENGL-267 Reading and Writing in the World
*Not Scheduled for This Year. 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 conjunction with the mind. This course charts the many ways in which cognitive theory has shaped literary studies over the ages. How does fiction reflect the way we think? How in turn does it shape how we behave? What happens in the brain and body when we read? Starting in antiquity and working through history towards contemporary neuroscience and cognitive psychology, we will consider such matters as action and imitation; reality and fantasy; reason and imagination; aesthetics, empathy, and affect.
*Crosslisted as: CST-249CT*
Applies to requirement(s): Humanities
S. Roychoudhury
Restrictions: Course limited to sophomores, juniors and seniors

ENGL-274 Introduction to Asian American Literature
Fall. Credits: 4
This course introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed and cross-racial politics. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Nina Revoyr, Ruth Ozeki, Nam Le, Chang-rae Lee, Aimee Phan, Susan Choi, and Jhumpa Lahiri.
Applies to requirement(s): Humanities; Multicultural Perspectives
J. Tan
Restrictions: Course limited to sophomores, juniors and seniors
ENGL-277 Necropolitics in the Age of Slavery
Spring. Credits: 4
Slave narratives of the eighteenth and nineteenth centuries partook of white abolitionist discourse, rhetoric, and genres even as authors made space for their own ideas about freedom, captivity, sovereignty, power, gender, sexuality, and the nature of being. This course will read narratives by 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: CST-249AS
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: No previous theory-reading experience is necessary, but a desire to learn to read it.

ENGL-280 Literary and Cultural Theory
Not Scheduled for This Year. Credits: 4
An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will explore crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation. Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.
Crosslisted as: CST-280
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
The department
Restrictions: Course limited to sophomores, juniors and seniors

ENGL-282 Writing London: the Modern City Novel
Fall. Credits: 4
This course will chart London’s progress from the center of an empire to a node in the global world’s economy, and the novel’s movement from realism to postmodernism and beyond. Beginning by contrasting the London of Conan Doyle’s Sherlock Holmes with that of Virginia Woolf’s Mrs. Dalloway, we will then trace the development of a multiethnic city in which according to a recent report there are more than 300 languages spoken in London schools. By so doing we will also examine the history and tradition of the twentieth and twenty-first century novel and investigate its various theories, genres, and styles.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
N. Alderman
Restrictions: Course limited to sophomores, juniors and seniors

Advanced Literature Courses

ENGL-311 Chaucer: Stories & Storytellers
ENGL-311CT Chaucer: ‘The Canterbury Tales’
Not Scheduled for This Year. Credits: 4
Known as a storyteller par excellence, Chaucer was also a famous reader of classical epic, romance, and philosophy. This research seminar will give students the opportunity to read the Canterbury Tales in light of the work’s cultural, historical, and literary contexts. Throughout the semester, students will engage with Chaucer’s tales and his favorite sources to examine and discuss his representations of gender and class, his perspectives on religious authority, his use of the English vernacular, and his commitment to poetry.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Yu
Prereq: ENGL-199.
Advisory: English 213 strongly recommended
Notes: meets English department pre-1700 requirement; meets English department seminar requirement

ENGL-312 Shakespeare
ENGL-312SF Shakespeare: ‘Shakespeare and Film’
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: FMT-330SF
Applies to requirement(s): Humanities
H. Holder
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English including ENGL-211.
Notes: does not meet English department seminar requirement; does not meet English dept pre-1700 requirement

ENGL-314 The Curious Middle Ages
Spring. Credits: 4
Curiosity suggests both a yearning for knowledge and the discernment of something unusual or strange. While influenced by Augustine’s warning that worldly inquiry could endanger the pilgrimage of the soul, medieval literature contains many instances of curious looking. Exploring the medieval desire to know, this course considers how the period’s epistemological impulses that inform medieval art and literature. Some critical concepts will preoccupy us as we examine this body of literature as literature -- among them: lyric, history, romance, vernacular and secular poetry, courtly love, mysticism, and dream vision poetry.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Yu
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English including ENGL-199.
ENGL-317 Studies in Renaissance Literature

ENGL-319 The Renaissance

ENGL-319CR The Renaissance: 'The Cunning Renaissance'
Not Scheduled for This Year. Credits: 4
In Renaissance English, 'cunning' meant more 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.
Notes: meets English department 1700-1900 requirement; meets English department seminar requirement
Prereq: 8 credits from English.
Restrictions: This course is open to juniors and seniors
Notes: 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.
Notes: meets English department pre-1700; meets English department seminar requirement
Prereq: 4 credits in English at the 300 level or 8 credits from art history studies.
Restrictions: This course is open to juniors and seniors
Notes: 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.
Notes: meets English department 1700-1900 requirement; meets English department seminar requirement
Prereq: 8 credits from English.

ENGL-323 Gender and Class in the Victorian Novel
Not Scheduled for This Year. Credits: 4
This course will investigate how gender and class serve as structuring principles in the development of the Victorian novel in Britain, paying attention to 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
Appplies to requirement(s): Humanities
A. Martin
Restrictions: This course is open to juniors and seniors
Notes: meets English department 1700-1900 requirement; does not meet English department seminar requirement

ENGL-324 British Literature Since 1945

ENGL-325 Victorian Literature and Visual Culture
Fall. Credits: 4
This course will examine literary texts that represent new forms of visuality in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography—portraiture, prison photography, imperial photographs, and private and popular erotic images—as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising.
Crosslisted as: CST-349VC
Appplies to requirement(s): Humanities
A. Martin
Prereq: Take 4 credits in English at the 300 level or 8 credits from art history or film studies.
Notes: meets English department 1700-1900 requirement; meets English department seminar requirement

ENGL-328 Woolf, Auden, and Modernism
Not Scheduled for This Year. Credits: 4
This course will chart the development of Modernism in poetry and prose by examining the careers of two of the most important writers in the first half of the twentieth-century: the novelist, Virginia Woolf and the poet, W. H. Auden. We will focus on the way both writers initially seek to wrestle into representation new content within the frame of pre-existing forms and, by so doing, discover that these forms are inadequate or buckle under the strain and need to be revised, renewed, and transformed.
Appplies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Martin
Prereq: 8 credits from English.
Notes: 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'

Not Scheduled for This Year. Credits: 4
This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visibility, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Mark Bradford, Takahiro Iwasaki, Anicka Yi, and Candace Lin.

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

Not Scheduled for This Year. Credits: 4
Race is the modality in which class is lived, wrote the late cultural theorist Stuart Hall. This course takes Hall’s axiom as a starting point for considering the racial, gendered, and sexualized character of capitalist domination. Throughout the course students will explore both the political economy and the cultural imagery of racial capitalism. One question we will grapple with is the following: if capital itself is as imperceptible and objectively real as gravity, what are the common tropes we use to apprehend its circulation? Is it the stock market ticker tape, the shipping container, or the industrial wasteland? Drawing on writers and artists of color from around the world, we will consider ways they offer cognitive maps of the gendered and sexualized contours of racial capitalism. Authors may include Octavia Butler, Chang-rae Lee, Leslie Marmon Silko, Nana Kwame Adjei-Brenyah, and Ruth Ozeki. Visual artists may include Xu Bing, Otobong Nkanga, Allan deSouza, Rodney McMillian, Mark Bradford, Takahiro Iwasaki, Anicka Yi, and Candace Lin.

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.
Notes: meets English department seminar requirement

ENGL-347 Modern Urban British Novel

Not Scheduled for This Year. Credits: 4
As London and the British novel enter the new millennium, both are sites of competing histories, traditions, and agendas. This course will map the city’s progress from the center of an empire to a node in the global world’s economy, and chart the twentieth-century novel’s movement from realism to postmodernism and beyond. Beginning by contrasting the realist London of Conan Doyle’s Sherlock Holmes with Virginia Woolf’s modernist version in Mrs. Dalloway, we will go on to trace the development of the post-1945 British novel.

Applies to requirement(s): Humanities
N. Alderman
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English including ENGL-199.
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: Africana Studies - 341
Applies to requirement(s): Humanities, Multicultural Perspectives
C. Bailey
Prereq: 4 credits in English or Africana Studies.
Notes: meets English dept seminar requirement

ENGL-350 Studies in African American Literature

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: Africana Studies - 341
Applies to requirement(s): Humanities, Multicultural Perspectives
C. Bailey
Prereq: 4 credits in English or Africana Studies.
Notes: meets English dept seminar requirement

ENGL-364 Irish Gothic

Not Scheduled for This Year. Credits: 4
This advanced seminar will study the gothic as a genre and as a malleable yet persistent discursive site in Irish literary and political tradition. From the eighteenth century to the present, the gothic has been used to explore aspects of Irish history, in particular colonialism. The course will focus on texts that engage with three primary problems that the Irish gothic is used to explore: violence and terror, famine, and vampirism as a political metaphor. We will read novels, short fiction, poetry, and archival newspaper writing, including work by Maturin, Edgeworth, Lady Wilde, Mangan, LeFanu, Stoker, Joyce, Bowen, Enright, Deane, Boland, and Heaney.

Crosslisted as: CST-346
Applies to requirement(s): Humanities
A. Martin
Prereq: 8 credits in English.
Notes: meets English department seminar requirement

ENGL-365 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: Africana Studies - 341
Applies to requirement(s): Humanities, Multicultural Perspectives
C. Bailey
Prereq: 4 credits in English or Africana Studies.
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. Benfrey
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from the department.
Notes: meets English department seminar requirement

ENGL-354 Vindicated: The Wollstonecraft-Shelley Circle

Not Scheduled for This Year. Credits: 4

The dynamic mother-daughter duo of Mary Wollstonecraft and Mary Shelley is often read as part of the ‘Godwin-Shelley circle,’ a cadre of writers circulating around their respective literary husbands. This course will place them at the center of literary innovation, examining their expansive work in multiple genres. Asking what it means to be ardent and provocative women writers during this period, we will discuss their radical politics, their gender theories, and their ideas about literature intervening in the public sphere. We will also consider short pieces by others in their circle, potentially including Godwin, P. Shelley, Mary Hayes, Mary Robinson, Claire Claremont, and Byron.

Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
K. Singer
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English.
Notes: meets English department 1700-1900 requirement; meets English department seminar requirement

ENGL-362 The Bloomsbury Group

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 Change and Other Disasters

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, GNDST-333AN
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-367AD Topics in Film Studies: ‘Adaptation: A Study in Form’

Fall. Credits: 4

The Oxford English Dictionary defines ‘adaptation’ as ‘the bringing of two things together so as to effect a change in the nature of the objects.’ Rather than studying adaptation as a project that attempts to reproduce an original work in another medium, our course considers the complex relationship between narratives and their retellings and revisions. In particular, we will focus on how such retellings permanently alter their so-called ‘source’ material and how each incarnation of a given narrative offers us insight into and commentary upon a particular historical moment and its unique political and ideological challenges. We will also consider the ways in which literary and visual representations differ in their communicative and affective mechanisms, and challenge where we draw the line between ‘art,’ ‘history,’ and ‘entertainment.’

Crosslisted as: FMT-330AD
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Rodgers
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English or in Film, Media, Theater.

ENGL-367CM Topics in Film Studies: ‘Contemporary Masculinities on Stage and Screen’

Not Scheduled for This Year. 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: FMT-330CM
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Rodgers
Prereq: FMT-102 (or FLMST-201) or FMT-106 (or THEAT-100).
Notes: fulfills English department’s seminar requirement
ENGL-373 Women in American Literature

ENGL-373DH Women in American Literature: 'Desperate Housewives in 19th- through early 20th-century American Literature'
Fall. 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'
Not Scheduled for This Year. 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: FMT-330HA
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-392 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.
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
J. Albertine, 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-150PH Introductory Topics in Environmental Studies:
'Introduction to Environmental and Public Health'
Fall. Credits: 4
This course offers a broad introduction to the problems and solutions in the field of environmental and public health. Students will read about and discuss issues that occur in both industrialized and developing countries. Topics include the biological, physical, and chemical agents of environmental contamination; methods used in epidemiology and toxicology to evaluate environmental hazards; policies currently in place to reduce health risks and protect populations from exposure; and emerging global environmental health problems.
Applies to requirement(s): Meets No Distribution Requirement
J. Albertine

ENVST-181 From Local to Global: Food Justice and the Challenge of Feeding 10 Billion People
Fall. Credits: 4
Humans currently produce enough food to feed the 7.6 billion people on Earth. Despite this fact, 815 million people went hungry in 2017 and this number is on the rise. With a growing population, we will need to increase food production, but first we must fix our current food system and ensure equitable food access for all peoples. This class will frame the problem at the local and global scales by covering topics including: food security; food sovereignty; food justice; and the connections between race, food, and health. We will then investigate how to create an equitable and sustainable food system, with a focus on urban community gardening in cities and towns close to Mount Holyoke.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
J. Albertine
Notes: This course will include field trips on Friday afternoons. This course can be taken for 200-level credit through a community-based learning optional component.

ENVST-200 Environmental Science
Fall. Credits: 4
Most of the environmental challenges we face are complex and interdisciplinary in nature. This course introduces students to the scientific principles, concepts, and methodologies required to both understand the interrelationships of the natural world, as well as to identify and analyze environmental problems and think critically about alternative solutions for addressing them. Key concepts from ecology, biogeochemistry, and other fields inform our study of climate change, sustainable food system, with a focus on urban community gardening in cities and towns close to Mount Holyoke.
Applies to requirement(s): Math Sciences
K. Ballantine
Restrictions: This course is limited to Environmental Studies majors.; Course limited to sophomores, juniors and seniors
Prereq: One 100-level lab science. Coreq: ENVST-200L.
Advisory: One course in statistics is recommended.
Notes: Pre-registration will open to environmental studies majors only. In the second week of pre-registration, remaining seats and waitlisting will be open to all sophomores, juniors, and seniors.
ENVST-210 Political Ecology

Fall and Spring. Credits: 4
This course will explore the historical, political, economic, social, and cultural contexts in which human-environment interactions occur. We will cover critical topics and trends in the field of political ecology, from its early manifestations to more recent expansions. Using case studies from the global south and north, we will discuss factors that shape social and environmental change across scales from the personal to the global, and we will examine the role of gender, race, class, and power in struggles over resources. Students will become familiar with the academic debates in which political ecologists are engaged, and they will apply the concepts discussed in a case of their choice.

Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
K. Surprise
Restrictions: Course limited to sophomores, juniors and seniors

ENVST-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.
Advisory: Priority given to students in Environmental Studies.
Notes: This course is reading intensive.

ENVST-233 Topics in Environmental Studies

ENVST-233CS Topics in Environmental Studies: 'Introduction to Environmental Entrepreneurship: Campus Sustainability'

Not Scheduled for This Year. Credits: 4
Mount Holyoke has recognized our role in global resource use and has a strong sustainability mission, with the goal to become carbon neutral by 2037. This course is a project-based experiential learning course that will use the Mount Holyoke campus as a case study to find solutions. Entrepreneurial teams will identify environmental hotspots on campus through use of existing datasets as well as collect additional needed data. We will then identify solutions that can be implemented over the short-term and at minimal cost to increase campus sustainability as well as identify larger projects for the future. Students will use entrepreneurship methods to assess projects for cost and feasibility.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
J. Albertine
Prereq: Any 100-level ENVST course, or any EOS course, or FYSEM-110PH.
Coreq: ENVST-233CSL.

ENVST-233PE Topics in Environmental Studies: 'Political Economy of the Environment'

Spring. Credits: 4
This course addresses environmental protection and environmental degradation, including both pollution and natural resource depletion. In addition to the neoclassical economic question of how scarce resources are allocated among competing ends, this course explores the political economy question of how resources are allocated among competing individuals, groups, and classes. Topics include the goals of environmental policy, globalization, poverty, natural assets, and climate policy. A fundamental conclusion is that the relationships between people and nature are largely determined by the relationships between people.

Applies to requirement(s): Social Sciences
M. Boyd
Prereq: ENVST-100 or ECON-110.

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

Not Scheduled for This Year. Credits: 4
In this course, we will explore the different facets of numerous environmental policy issues and review the substantive aspects, legal themes, and regulatory structure of the major federal environmental laws. The laws covered in this course include the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Endangered Species Act, and others. The course objectives are for the student to learn the basic regulatory characteristics of the major laws and to become well-versed in the current environmental issues which we will focus upon throughout the semester, such as global climate change, ocean degradation, energy resources, and biodiversity loss.

Applies to requirement(s): Meets No Distribution Requirement
T. Farnham
Prereq: ENVST-100, or ENVST-150PH, or ENVST-150DV.
ENVST-242 Global-Local Inequality and the Environment
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
D. Fitz-Gibbon

ENVST-267 Reading and Writing in the World
Not Scheduled for This Year. 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): 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.

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-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: ENVST200 or at least 8 credits of 200 or 300-level laboratory science.

ENVST-317 Perspectives on American Environmental History
Not Scheduled for This Year. 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-321 CP Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'  
**Spring. 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 intertwined 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-321 EQ Conference Courses in Environmental Studies: 'Food Equity and Empowerment' Change'  
**Fall. Credits: 4**
This course uses a critical lens to examine the conflicts around equity and justice in our food systems, from production to consumption. Using race, ethnicity, gender and socioeconomic factors as the lens through which to examine the impacts associated with how we grow and consume food, this course seeks to understand an alternative to the dominant Western narrative on food systems. As a class, we will engage with readings, discussion and actual hands-on participation with food equity issues in the Pioneer Valley, so that we can reflect on our own power and privilege in the food system and come to a more holistic understanding of the challenges within the field.  
**Applies to requirement(s): Social Sciences; Multicultural Perspectives**  
**O. Aguilar**  
**Prereq: 8 credits in Environmental Studies or Geography including ENVST-100.**

ENVST-321 HC Conference Courses in Environmental Studies: 'Human Health and Climate Change'  
**Fall. 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**  
**Restrictions: This course is open to juniors and seniors**  
**Prereq: ENVST-200.**

ENVST-321 TX Conference Courses in Environmental Studies: 'Toxic Entanglements: Environmental (In)Justice in the United States'  
**Not Scheduled for This Year. Credits: 4**
Toxic water in Flint, Michigan. Oil pipelines through sacred sites in North Dakota. These manifestations of environmental injustice and inequality are only the most recent incarnations of larger legacies. Environments are never simply natural or given: they are imbued with unequal entanglements of gender, race, class, and power. Environmental justice asks questions about the ways in which environments are produced, and the relations of risk, harm, benefit, access, privilege, domination, oppression, and liberation therein. In this course, we will study the theory and practice of environmental (in)justice in the United States. We will briefly explore histories of environmental injustice in the U.S. (from colonization and slavery, to industrialization and pollution); past and current struggles over the siting of production facilities, toxic waste, and pollution; and recent events around water (be they floods, toxicity, or protection): Hurricane Katrina, Flint, and Standing Rock. We will pay particular attention to questions of food and justice, examining gender, race, and class in agricultural labor, corporate power in agribusiness, food deserts, food access/health and white privilege, and gender in alternative community food movements.  
**Applies to requirement(s): Social Sciences**  
**K. Surprise**  
**Restrictions: Course limited to sophomores, juniors and seniors**  
**Prereq: 4 credits from a related subject.**

ENVST-335 Wetlands Ecology and Management  
**Spring. Credits: 4**
Although they cover ~0.6% of the earth's surface, wetlands perform more ecosystem services per hectare than any other ecosystem type. 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-338 History, Race, and the American Land

Not Scheduled for This Year. Credits: 4

Environmental justice is a key concern today. Yet ties between ‘race’ and environment in what is now the U.S. have existed for centuries. In this research seminar we will explore how this country’s still-unfolding history, and ideas of race and nature, have marked the land, this society, and each of us as individuals. We will consider Indigenous, colonial European, and African senses of Earth; origins of placenames; contested terrains; migration and displacement; and other topics revealing the place of race. We’ll examine often-recognized 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

Not Scheduled for This Year. Credits: 4

The concept of the Anthropocene (the ‘human epoch’) signifies that human activity has become the dominant physical force on the planet. Mainstream narratives envision three phases of the Anthropocene: industrial origins (1800 - 1950); global expansion and the nuclear age (1950 - 2000+); and an emergent third phase marked by massive shifts in land-use and biodiversity. This course undertakes a critical examination of the Anthropocene concept. We will analyze debates over geological demarcation, the term itself and the ‘anthropos’ it embodies, and eco-modernist conceptions of a ‘good’ Anthropocene.

We aim to historically contextualize the socio-technical phases of the Anthropocene (industrial revolution, post-WWII global expansion, and contemporary globalization), situating them as processes emerging within a specific political-economic context (capitalism). Finally, we examine struggles over the socio-ecological entanglements shaping its future directions: urbanization, industrialized agriculture, genetic technology, and geoengineering/Earth System management. This course explores what it means to live in an era where a subset of one species can determine the conditions of possibility for life on the entire planet.

Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Surprise

Restrictions: 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 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL-200</td>
<td>Introductory Biology II: How Organisms Develop</td>
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<tr>
<td>Code</td>
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<tr>
<td>BIOL-223</td>
<td>Ecology</td>
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<tr>
<td>BIOL-226</td>
<td>Evolution: Making Sense of Life</td>
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<td>BIOL-315</td>
<td>Behavioral Ecology</td>
<td>4</td>
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<td>BIOL-323</td>
<td>Plant Growth and Development</td>
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<td>BIOL-325</td>
<td>Plant Diversity and Evolution</td>
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<td>BIOL-331</td>
<td>Theory and Application of Conservation Biology</td>
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<tr>
<td>Chemistry</td>
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<td>CHEM-202</td>
<td>Organic Chemistry I</td>
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<tr>
<td>Environmental Studies</td>
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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>
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<td>ENVST-316</td>
<td>Restoration Ecology</td>
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<td>ENVST-321HC</td>
<td>Conference Courses in Environmental Studies:</td>
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<tr>
<td>ENVST-335</td>
<td>Wetlands Ecology and Management</td>
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<tr>
<td>Geography</td>
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<td>GEOG-205</td>
<td>Mapping and Spatial Analysis</td>
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<td>GEOG-224</td>
<td>Atmosphere and Weather</td>
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<td>GEOG-230</td>
<td>Environmental Soil Science</td>
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<tr>
<td>Geology</td>
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<td>GEOL-201</td>
<td>Rocks and Minerals</td>
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<tr>
<td>GEOL-202</td>
<td>History of Earth</td>
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<td>GEOL-203</td>
<td>The Earth’s Surface</td>
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<td>GEOL-211</td>
<td>Uranium</td>
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<td>GEOL-240</td>
<td>Geological Resources and the Environment</td>
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<td>GEOL-247</td>
<td>Environmental Modeling &amp; Statistics</td>
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<td>GEOL-342HY</td>
<td>Seminar in Geology: 'Geology and Hydrology</td>
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<td>GEOL-342PE</td>
<td>Seminar in Geology: 'Plastics in the Environment’</td>
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<td>Group B: Humanities and Social Sciences</td>
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<td>Critical Social Thought</td>
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<td>CST-249LR</td>
<td>Topics in Critical Social Thought: 'Latina/o/x Urbanism’</td>
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<td>Economics</td>
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<td>ECON-319</td>
<td>Environmental Economics, Ecology and Conservation Policy</td>
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<td>Environmental Studies</td>
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<td>ENVST-210</td>
<td>Political Ecology</td>
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<td>ENVST-233PE</td>
<td>Topics in Environmental Studies: 'Political Economy of the Environment'</td>
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<td>ENVST-241</td>
<td>Environmental Issues</td>
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<td>ENVST-242</td>
<td>Global-Local Inequality and the Environment</td>
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<td>ENVST-321CP</td>
<td>Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'</td>
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<td>ENVST-321EQ</td>
<td>Conference Courses in Environmental Studies: 'Food Equity and Empowerment'</td>
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<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-342</td>
<td>Living in the Anthropocene: Development, Technology, Futures</td>
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<td>Geography</td>
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<td>GEG-204</td>
<td>Human Dimensions of Environmental Change</td>
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<td>GEG-208</td>
<td>Global Movements: Migrations, Refugees and Diasporas</td>
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<td>GEG-210</td>
<td>GIS for the Social Sciences and Humanities</td>
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<td>GEG-304UP</td>
<td>Planning and the Environment: 'Urban Planning’</td>
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<td>GEG-313</td>
<td>Third World Development</td>
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<tr>
<td>GEG-319</td>
<td>Africa: Problems and Prospects</td>
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<tr>
<td>History</td>
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<td>HIST-389</td>
<td>Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat</td>
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<td>Latin American Studies</td>
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<td>LATAM-389</td>
<td>Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat</td>
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<td>Latina/o Studies</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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<td>Russian &amp; Eurasian Studies</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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</table>
ENTREPRENEURSHIP, ORGANIZATIONS, AND SOCIETY (EOS)

EOS-210 Opportunities, Impact and Social Entrepreneurship
Spring. Credits: 4
Problem identification and analysis, opportunity recognition, and engaging with the local manifestation of global challenges is at the foundation of addressing social and environmental challenges, developing beneficial social impacts, and being engaged in all aspects of entrepreneurship. Students will learn about global-local intersection and about addressing significant problems through team projects to create an action, business, social enterprise or organization that involves local stakeholders and creates solutions. Project-based learning with readings, lectures, and classroom discussions.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
R. Feldman
Restrictions: Course limited to sophomores, juniors and seniors

EOS-229 Enterprise Startups and Social Entrepreneurship
Not Scheduled for This Year. Credits: 4
This is a project-based experiential learning course teaching entrepreneurial teams to rapidly build, test, and cycle through models on the way to discovering and implementing an organization, designing and providing a product or service, and offering a solution to a global-to-local problem. Students will learn about and engage in the creation and building process, while exploring and discovering key issues in social impact, organizations and groups, creative solutions, economics, and finance. The course will adapt the Lean LaunchPad methodology, involve case-studies, and provide research and analytical articles.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
R. Feldman
Restrictions: Course limited to sophomores, juniors and seniors

EOS-239 Fundamentals of Business Organizations and Finance
Fall and Spring. Credits: 4
Students will create and manage organizations, learn from topical lectures, readings and case studies, and hear from guest speakers. The course will cover core organizations: not-for-profits, 'C' corporations, 'S' corporations, partnerships, and the LLC (limited liability company) plus special variations like workers cooperatives and social venture variations known as benefit corporations and L3C companies. Students will also learn how to analyze and present financial information and gain competency with basic spreadsheets and analytical tools. Finally, students will consider organizations in their social contexts, discussing the relationship of organization types to social issues at global and local scales.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
R. Feldman
Restrictions: Course limited to sophomores, juniors and seniors

EOS-249 Ethics in Entrepreneurship and Business
Fall. Credits: 4
This course uses the traditional approaches of moral philosophy to explore ethical challenges and obligations faced by individuals, businesses, and organizations in an increasingly complex global environment. Through the consideration of philosophical theories and particular cases we will explore issues such as the nature of a business or organization (are they the kinds of things that have rights and responsibilities, or can be harmed?); rights and responsibilities of workers, managers, and owners; morally acceptable risks; ethical issues in marketing; and making ethical choices in a global business environment.
Crosslisted as: PHIL-260EB
Applies to requirement(s): Humanities
L. Sizer

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

EOS-295P Independent Study with Practicum
Fall and Spring. Credits: 1 - 4
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 of oneself as an individual contributor and/or leader within an organization, and ways to contribute to organizational change; (3) intergroup communication and conflict management; and (4) diversity and organizational climate.
Crosslisted as: PSYCH-212
Applies to requirement(s): Social Sciences
B. Packard
Restrictions: Course limited to sophomores, juniors and seniors

EOS-310 Social Entrepreneurship Capstone
Spring. Credits: 4
Project-based learning course: students bring ideas, projects, and plans to develop toward implementation. Learn about organization startup in social and environmental context. Students engage in class discussions and attend short lectures and, working individually or in teams, develop projects to an implementation stage. Results include having a well-designed solution that delivers real benefit to identified stakeholder(s).
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
R. Feldman, V. Pastala
Instructor permission required.
Prereq: EOS-210 or EOS-229.
EOS-349MV Topic: 'Motivation'

*Spring. Credits: 4*

In this course we will examine multiple theories of motivation and their relevance across a range of organizational settings (including corporations, special programs, and schools or colleges). How do we spark interest in a new subject or inspire people to undertake a challenging project? How do we sustain persistence in ourselves and others? This course is relevant for students interested in motivation, whether for attainment (such as within in human resources, talent development, or management) or for learning (whether for students, teachers, or leaders). Because motivation is closely linked to learning and achievement, in addition to well-being and purpose, we will also consider these topics and more.

*Crosslisted as: PSYCH-337MV*

*Applies to requirement(s): Social Sciences*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in psychology or entrepreneurship, organizations, and society (EOS).*

EOS-349NQ Topic: 'Organizations and Inequality'

*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 - 8*

The department

*Instructor permission required.*
**FILM, MEDIA, THEATER (FMT)**

**FMT-102 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*  
*Restrictions: This course is limited to first-years and sophomores.*

**FMT-103 Talking Pictures: An Introduction to Film**  
*Spring. Credits: 4*  
Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: Battleship Potemkin, Citizen Kane, Contempt, The Bicycle Thief, Ugetsu, Rear Window, Woman in the Dunes, The Marriage of Maria Braun, Days of Heaven, and Moulin Rouge!  
*Crosslisted as: ARTH-104*  
*Applies to requirement(s): Humanities*  
*P. Staiti*

**FMT-104 Introduction to Media Studies**  
*Fall and Spring. Credits: 4*  
This course introduces students to the critical study of media, focusing on electronic media, digital technologies, and network cultures. We will analyze the aesthetics, politics, protocols, history, and theory of media, paying attention to the ways they create and erase borders; affect how we form and articulate identities; invade privacy while providing a platform for exploration; foster hate speech and progressive movements alike; and participate in capitalist economies and the acceleration of climate change. While tracing the global flows of media creation, distribution, and consumption, we will also consider the different issues that arise in diverse national and local contexts.  
*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*B. Ballina*

**FMT-106 Introduction to Theater**  
*Fall. Credits: 4*  
This course offers the student a study and practice of theater as a collaborative art. Course includes the analysis of the dramatic text in terms of the actor, the director, the scenic, costume, lighting, and sound designers; and technicians. Close analytical readings of play texts and critical/theoretical essays will be supplemented by attending theater productions both on and off campus and by staging students' own theatrical projects.  
*Applies to requirement(s): Humanities*  
*H. Holder*

**FMT-131 Costume Construction**  
*Not Scheduled for This Year. Credits: 4*  
This course take students through the theatrical process of creating clothing and accessories for the stage. Topics covered are hand sewing techniques, fabric identification and use, and clothing alterations. The course will explore basic pattern drafting and draping, and some accessory construction. Students will work from costume renderings to build and alter clothing for Rooke Theater productions.  
*Applies to requirement(s): Humanities*  
*E. Bergeron*  
*Notes: lab; materials fee $50*

**FMT-132 Lighting Design I**  
*Fall. Credits: 4*  
An introduction to the art and practice of lighting design for the theatre. This course will cover the basics of light, lighting equipment and how to develop a design for a theatrical production. Students will have the opportunity to use the Black Box Light Lab to create their own lighting designs from selected scenes of plays and musicals and learn the basics of programming a computerized lighting board. Students enrolled in this class will automatically be signed up for the Theatre Arts Department Light Prep Crew for the semester, where students learn to hang and focus lights on the Rooke Stage for the department's mainstage productions.  
*Applies to requirement(s): Humanities*  
*Z. Ash-Bristol*

**FMT-133 Introduction to Lighting and Sound Design**  
*Spring. Credits: 4*  
An introduction to the art and practice of lighting and sound design for the theater. This course will cover the basic tools and techniques of designing light and sound and provide an understanding of the designer's role in the collaborative process of producing a show. Students will have the opportunity to create their own lighting and sound designs in the Black Box classroom and present them to the class. In addition to class time students are required to complete 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 Theater Department main stage productions.  
*Applies to requirement(s): Humanities*  
*L. Dubin*  
*Notes: lab*

**FMT-137 Introduction to Technical Theatre**  
*Fall. Credits: 4*  
This course will examine the materials and techniques used in building and operating theatrical scenery. It will include prop building, rigging, and welding for the theater. Students will learn the skills to work in the scene shop interpreting scenic designs for department productions.  
*Applies to requirement(s): Humanities*  
*Z. Ash-Bristol*  
*Notes: lab; $50 materials fee. Theater tickets and any design supplies are the responsibility of the student*
FMT-230 Intermediate Courses in History and Theory

FMT-230AG Intermediate Courses in History and Theory: 'American Gothic'
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 gothic; the uncanny; cinematic and pictorial gothic; pandemic gothic. Authors, artists, and filmmakers may include Dunbar, Elmer, Faulkner, Gilman, Hitchcock, Jackson, Kubrick, LaValle, Lovecraft, McCullers, Morrison, O’Connor, Parks, Poe, Polanski, Romero, and Wood.
Crosslisted as: ENGL-243
Applies to requirement(s): Humanities
J. Crumbaugh
Restrictions: Course limited to sophomores, juniors and seniors
Advisory: English 240 or 241 recommended

FMT-230BC Intermediate Courses in History and Theory: 'Bollywood: A Cinema of Interruptions'
Spring. Credits: 4
Indian popular cinema, known commonly as Bollywood, is usually understood to have weak storylines, interrupted by overblown spectacles and distracting dance numbers. The course explores the narrative structure of Bollywood as what scholar Lalitha Gopalan calls a 'constellation of interruptions'. We will learn to see Bollywood historically, as a cultural form that brings India's visual and performative traditions into a unique cinematic configuration. We will analyze a selection of feature films, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers in order to understand Bollywood's uniqueness in relation to world cinema.
Crosslisted as: ARTH-290BC
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Sinha

FMT-230CC Intermediate Courses in History and Theory: 'Cinema and the City'
Spring. Credits: 4
This course offers an historical survey of film theory, from the work of its earliest authors and practitioners at the birth of the 20th century (who first struggled to define the medium), to those who are working still to elucidate the place of the cinema in relation to new media in its ever-evolving and ever more complex place in culture. As a way of focusing the discussion of the various theoretical positions, we will watch and discuss films that represent that modern of phenomena--the city.
Applies to requirement(s): Humanities
R. Blaetz
Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.

FMT-230CN Intermediate Courses in History and Theory: 'Latin American Cinema'
Not Scheduled for This Year. Credits: 4
This course offers a broad introduction to the history, politics and aesthetics of Latin American cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies.
Crosslisted as: SPAN-240CN
Applies to requirement(s): Humanities; Multicultural Perspectives
J. Crumbaugh
Prereq: SPAN-212 or native fluency in Spanish.
Notes: Taught in Spanish.

FMT-230CW Intermediate Courses in History and Theory: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'
Fall. Credits: 4
Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as the 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, GNOST-204CW
Applies to requirement(s): Humanities; Multicultural Perspectives
Y. Wang
Notes: Taught in English

FMT-230EF Intermediate Courses in History and Theory: 'Ethnographic Film'
Fall. Credits: 4
Anthropologists have made films since the origins of the discipline and have long debated the role of film in the production of knowledge about others. This course explores the history, evolution, critiques, and contemporary practices of ethnographic film. We will consider key works that have defined the genre, and the innovations (and controversies) associated with them; we will engage documentary, observational, reflexive, and experimental cinema; and we will consider Indigenous media as both social activism and cultural reproduction. We will learn about film as a signifying practice, and grapple with the ethical and political concerns raised by cross-cultural representation.
Crosslisted as: ANTHR-216EF
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Thorner
Prereq: ANTHR-105, or FLMST-201 or FLMST-202, or FMT-102 or FMT-103.

FMT-230FA Intermediate Courses in History and Theory: '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; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: SPAN-212 or fluency in Spanish with permission.
Notes: Taught in Spanish.
FMT-230HP Intermediate Courses in History and Theory: 'Histories of Performance I'
Fall. Credits: 4
A survey of world performance history, including: the evolution of human language and consciousness; the rise of oral, ritual, and shamanic performance; religious and civic festivals; and imperial theater practices that position the stage at the dangerous intersection of religious worship, public taste, royal patronage, and government censure. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force in various societies. We explore not only how performances were created—in terms of design, dramaturgy, architecture, and acting—but also for whom, and why.
Applies to requirement(s): Humanities; Multicultural Perspectives
H. Holder

FMT-230HR Intermediate Courses in History and Theory: 'Histories of Performance II'
Spring. Credits: 4
A historical survey of dramatic texts and world performance traditions from the seventeenth to the twentieth centuries, with attention given to: the influence of print culture on early modern theatrical movements; the rise of nationalism and the creation of dramatic genres; and the effects of industry and technology on experimental modernist forms. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force. As such, we explore not only how performances are created—in terms of design, dramaturgy, architecture, and acting—but for whom, and why.
Applies to requirement(s): Humanities; Multicultural Perspectives
H. Holder

FMT-230LX Intermediate Courses in History and Theory: 'Latinx Media'
Not Scheduled for This Year. Credits: 4
This course explores the recent history of Latinx media production and representation in the United States, linking the varying meanings of Latinidad to critical shifts in US and Latin American media landscapes. The course highlights vital exchanges across national and linguistic markets which inform the production of media by and about Latinxs.
Applies to requirement(s): Humanities; Multicultural Perspectives
B. Ballina

FMT-230MC Intermediate Courses in History and Theory: 'The Musical Film'
Not Scheduled for This Year. Credits: 4
This course explores the American Musical Film from its first appearance in the late 1920s in early experiments with sound, through the films of Busby Berkeley and the MCM Musicals to its more recent revival in films such as Baz Luhrmann's 'Moulin Rouge.' The course also examines musical films from other national cinemas that either comment self-reflexively on the genre and its American context and/or expand common definitions of the genre.
Applies to requirement(s): Humanities
R. Blaetz
Prereq: FMT-102 (or FMT-103), or FLMST-201 (or FLMST-202).

FMT-230MU Intermediate Courses in History and Theory: 'Music and Film'
Fall. Credits: 4
This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.
Crosslisted as: MUSIC-220
Applies to requirement(s): Humanities
D. Sanford
Prereq: MUSIC-100, MUSIC-102, MUSIC-103 or MUSIC-131, or one Film Studies course.

FMT-230NC Intermediate Courses in History and Theory: '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

FMT-230RA Intermediate Courses in History and Theory: 'Reel America: History and Film'
Spring. Credits: 4
This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.
Crosslisted as: HIST-283RA
Applies to requirement(s): Humanities
D. Czitrom
Restrictions: Course limited to sophomores, juniors and seniors

FMT-230SK Intermediate Courses in History and Theory: '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
K. Walker
Restrictions: Course limited to sophomores, juniors and seniors
Notes: meets English department pre-1700 requirement
FMT-230TW Intermediate Courses in History and Theory: 'Twentieth-Century Fashion'

Spring. Credits: 4

This course is on the development of fashion and wearable art from the end of the nineteenth century to the year 2000. The course provides an overview of styles and a closer look at the work of individual artists including Charles Frederick Worth, Paul Poiret, Mario Fortuny, Elsa Schiaparelli, Coco Chanel, Cristobal Balenciaga, Emilio Pucci, Mary Quant, Rudi Gurenreich, Alix Gres, Yves Saint Laurent, Christian LaCroix, Issey Miyake, Hussein Chalayan, Jean-Paul Gaultier, Anna Sui, and Vivienne Westwood, most of whom have also designed iconic costumes for theater or film. Lectures will be accompanied by PowerPoint presentation and where possible original examples of clothing will be shown.

Applies to requirement(s): Humanities

V. James

FMT-230WC Intermediate Courses in History and Theory: '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

FMT-230WF Intermediate Courses in History and Theory: 'Global Film and Media After 1960'

Spring. Credits: 4

This course examines films and topics central to the study of global cinema since 1960. We will begin with the New Waves of France, Italy, England, and Japan, and Direct Cinema of the '60s and '70s in the U.S. We will explore films of Third Cinema in Latin America, Asia and Africa in the late '60s and '70s, and examine films of New Zealand and Australia from the '70s to the current moment, with an emphasis on stories that center indigenous peoples. We also will focus on significant film movements of the last three decades, such as New Queer Cinema in the U.S. and New Cinema of East and Southeast Asia. Analysis will focus on formal and stylistic techniques within a political and social context.

Applies to requirement(s): Humanities; Multicultural Perspectives

H. Goodwin

Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.

Notes: There are film screenings for this course.

FMT-230WM Intermediate Courses in History and Theory: 'History of World Media'

Not Scheduled for This Year. 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

FMT-240 Intermediate Courses in Production and Practice

FMT-240AC Intermediate Courses in Production and Practice: '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

M. Ofori, N. Tuleja

FMT-240AT Intermediate Courses in Production and Practice: '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, Churchill, Kane, etc. Students will perform at least four scenes using the Stanislavski method as their base. Practical tools explored in class are intended to offer the student greater vocal, physical, and imaginative freedom and clarity, as well as text analysis skills.

Applies to requirement(s): Humanities

N. Tuleja, The department

Prereq: FMT-240AC (or THEAT-105).

FMT-240CD Intermediate Courses in Production and Practice: 'Costume Design'

Not Scheduled for This Year. 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

A. Walker

Notes: Lab; $50 materials fee. Any additional design supplies and materials are the responsibility of the student.
FMT-240CM Intermediate Courses in Production and Practice: 'Stage Combat'
Not Scheduled for This Year. Credits: 4
The purpose of this course is to help the actor discover a full awareness of their body so it can be used as an effective tool in creating and performing stage combat. Through a series of classroom exercises and performances this course will focus on giving students a strong foundation in stage combat techniques, including basic martial training, unarmed combat, quarterstaff, and sword and dagger/shield work. Students must be comfortable analyzing scenes of violence from contemporary film and stage and be prepared to work in a highly physical setting.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: FMT-240AC (or THEAT-105).

FMT-240DF Intermediate Courses in Production and Practice: 'Design for Film'
Spring. 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.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: FMT-106 (or THEAT-100) or FMT-240AC (or THEAT-105).

FMT-240DR Intermediate Courses in Production and Practice: 'Directing'
Fall. Credits: 4
This course is designed to be an introduction to the fundamental theories and principles of directing for the stage. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises, including the direction of a major scene. Each student will be required to cast, rehearse, and present to the public a fully realized scene by the end of term. Directing is a complicated activity that requires you to do and be many things, and this course will help you lay the foundation to discovering your own process.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: FMT-106 (or THEAT-100) or FMT-240AC (or THEAT-105).

FMT-240MP Intermediate Courses in Production and Practice: 'Movement for Performance'
Spring. Credits: 4
This course introduces students to a range of physical techniques for creative expression in performance. Through a series of classroom exercises, readings and performances, students develop a process for reducing habitual tensions, enabling them to find maximum effect with minimum effort, connect their movement to imagery and text and increase the strength, flexibility and dynamic qualities of their physical expression. Techniques are drawn from a wide variety of movement pedagogies including, but not limited to, Zarrilli, Feldenkrais, Oida and Pisk. This course will require outside rehearsals for class performances as well as one research project on a major movement practitioner.
Applies to requirement(s): Humanities
N. Tuleja
Prereq: FMT-240AC (or THEAT-105).

FMT-240PE Intermediate Courses in Production and Practice: 'African Performance Aesthetics'
Fall. Credits: 4
This class explores African approaches to performance, premised on the interdisciplinarity of theater in many African societies. We take our inspiration from centuries of apprentice-style artist training in some indigenous West African societies. The evolution of oral and popular performance traditions into literary theater has also necessitated a similar trend in the training of the modern actor. The primary object of this class is to be able to embody a plethora of idiomatic expressions. Thus, we will move to the energy of the drums, we will train the ears to transmit the complex musicality of several sonic elements and raise our voices in song and apply them in scene explorations. Ultimately, we intend to unlock new ways of using our minds, bodies, and voices as conduits of exciting storytelling.
Crosslisted as: AFCNA-241PE
Applies to requirement(s): Humanities, Multicultural Perspectives
M. Ofori

FMT-240PW Intermediate Courses in Production and Practice: '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 theater, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in a significant writing project. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.
Crosslisted as: ENGL-205
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
E. Horwitz
Prereq: One course in Film, Media, Theater, or Theater Arts, or a creative writing English course.
Notes: Cannot be taken at the 300 level.

FMT-240SD Intermediate Courses in Production and Practice: 'Scene Design for Theater and Film'
Fall. Credits: 4
The purpose of this course is to introduce the history, art, and techniques of designing sets for theater and film. Students will learn how sets have been created in the past, how a designer approaches a script, how a designer's work supports the director's vision, how it illuminates a production for the audience, and what methods and techniques are used in the execution of the process. Students will have the opportunity to exercise their visual imaginations, through the creation of designs for a script. They will engage in script analysis, research, collaborative discussion, sketching, technical drawing, model building, and related techniques and methodologies.
Applies to requirement(s): Humanities
V. James
Notes: Lab; $50 materials fee. Any additional design supplies and materials are the responsibility of the student.
FMT-240SG Intermediate Courses in Production and Practice: ‘Stage Management’

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, notating blocking, prompting, running a tech rehearsal, creating a prompt book, and calling cues.

Applies to requirement(s): Humanities

The department

Prereq: FMT-106 (or THEAT-100).

Notes: Theater tickets, supplies, and materials are the responsibility of the student.

FMT-240VP Intermediate Courses in Production and Practice: ‘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

E. Montague

Instructor permission required.

Prereq: FMT-102 (or FLMST-201).

Advisory: Application and permission of instructor required. Application found here: Application

Notes: A lab fee may be charged

FMT-282 Theater Practicum

Fall and Spring. Credits: 1 - 4

Fall 2020 Productions:

FMT-282-02: Much Ado About Nothing

Spring 2021 Productions:

FMT-282-01: Machinal.

FMT-282-02: The Language of Angels. This course is open to any student cast in a mainstage production or serving as a stage manager, assistant stage manager, or assistant director. The student is expected to attend all rehearsals and performances under the supervision of the director. Rehearsals include table reads, blocking and staging, scene work, run-throughs, dress rehearsals, technical rehearsals, invited dress, which culminates in performances for the public. Outside work includes line memorization, character work, and scene preparation. Total contact hours range anywhere from 75-125 over the course of the production.

Applies to requirement(s): Meets No Distribution Requirement

M. Ofori, N. Tuleja

Instructor permission required.

Advisory: by audition or interview only

Notes: Repeatable for credit. Meets Humanities requirement if taken for 4 credits.

FMT-284 Theater Practicum: Costumes

Spring. Credits: 1

The practicum covers crew for hair and makeup or wardrobe on a production. The student fulfilling a run crew must be present for all technical rehearsals and performances plus a training session scheduled before the start of tech. No previous experience is necessary for any of these positions; training will be provided as part of the practicum.

Applies to requirement(s): Meets No Distribution Requirement

E. Bergeron

Instructor permission required.

Notes: Repeatable. Contact Costume Shop Manager for specific dates and times.

FMT-286 Theater Practicum: Lighting and Sound

Fall and Spring. Credits: 1

This course is for students interested in the production crew positions listed below. No previous experience is necessary for any of these positions; training will be provided as part of the practicum. The student will need to be present for all technical rehearsals and performances and a training session scheduled before the start of tech. Light Board Operator: Program and run the light control board under the guidance of the Lighting Designer and Stage Manager. Sound Board Operator: Program and run the sound board and sound computer under the guidance of the Sound Designer and Stage Manager. Follow Spot Operator: Operate a follow spot under the guidance of the Lighting Designer and Stage Manager. Must be comfortable with heights. Projection Operator: Program and run the projection equipment and computer under the guidance of the Projection Designer and Stage Manager.

Applies to requirement(s): Meets No Distribution Requirement

Z. Ash-Bristol

Instructor permission required.

Notes: Repeatable. Contact Lara Dubin (Lighting Sound Supervisor) for the specific dates and times.

FMT-288 Theater Practicum: Scenic Run Crew

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

Z. Ash-Bristol

Instructor permission required.

Notes: Repeatable. Contact Shawn Hill (Technical Director) for specific dates and times.

FMT-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.
FMT-330 Advanced Courses in History and Theory
FMT-330AD Advanced Courses in History and Theory: 'Adaptation: A Study in Form'
Fall. Credits: 4
The Oxford English Dictionary defines ‘adaptation’ as ‘the bringing of two things together so as to effect a change in the nature of the objects.’ Rather than studying adaptation as a project that attempts to reproduce an original work in another medium, our course considers the complex relationship between narratives and their retellings and revisions. In particular, we will focus on how such retellings eventually alter their so-called ‘source’ material and how each incarnation of a given narrative offers us insight into and commentary upon a particular historical moment and its unique political and ideological challenges. We will also consider the ways in which literary and visual representations differ in their communicative and affective mechanisms, and challenge where we draw the line between ‘art,’ ‘history,’ and ‘entertainment.’
Crosslisted as: ENGL-367AD
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Rodgers
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in English or in Film, Media, Theater.

FMT-330AT Advanced Courses in History and Theory: 'African Theater'
Spring. Credits: 4
This course introduces the oral traditions, important playwrights, and aesthetic innovations in postcolonial literary theater in some African societies. The oral theater traditions of Africa are an example of the innate human quest to perform and will eventually be the basis for understanding some of the innovations made in African literary theater. We shall also focus on writings by African writers and writers of African descent who deal with the post-colonial conditions of Black Africa and the African Diaspora. This class is designed to serve as a window into the continent of Africa: its people, its ideas, triumphs, struggles, and the complex histories emerging from its vastness and diversity.
Crosslisted as: AFCNA-341AT
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Ofori
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Film, Media, Theater, or Theater Arts, or Africana Studies.

FMT-330AV Advanced Courses in History and Theory: 'Artists vs. Audiences'
Fall. Credits: 4
Usually, an artist produces a work, and then an audience experiences that work. However, sometimes audiences influence what a work means and even how an ongoing story unfolds. This course focuses on works of popular, serialized art in which the possibilities for artist/audience interaction are great, and so is the potential for conflict. We will 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.
Crosslisted as: GNDST-333VV
Applies to requirement(s): Humanities
R. Blaetz
Restrictions: This course is open to juniors and seniors
Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-220MD.

FMT-330CM Advanced Courses in History and Theory: 'Contemporary Masculinities on Stage and Screen'
Not Scheduled for This Year. 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 implications of that representational archive.
Crosslisted as: ENGL-367CM
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Rodgers
Prereq: FMT-102 (or FL MST-201) or FMT-106 (or THEAT-100).

FMT-330EA Advanced Courses in History and Theory: 'Envisioning Apocalypse'
Not Scheduled for This Year. 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: FMT-102 (or FL MST-201) or FMT-104 (or FL MST-220MD).

FMT-330EX Advanced Courses in History and Theory: '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: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.
FMT-330GH Advanced Courses in History and Theory: 'Ghosts, Specters, and Hauntings: Mediating the Dead'

Not Scheduled for This Year. Credits: 4

The course considers the connections between media as channels for communication and expression, on the one hand, and mediums as those who claim to have contact with the dead, on the other. Students will study the ways communication and performance media, from Shakespearian theater, to films and photographs of deceased loved ones, to legacy accounts on Facebook, have served as conduits of the dead and even spawned occult practices. The course will address: how do theater, film, and other media bridge us to what has been lost and animate our connections to those who have died? How do ghostly media ask us to confront a past that has been buried?

Applies to requirement(s): Humanities

H. Goodwin

Prereq: 8 credits in Film, Media, Theater including Intro to Film or Intro to Media.

FMT-330HA Advanced Courses in History and Theory: '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, Mamie, 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

FMT-330PA Advanced Courses in History and Theory: 'Natural’s Not in It: Pedro Almodóvar'

Not Scheduled for This Year. Credits: 4

This course studies the films of Pedro Almodóvar, European cinema’s favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.

Crosslisted as: SPAN-340PA, GNDST-333PA, CST-349PA

Applies to requirement(s): Humanities

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

J. Crumbaugh

Prereq: 8 credits in Spanish, Film Studies, Critical Social Thought, and/or Gender Studies.

Notes: Weekly evening screenings. Taught in English.

FMT-330RC Advanced Courses in History and Theory: 'Reflexivity in the Cinema'

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, Media, Theater (or Film Studies) including one of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.

FMT-330SE Advanced Courses in History and Theory: 'A Rebel with a Camera: the Cinema of Ousmane Sembène'

Not Scheduled for This Year. Credits: 4

Born in 1923 in Senegal, the writer/filmmaker Ousmane Sembène is one of the rare witnesses of the three key periods of contemporary African history: the colonial period; the period of struggle for political and economic independence; and the period of effort to eliminate neocolonialism through the rehabilitation of African cultures. This course is entirely devoted to the works of Ousmane Sembène and will explore the key moments of his life, his activism in European leftist organizations, his discovery of writing, and most of all the dominant features of his film work.

Crosslisted as: FREN-341SE

Applies to requirement(s): Humanities

S. Gadjigo

Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FMT-330SF Advanced Courses in History and Theory: '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.
FMT-330ST Advanced Courses in History and Theory: 'The Italian Stage Between Social Mobility, Politics, and Tradition'

Fall. Credits: 4
This course explores Italian theater from the 1700s to today with particular attention to social mobility, women's rights, politics, and class conflict. Authors include classics such as Goldoni, Pirandello, Dario Fo, Franca Rame, Dacia Maraini, Eduardo De Filippo, and more.
Crosslisted as: ITAL-341ST
Applies to requirement(s): Humanities
O. Frau
Prereq: Two courses in Italian, Classics, English, Theater, or Music.
Notes: This course is taught in English. Students who desire to take it for Italian credit will meet separately with the Professor Frau for designated sessions, in Italian.

FMT-330SV Advanced Courses in History and Theory: 'Media and Surveillance'

Fall. Credits: 4
With corporations using our data to anticipate our desires and counterterrorism units tapping into our communications, we are increasingly embedded in a surveillance society. This course considers practices of surveillance across media platforms, from smartphones, fitness trackers, and baby monitors to the biometric technologies that determine who may cross borders. We will explore how different governments, corporations, and individuals use new media to surveil others, as well as the ways racism and transphobia are inscribed in surveillance practices. We will also discuss and try out protective measures and various subversive practices of 'sousveillance.'
Crosslisted as: CST-349SV
Applies to requirement(s): Humanities
H. Goodwin
Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.

FMT-340 Advanced Courses in Production and Practice:

FMT-340AY Advanced Courses in Production and Practice: '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

FMT-340SV Advanced Courses in Production and Practice: 'Screenwriting'

Fall. Credits: 4
The screenplay is a unique and ephemeral form that exists as a blueprint for something else: a finished film. How do you convey on the page a story that will take shape within an audio-visual medium? The screenwriter must have an understanding of both the language of narrative film as well as the general shape and mechanics of film stories. This advanced course will cover dialogue, characterization, plot, story arc, genre, and cinematic structure. We will analyze scenes from fictional narrative films -- both short and feature length -- and read the scripts that accompany these films. By the end of this course, each student will have written two original short films. In workshop style, the class will serve as practice audience for table readings of drafts and writing exercises.
Crosslisted as: ENGL-361SW
Applies to requirement(s): Humanities
E. Montague
Restrictions: Course limited to sophomores, juniors and seniors
Instructor permission required.
Prereq: 8 credits in Film Studies.
Advisory: Preference will be given to majors. Application and permission of instructor required.

FMT-340VN Advanced Courses in Production and Practice: 'En Garde, A Study of Stage and Screen Violence'

Not Scheduled for This Year. Credits: 4
All Drama is Conflict. This course investigates how dramatic conflict is represented in theater, television and film and examines its effect on the audience. Through a series of readings, class discussions, and viewings including, but not limited to, Romeo & Juliet, The Duelists, and Fight Club, students will attempt to answer the question: what is it about human nature that makes us fascinated by violence as a form of entertainment?
Applies to requirement(s): Humanities
N. Tuleja
Prereq: 8 credits in Film, Media, Theater (or Theater Arts).
FMT-340VP Advanced Courses in Production and Practice: '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: FMT-240VP or FLMST-210VP.
Advisory: Application and permission of instructor required. Application available through department website.
Notes: A lab fee may be charged.

FMT-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department
Instructor permission required.
FRENCH (FREN)

FREN-101 Elementary French I
Fall and Spring. Credits: 4
Learn to speak, understand, read and write authentic French in record time. We will use a multimedia approach that accesses language via video, audio and text. The immersive environment students experience will equip them to make active use of the language and provide insight into French and Francophone cultures.
Applies to requirement(s): Humanities; Language
A. Alquier, N. Holden-Avard
Prereq: Placement test required even if no previous study of French; score 0-100.
Advisory: FREN-101 is designed for students with no previous training in French or a maximum of one year of French at the high school level. All students must take the online French placement test to register for the class.
Notes: Students who have done strong work in FREN-101 may accelerate to FREN-201 with the approval of their instructor.

FREN-102 Elementary French II
Spring. Credits: 4
Students will develop their speaking, understanding, reading and writing skills in French. The multimedia approach will provide students with an immersive environment where they will engage actively with the language and culture.
Applies to requirement(s): Humanities; Language
A. Alquier, N. Holden-Avard
Prereq: FREN-101 or placement test.
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 themselves both orally and in writing in a wide variety of contexts. Students will consolidate and expand their skills and engage in creative activities in literary as well as colloquial French.
Applies to requirement(s): Humanities; Language
A. Alquier, C. Shread, The department
Prereq: FREN-102 or FREN-199, placement score of 200-350, or department placement.

FREN-203 Advanced Intermediate French
Fall and Spring. Credits: 4
This course will improve students' writing and speaking skills in French and develop their ability to read and analyze texts. Course materials include authors and films representing cultures of the French-speaking world. Written and oral expression are strengthened through weekly essays, class discussion, and comprehensive grammar review.
Applies to requirement(s): Humanities; Language
A. Alquier, C. Le Gouis C. Shread
Prereq: FREN-201, placement score of 350-450, or department placement.
Notes: Note: FREN-203 provides a strong foundation for continued study of French and for study abroad (see http://www.mtholyoke.edu/acad/french)

FREN-215 Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World
Fall and Spring. Credits: 4
This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Writing-Intensive
C. LeGouis, C. Shread, The department
Prereq: FREN-203, placement score of 450 or higher, or department placement.

FREN-219 Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World
Fall and Spring. Credits: 4
This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
S. Gadjigo
Prereq: FREN-203, placement score of 450 or higher, or department placement.

FREN-225 Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World
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 oral presentations based on current 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
A. Alquier
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-311 Period Courses
The usual periodization of French literature and culture is by century. Some period courses focus on the characteristics of specific centuries. Others focus on artistic or intellectual movements: gothic, Renaissance, romantic. All period courses, whatever their conceptual framework, integrate texts and historical contexts.
FREN-311DN Period Courses: 'The Detective Novel in France'
Spring. Credits: 4
The French detective novel found its origins in Poe and in the disillusionment and malaise of the increasingly urban universe of the nineteenth century. It generally centered on a dark, mysterious Parisian atmosphere that spoke to a growing public awareness of the worlds of crime and of the police. Realist novelists, in particular Dostoevsky, enriched the genre’s conventions, but the detective novel evolved beyond realism as it moved into the twentieth century, combining unsettling social critique with reassuringly flawless reasoning.
Applies to requirement(s): Humanities; Language
C. Le Gouis
Prereq: Two of the following courses: FREN-215, 219, 225, 230, or permission of department chair and course instructor.

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 Languages Translate'
Not Scheduled for This Year. Credits: 4
This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators’ paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.
Crosslisted as: ROMLG-375LT, ITAL-361LT, SPAN-360LT
Applies to requirement(s): Humanities; Language
C. Shread
Advisory: Two courses in culture and literature at the 200 level.
Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

FREN-321MT Genre Courses: 'The Mind of the Traveler: Journeys, Expeditions, Tours'
Spring. Credits: 4
Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.
Crosslisted as: SPAN-360MT, ITAL-361MT, ROMLG-375MT
Applies to requirement(s): Humanities; Language
O. Frau
Advisory: for language majors; two courses in culture and literature at the 200-level.
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

FREN-331 Courses on Social and Political Issues and Critical Approaches
These courses examine a definable phenomenon—an idea, a movement, an event, a mentality, a cultural structure or system, an historical problem, a critical mode—relevant to the civilization of France or of French-speaking countries. Readings from a variety of disciplines shed light on the particular aspect of thought or culture being studied.

FREN-331LM Courses on Social and Political Issues and Critical Approaches: 'Reading Le Monde'
Not Scheduled for This Year. 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-theminute 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-331MD Courses on Social and Political Issues and Critical Approaches: 'La Mode'
Fall. Credits: 4
Fashion is both a creative and a commercial enterprise. We will examine iconic French designs and designers, haute couture, the concept of brands, fashion media, and industry as a backdrop for understanding the aesthetic and socioeconomic dimensions of French fashion, and the way in which trends mirror contemporary values and culture. Issues discussed will include French cultural movements (the mechanics and dynamics of cycles, trends, and fads), the various market segments of the French fashion industry, the impact of globalization, as well as innovative French fashion and sustainability. The course may include events and talks.
Applies to requirement(s): Humanities; Language
A. Alquier
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-341 Courses in Francophone Studies
These courses study nonmetropolitan French-speaking cultures and literary works written in French outside Europe. Areas of focus are one or more of the following regions: Africa, the Caribbean, or Canada.

FREN-341FS Courses in Francophone Studies: 'Women and Writing in French-Speaking Africa'
Fall. Credits: 4
This course explores writings by women in French-speaking Africa from its early beginnings in the late 1970s to the present. Special attention will be given to social, political, gender, and aesthetic issues.
Crosslisted as: GNDST-333FP
Applies to requirement(s): Humanities; Language
S. Gadjigo
Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.
FREN-341HT Courses in Francophone Studies: 'The Haitian Literary Tradition: Revolution, Diaspora, and Writing in French Now'
Not Scheduled for This Year. Credits: 4
This course engages with the rich tradition of French writing from Haiti. Beginning with Émeric Bergeaud's Stella (1859), the first novel of the first Black republic, 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 Québécois 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'
Not Scheduled for This Year. Credits: 4
In the interwar period, 1920-1940, black students from Africa and the Caribbean met in Paris to pursue their education. Galvanized by the colonial situation at home and the political situation in France, Aimé Césaire (Martinique), Léopold S. Senghor (Sénégal), and Léon Damas (French Guyana) formed the cultural movement called Négritude. This course will survey the emergence, goals, evolution, achievements, and legacies of that movement. Discussions will be based on major texts by the founders. Their influence on the works of a new generation of African and Caribbean writers will also be examined.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
S. Gadjigo
Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.

FREN-341PA Courses in Francophone Studies: 'Paris dans l'Imaginaire Africain'
Spring. Credits: 4
Colonial relations have not only been a contest over land ownership but were also always centered around the question of who has the right to represent whom. This course will examine how, from the fifties and sixties, African students in France have represented France and Paris in their narratives. Readings will include novels and travelogues.
Applies to requirement(s): Humanities; Language
S. Gadjigo
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225, 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: FMT-330SE
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
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-351VR Courses on Women and Gender: 'Viragos, Virgins, and Visionaries'
Not Scheduled for This Year. Credits: 4
In this course, we will study the three most celebrated French female saints: Jeanne d'Arc, Thérèse de Lisieux and Bernadette de Lourdes. Their stories are similar: ordinary young women to whom extraordinary things happened, who became symbols of France and inspired a rich verbal and visual iconography. Yet they are profoundly different: Joan was a warrior, Thérèse a memoirist, Bernadette a visionary. We will study the facts of their lives, in their own words and those of others, but also the many fictions, semi-fictions, myths and legends based on those lives. We will analyze a number of films and visual images as well as literary and non-literary texts in our attempt to understand these cases of specifically female, specifically French sainthood.
Crosslisted as: GNDST-333VR
Applies to requirement(s): Humanities; Language
C. Rivers
Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-361TR Courses in Advanced Language Study: 'Atelier de Traduction'
Not Scheduled for This Year. 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.
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| FYSEM-110AM Art and Words | Fall. Credits: 4  
True, a picture is worth a thousand words, but how do we know which words to use exactly? In this seminar, we will focus on the work of language in relation to the visual arts, and learn to distinguish between different kinds of writing, including art history, art criticism, poetry and fiction. We will visit the Mount Holyoke College Art Museum and the Skinner Museum, and develop provocative ideas about original works of art. We will practice critical thinking and writing on our own, and work collaboratively on various projects. We will find a deeper relationship between words and the arts by expanding our definition of writing to include speaking thoughtfully, listening actively, and cultivating leadership skills by striking idea-driven discussions on the arts.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Writing-Intensive  
A. Sinha  
Restrictions: Mount Holyoke first-year students only, by placement. |
| FYSEM-110AT The Art of Resistance | Fall. Credits: 4  
This course explores the visual and sonic history of resistance movements in the United States from the American Revolution to Black Lives Matter. Through the close study of art objects and music, engagement with primary source material and group discussions, first-year students will develop adept visual and cultural literacies alongside more traditional written and verbal registers.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
S. Sparling Williams  
Restrictions: Mount Holyoke 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: Mount Holyoke first-year students only, by placement. |
| FYSEM-110CM Coming of Age on Screen | Fall. Credits: 4  
In this course we will trace the representation of teenage girls in television and film from the 1950s to the present as a way to better understand how moving images shape culture. We will look closely at the notion of ‘entertainment’ and at the ways in which moving image texts create ways of seeing and meaning.  
Applies to requirement(s): Meets No Distribution Requirement  
Other Attribute(s): Writing-Intensive  
R. Blaetz  
Restrictions: Mount Holyoke first-year students only, by placement. |
FYSEM-110GR Greek Tragedy, American Drama, and Film
Fall. Credits: 4
The Greeks, beginning with Homer, saw the world from an essentially tragic perspective. The searing question of why human societies and the human psyche repeatedly break down in tragic ruin and loss, particularly in the conflicts of war and in the betrayal of personal bonds of love and friendship, fascinated them as it still does us. The most consistent themes that emerged from such examination are the tragedy of self-knowledge and illusion, the tragedy of desire, the tragedy of crime and redemption, and tragedy as a protest against social injustice. This course examines the critical influence of the three most important Athenian dramatists, Aeschylus, Sophocles, and Euripides, on the works of Nobel winner Eugene O'Neill, Tennessee Williams, Arthur Miller and important filmmakers, who have tried to recreate the powerful atmosphere and impact of the Greek tragic theater or reworked the tragic themes of classical myth for their own purposes in the modern age.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
B. Arnold
Restrictions: Mount Holyoke 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: Mount Holyoke first-year students only, by placement.

FYSEM-110HX The History of Space Exploration
Fall. Credits: 4
This class will delve into the history of space exploration starting with the 1960 space race between the United States and the Soviet Union. The class will continue to follow the last 60+ years of space exploration across the globe, changing from a competitive endeavor between the U.S. and the Soviet Union to the global cooperative venture it is today. Topics will include but not be limited to manned missions, technology such as unmanned rovers and high-resolution cameras, exploration missions such as Voyager, and the search for life. The class will include readings such as a fiction novel, appropriate science articles, and other relevant material. Students will be required to write several short papers and do several presentations over the semester. This class will be conducted using a seminar format where topics are introduced through various means and explored through discussion.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
E. McGowan
Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110ID Shapeshifting and the Idea of Change
Fall. Credits: 4
How do we change? What happens when we cannot change and want to, or change when we would rather not? How can we induce changes, individually, collectively, environmentally to occur? This seminar examines the figure of shapeshifting – bodies and beings that change their shapes-- to think about how we alter our material reality and language, or how it alters us. Special attention will be given to fiction and creative nonfiction narratives of transition, illness/disability, environmental disaster, and Afrofuturism.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
K. Singer
Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110IP Gender and Nation in Irish Poetry
Fall. Credits: 4
In this first-year seminar, we will read Irish poetry from 1798 to the contemporary moment, examining how a variety of poets engage with urgent questions of gender and nation as well as the gendered tropes of nationalism. We will pay particular attention to interventions by feminist and queer poets and Irish poets of color who resist and in some cases revolutionize dominant poetic traditions and forms. Poets will include Lady Jane Wilde, James Clarence Mangan, W.B. Yeats, Oscar Wilde, Seamus Heaney, Eavan Boland, Nuala Ni Dhomhnaill, Mary Dorsey, Doireann Ni Ghrioifa, Nyaradzo Masunda, and Sinead Morrisey.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
A. Martin
Restrictions: Mount Holyoke 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: Mount Holyoke first-year students only, by placement.

FYSEM-110MM Women and Music: Sounding Community
Fall. Credits: 4
This course surveys music in a range of women’s, and womxn’s, communities and ensembles—from medieval convents and ‘all-girl’ swing bands to Cuba’s Ibibu Okun and the Transcendence Gospel Choir. While the focus will be on Western art music, we will also encounter music from Afghanistan and the First Nations, working songs and playground songs, and rock/pop groups and DJ collectives. Performers will visit the class, and we will learn about the history of music ensembles at Mount Holyoke College. You do not need to be a musician or know how to read music; listening across cultures and genres, we will contemplate the opportunities and challenges of womxn-only spaces for music in the twenty-first century.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
A. Mueller
Restrictions: Mount Holyoke first-year students only, by placement.
FYSEM-110NA The Imitation of Nature  
**Fall. Credits: 4**  
The imitation of nature has been one of the inspiring principles of human thought and technical advancement across the ages. Following the threads that link the ancient theories of Aristotle to the Renaissance inventions of Leonardo Da Vinci, in this course we explore the complex interaction between humans and nature, up to the contemporary development of artificial intelligence and robotics.  
**Applies to requirement(s): Meets No Distribution Requirement**  
**Other Attribute(s): Writing-Intensive**  
M. Lovato  
**Restrictions: Mount Holyoke first-year students only, by placement.**

FYSEM-110PC Op-ed: Writing on Politics, Culture, and the Arts  
**Fall. Credits: 4**  
We will read and discuss current writing on politics, culture, and the arts. Drawn from a variety of print and online 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: Mount Holyoke 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: Mount Holyoke first-year students only, by placement.**

FYSEM-110PEPerforming the Self  
**Fall. Credits: 4**  
How do we represent ourselves as we document our lives and communicate with others? In this seminar we will move beyond critiques of selfie culture, instead analyzing self-representation as an important avenue for forming identities. We will study forms of self-representation across history and will focus on visual and new media as platforms for performing selfhood. Students will discuss the politics and aesthetics of self-fashioning across these media forms, and will execute multiple forms of self-expression, including the argumentative essay, the op-ed, the blog post, and the tweet.  
**Applies to requirement(s): Meets No Distribution Requirement**  
**Other Attribute(s): Speaking-Intensive, Writing-Intensive**  
H. Goodwin  
**Restrictions: Mount Holyoke first-year students only, by placement.**

FYSEM-110PS Self-Portraiture  
**Fall. Credits: 4**  
How do we represent ourselves? How can the self -- that is to say, subjective experience, private life, identity, consciousness -- be translated into written form? How, in turn, does writing fashion and construct the self? Throughout history, authors and thinkers have engaged these questions in countless texts and textual forms -- in essays, confessions, autobiographies, and poetry. This seminar will sample influential and innovative works of literary self-portrayal from around the world, exploring how a wide variety of writers have rendered themselves in language, narrative, and text. Authors may include Augustine, Shakespeare, Wordsworth, Joyce, Nabokov, and Plath.  
**Applies to requirement(s): Meets No Distribution Requirement**  
**Other Attribute(s): Writing-Intensive**  
S. Roychoudhury  
**Restrictions: Mount Holyoke first-year students only, by placement.**

FYSEM-110PT Politics and Truth  
**Fall. Credits: 4**  
What is the relationship between truth and politics? Does democracy require truth or pervert it? Can truth thrive in any type of government? What's really at stake here? In this course, we will explore a variety of classic texts, ranging from such authors as Plato to Karl Marx to Hannah Arendt to Martin Luther King, Jr. to contemporary feminist theorists. We will focus on developing the ability to reflect on your own beliefs, analyze authors' arguments, and to articulate and defend your own perspective.  
**Applies to requirement(s): Meets No Distribution Requirement**  
**Other Attribute(s): Writing-Intensive**  
E. Markovits  
**Restrictions: Mount Holyoke first-year students only, by placement.**  
**Advisory: for students in their first two semesters at the College only.**

FYSEM-110RT Reproductive Rights and the State  
**Fall. Credits: 4**  
What is the role of governments in regulating human reproduction? How has this changed throughout the 20th and 21st century? Is reproduction an area of our private lives that should be left outside the realm of government? Or is the state actually needed to safeguard our reproductive rights? This course analyzes the history of reproductive policies in the US and compares it with cases from the global South. From family planning to population control, from woman's right to reproductive justice, we will analyze the evolution of language to name this policy arena and the way this has affected policy design. Through the use of a variety of primary and secondary sources, this course will help students improve their critical thinking, argumentative writing, and analytical skills.  
**Applies to requirement(s): Meets No Distribution Requirement**  
**Other Attribute(s): Writing-Intensive**  
Cora Fernandez Anderson  
**Restrictions: Mount Holyoke first-year students only, by placement.**

FYSEM-110SX Sexuality and Society  
**Fall. Credits: 4**  
What is the impact of what is included and excluded in formal sex education programs? What does it mean to maintain good sexual health? How does sexual identity relate to behavior and attraction? As a class, we will explore sexuality at an individual, interpersonal, community, and societal level. Primary topics will include sex education, sexual identity, health, consent, relationships, and media portrayals of sexuality.  
**Applies to requirement(s): Meets No Distribution Requirement**  
**Other Attribute(s): Writing-Intensive**  
C. Flanders  
**Restrictions: Mount Holyoke first-year students only, by placement.**
FYSEM-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 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: Mount Holyoke first-year students only, by placement.

FYSEM-110VM Memory and Violence
Fall. Credits: 4
We explore the memorialization of victims and survivors of mass atrocity and systemic violence, including dictatorships, displacements, genocide, poverty, and war. What are the distinctions between the cultural, historical, political, and experiences of those affected by mass and systemic violence? How do survivors become agents in the process of reconciliation, reconstitution, and reconstruction of social relationships? We focus on case studies drawn from the Holocaust, genocides in Rwanda, Cambodia, and Bosnia, disappearances under dictatorships in Chile and Spain, and the current situation of refugees crossing the Mediterranean Sea and the US-Mexican border.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110UT Jack the Ripper and the Making of Late-Victorian London
Fall. Credits: 4
In the summer and fall of 1888, a series of gruesome murders captured the attention of Londoners and brought questions of class, gender, race and social-economic change to the forefront of public debate. Though the culprit was never identified, Jack the Ripper became synonymous with the perceived dangers of late-Victorian London. Using newspapers, periodicals, police archives, and other sources from the period, this course will set students on an historical investigation of the 'Whitechapel Murders,' seeking to understand the event, its historical context, and the way historians have interpreted its meaning.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Fitz-Gibbon
Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110UN Underworlds (and Otherworlds)
Fall. Credits: 4
Associated with darkness, disorder, and death, the underworld can seem like a realm of punishment. But beneath its darkness, literary underworlds are sites for a character's evolution. This term, we'll see how narratives variously adapt the underworld topos. Underworlds and otherworlds connote supernatural encounters and obstacles, but they also represent realms of heightened rationalism or optimistic possibility. We'll ask what happens in a hero's passage through an underworld or otherworld that cannot happen anywhere else? How do underworlds expose challenging historical, social, psychological, and philosophical problems? And what happens when the underworld is not an exterior locus but an interior condition? Our principal method of analysis will be the close reading of texts and film.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Yu
Restrictions: Mount Holyoke 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 U.S. Bureau of Labor Statistics predicts a 46% increase in translation work 2012-2022, this course will consider translation 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: Mount Holyoke first-year students only, by placement.

FYSEM-110TG Transgressive Music
Fall. Credits: 4
The seminar will introduce and discuss various musical works and genres that fall under rock critic Ann Powers' definitions of 'Violator Art,' exploring them within the context of their wanton and disturbing appeal, as well as their often scandalous social impact. Topics will include the Second Viennese School, free jazz, protest music, punk rock, hip-hop, works such as J. S. Bach's 'Cantata No. 179,' Strauss's 'Salome,' Stravinsky's 'Le Sacre du printemps,' Billie Holiday's 'Strange Fruit,' George Crumb's 'Black Angels,' and artists such as Laurie Anderson, the Sex Pistols, Missy Elliot, and Nirvana.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Sanford
Restrictions: Mount Holyoke first-year students only, by placement.
Notes: Students should be prepared for mature themes and some coarse language.
FYSEM-110XT 1619: U.S. Slavery and Its Legacy

Fall. Credits: 4

This seminar will examine The New York Times' 1619 Project -- an examination of slavery in the historical and ongoing political and social development of the United States -- from many sides. Beginning our approach of this work as a body of scholarly and popular writing, we will critically scrutinize how these arguments are presented and why they do or do not work in their current forms, questions that will include the criticism of the series voiced by professional historians. The seminar is geared for students not only interested in learning about how slavery has shaped diverse aspects of American life, such as its arts, music, economics and politics, but also how authors, write and make arguments for the reading public.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

A. Aslam

Restrictions: Mount Holyoke first-year students only, by placement.
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
T. Millette

GEOG-202 Cities in a Global Context
Spring. Credits: 4
Cities are dynamic landscapes informed by myriad economic, political, social, environmental, and cultural processes. This course delves into the forces of urbanization and examines how cities have been investigated, built, experienced, and lived in throughout history and around the globe. By accenting a geographic perspective and drawing upon an array of theoretical ideas and empirical examples, this class grapples with the fascinating complexities of the urban context.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Houston

GEOG-204 Human Dimensions of Environmental Change
Fall. Credits: 4
Using regional case studies from across the world, this course examines some of the causes and consequences of human-induced environmental changes. The course explores the fundamental relationships and processes involved in human-environmental interactions; the various impacts that humans have had over time upon soils, water, flora, fauna, landforms, and the atmosphere; and possible alternative development strategies that could create a balance between human needs and environmental sustainability.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
G. Kebbede

GEOG-205 Mapping and Spatial Analysis
Spring. Credits: 4
Provides a comprehensive introduction to maps, including their design, compilation, and computer production. Introduces students to the principles of abstracting the Earth’s surface into spatial databases using GIS, remote sensing, and Global Positioning Satellites.
Applies to requirement(s): Meets No Distribution Requirement
T. Millette

GEOG-206 Political Geography
Spring. Credits: 4
Systemically studies political phenomena and their geographic expression, at a variety of spatial scales – national, regional, and international. Major themes include nation-state formation, boundary, territory, and ethnic issues, regional blocs and spheres of influence, and conflicts over access to and use of resources.
Applies to requirement(s): Social Sciences
G. Kebbede

GEOG-208 Global Movements: Migrations, Refugees and Diasporas
Fall. Credits: 4
The voluntary and involuntary movement of people around the globe is the focus of this course on migrations, refugees, and diasporas. Questions of borders, nativism, transnationalism, the global economy, and legality thread through this course as we consider the many social, cultural, environmental, economic, and political factors shaping decisions to leave a home or homeland. Historical and contemporary case studies, compelling theoretical texts, and geographic perspectives on these topics collectively animate our discussions.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Houston

GEOG-210 GIS for the Social Sciences and Humanities
Fall. Credits: 4
This course introduces the use of Geographic Information Systems (GIS) and other geospatial technologies in the social sciences and the humanities. The student will learn to collect, process, and analyze quantitative data within the spatial (geographic) context where they occur. Course content may include research topics from current faculty.
Applies to requirement(s): Meets No Distribution Requirement
E. 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  
*Not Scheduled for This Year. Credits: 4*
This course provides a detailed introduction to the earth’s atmosphere with particular emphasis on the troposphere extending from the surface to 10km in elevation. Topics include the earth’s solar energy budget, atmospheric pressure and wind systems, global and local meteorological processes, and weather forecasting. The class will make significant use of meteorological data and satellite imagery taken from NOAA’s National Weather Service to study seasonal weather patterns, rain and snow events, and catastrophic hurricanes.  
 Applies to requirement(s): Math Sciences  
 T. Millette  
 Prereq: Any 100-level natural science course.  
 Advisory: Students who have taken high school earth science but not a college-level natural science course are welcome to request instructor permission to enroll.  

GEOG-230 Environmental Soil Science  
Spring. Credits: 4
Introduction to the physical, chemical, and biological properties of soils and their relationship to environmental quality, agricultural production, and land management. This course will also describe the processes of origin and development of soils as natural entities and how they affect the different ecosystems where they are located. Some field work required.  
 Applies to requirement(s): Meets No Distribution Requirement  
 E. Marcano  
 Prereq: Any 100 or 200 level science course or GEOG-107.  

GEOG-241 Topics in Geography  
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'  
Spring. 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-313 Third World Development  
Fall. Credits: 4
Offers an interdisciplinary perspective on social, economic, and political features of contemporary development in Africa, Asia, and Latin America, regions referred to as the Third World or the South, and provides an introduction to theoretical origins and definitions of economic growth, development, and underdevelopment. It then addresses more specific aspects of development such as trends in population growth, migration, and urbanization; agrarian change; livelihood strategies and aspects of social welfare such as health, education, and shelter; poverty and the environment; and social justice. The latter part of the course draws extensively on selected case studies.  
 Applies to requirement(s): Social Sciences; Multicultural Perspectives  
 Other Attribute(s): Speaking-Intensive  
 G. Kebbede  
 Restrictions: This course is open to juniors and seniors  
 Prereq: One course in geography or one related social sciences course.  

GEOG-319 Africa: Problems and Prospects  
Spring. Credits: 4
This course intends to offer an interdisciplinary perspective on selected contemporary development problems in Africa south of the Sahara. Central to the course will be an examination of the social, economic, and political consequences of colonialism, the physical resource base and ecological crisis, agrarian systems and rural development, gender relations and development, urbanization and industrialization, and the problems and prospects of regional cooperation and integration.  
 Applies to requirement(s): Social Sciences; Multicultural Perspectives  
 Other Attribute(s): Speaking-Intensive  
 G. Kebbede  
 Restrictions: This course is open to juniors and seniors  
 Prereq: One course in geography or one related social sciences course.  

GEOG-320 Research with Geospatial Technologies  
Fall. Credits: 4
Geographic Information Systems (GIS) and remote sensing are essential tools for geographic analysis in both the biophysical and social sciences. This course uses a semester-long project that includes field and laboratory instruction to allow students to develop hands-on skills with spatial data and analysis software. Students will be able to present potential employers with a portfolio containing examples of their ability to develop and execute a GIS/remote sensing application project.  
 Applies to requirement(s): Math Sciences  
 T. Millette  
 Prereq: GEOG-205 or GEOG-210.  

GEOG-325 Conflict and Displacement in Africa  
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-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.

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
Not Scheduled for This Year. 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-116 Art in Paleontology
Spring. Credits: 4
Paleontological art brings ancient organisms back to life. In this course we will consider the role that “PaleoArt” itself plays as a mode of scientific discovery. Beginning with an analysis of the pioneering paleoart of Charles R. Knight, we will examine how paleoartists have uncovered key information about prehistoric life well in advance of its recognition by the scientific community. In a collaborative class project, we will identify the best and most representative works for a possible display somewhere on campus. For individual final class projects, students may choose between a research paper and presentation, and their own paleontological artwork in any visual medium. For the latter, students will be able to utilize resources of the Fimbel Maker and Innovation Lab.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. McMenamin

GEOL-123 Methods in Earth Science
Spring. Credits: 2
This course provides a hands-on introduction to earth science and methods in geology. Students will learn the fundamental tools of the trade and explore local geology. 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.

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  
*Not Scheduled for This Year. 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-137 Dinosaurs  
*Fall. Credits: 4*
The first dinosaur fossils to be recognized in North America, footprints of the creatures, were found in South Hadley. The very first dinosaur species described by a woman researcher, and one of the most ancient dinosaur species in the United States (*Podokesaurus holyokensis*), was discovered close to the Mount Holyoke campus. In this course we will learn the close types of non-avian dinosaurs, compare them to other ancient and modern vertebrates, assess their relationship to birds, debate their physiology (cold-blooded or warm blooded?), examine the ecology of the world they inhabited, and by means of field work, rock drilling and excavation, resume the search for a new specimen of *Podokesaurus*. To complete the final project, students will select a dinosaur species and study its geological age, geographic distribution, environmental preferences, ecological roles, feeding and reproductive strategies, and body form as they review the history of attempts to reconstruct their adopted dinosaur.

*Applies to requirement(s): Math Sciences*

Other Attribute(s): Speaking-Intensive

M. McMenamin

GEOL-141 Making the Past: Geosciences in the Makerspace  
*Not Scheduled for This Year. Credits: 4*
The great German paleontologist Dolf Seilacher once remarked that ‘drawing enforces careful observation.’ As a consequence, Seilacher drew all of the illustrations for his influential scientific publications. Taking Seilacher’s insight into three dimensions, in this course we will utilize Mount Holyoke’s Makerspace to reconstruct ancient organisms. Studies have shown that well-crafted reconstructions of ancient creatures contribute substantially to improved scientific interpretation of their functional morphology, behavior and paleoecological role(s). We will use Makerspace resources, Pixologic’s Sculptris, 3D printing and other tools to improve our understanding of the morphologies and activities of ancient organisms, while gleaning information derived from the rock record to analyze their ancient morphologies and behaviors.

*Applies to requirement(s): Math Sciences*

M. McMenamin

GEOL-201 Rocks and Minerals  
*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.

*Applies to requirement(s): Math Sciences*

S. Dunn

Coreq: GEOL-201L.

Advisory: Students must have either a one-year high school earth science class or any 100- or 200-level geology course or GEOG-107.

GEOL-202 History of Earth  
*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: the geologic time scale, significant events in earth history, ice ages and greenhouse atmospheres, continental drift, extinctions and radiations of flora and fauna, the geology of the anthropocene, and absolute and relative dating of rocks. Oral presentations and writing assignments focus on the design and testing of earth science hypotheses, critical analysis of recently published research on earth history, and proposal writing.

*Applies to requirement(s): Math Sciences*

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

M. Markley

Prereq: One 100-level Geology course.

GEOL-203 The Earth’s Surface  
*Fall. Credits: 4*
The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature and every deposit is the result of processes acting at the Earth’s surface. In this course we study these processes (e.g. glaciers, rivers, slopes, coastlines, arid regions, frozen ground, cave formation, soil development and groundwater) to understand how they work and to understand the resulting landforms and deposits. With this understanding we can then observe different landforms and deposits and infer past processes (i.e. environments of deposition). Field work and trips allow students to explore first-hand the processes that have created and modified the Earth’s surface.

*Applies to requirement(s): Math Sciences*

A. Werner

Prereq: One 100-level Geology course. Coreq: GEOL-203L.
GEOL-210 Plate Tectonics
Fall. 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. McMenamin
Prereq: Any 100-level Geology course.
Advisory: Comfort with geometry and trigonometry required.

GEOL-211 Uranium
Not Scheduled for This Year. Credits: 4
From the A-bomb to zircon, uranium has revolutionized humanity’s destructive potential and wisdom about time. Uranium is the planet’s heaviest naturally occurring element, and it transforms by both radioactive decay and nuclear fission. This course 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
Not Scheduled for This Year. Credits: 4
Sedimentary rocks provide us with repositories of fresh water, hydrocarbons, and other critical raw materials, as well as geological evidence for the history of planet earth. This course will introduce students to the study of sedimentary rocks and their environments of deposition, with a focus on the varied processes of sediment accumulation. We will employ the principles of stratigraphic analysis and correlation to interpret ancient environments, paleoclimate, and paleogeography, and use these tools to probe the characteristics of sedimentary basins. Field trips will introduce a variety of analytical techniques used to study sedimentary rocks.
Applies to requirement(s): Math Sciences
M. McMenamin
Prereq: Any one course in biology, chemistry, environmental studies, geology, or physics.

GEOL-240 Geological Resources and the Environment
Spring. Credits: 4
This course surveys the geology and exploitation of important mineral deposits and energy resources. We will discuss factors that govern the economics of their production and the environmental implications of their extraction and use.
Applies to requirement(s): Math Sciences
S. Dunn

GEOL-247 Environmental Modeling & Statistics
Not Scheduled for This Year. Credits: 4
Models are simple representations of the real world, which can be used to convey information, generate and test hypotheses, and make predictions about what will happen in the future. This course introduces students to the art and science of modeling natural systems, as well as their mathematical and statistical foundations. Students will gain experience in asking research questions, creating hypotheses, collecting and arranging data, and designing computer models (in R) to address a variety of environmental problems. This course will include lecture and hands-on computer exercises and is aimed at students with interests in earth and environmental science or data science.
Applies to requirement(s): Math Sciences
S. Tuttle
Prereq: One of the following: STAT-140, GEOG-107, GEOL-107, ENVST-200, BIOL-223, or COMSC-101.

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

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.
Applies to requirement(s): Math Sciences
S. Dunn
Prereq: GEOL-201 and CHEM-150. CHEM-150 may be taken concurrently.
Coreq: GEOL-322L.

GEOL-326 Seminar: Global Climate Change
Not Scheduled for This Year. Credits: 4
Earth’s dynamic climate system is rapidly changing. This course will introduce you to the science behind climate change predictions as they apply to past, present, and future changes in our earth’s climate. We will also discuss how, over the course of time, we adapted to these changing conditions with a specific focus on water resources and natural disasters, including floods, droughts, and hurricanes that have been predicted to intensify in response to ongoing climate change.
Applies to requirement(s): Meets No Distribution Requirement
S. Tuttle
Prereq: One Geology or Environmental Studies course at the 200-level.

GEOL-333 Structural Geology and Orogenesis
Not Scheduled for This Year. Credits: 4
This course covers the basic techniques of field geology and structural analysis. Lectures concentrate on field techniques, stress, strain, faulting, folding, rock strength, deformation mechanisms, and multidisciplinary approaches to mountain building (orogenesis). Many labs are field trips that involve data collection. Weekly writing assignments focus on presenting original research and distinguishing between observations and interpretations.
Applies to requirement(s): Math Sciences
M. Markley
Prereq: GEOL-123 and GEOL-201. GEOL-201 may be taken concurrently. Coreq: GEOL-333L.
GEOL-342 Seminar in Geology
Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year. Consult the department for information about future seminars.

GEOL-342DV Seminar in Geology: 'Death Valley Field Course'
Spring. Credits: 4
This seminar will cover selected topics on the geology of Death Valley region, California. We will meet for two hours per week up until spring break, then embark on a nine-day field trip to Death Valley National Park, March 2021. A participation fee is required. Students will be responsible for researching particular topics and presenting a final report.
Applies to requirement(s): Meets No Distribution Requirement
M. Markley, M. McMenamen
Instructor permission required.
Prereq: Two geology courses.

GEOL-342HY Seminar in Geology: 'Geology and Hydrology Underfoot'
Not Scheduled for This Year. Credits: 4
To avoid the worst of climate change we must wean ourselves from fossil fuels and develop and use more sustainable methods of heating and cooling. Is it possible to replace our central heating plant with heat from earth? What are the rocks that underlie campus and how does ground water move through them? In this course we will learn about the geology of the Connecticut Valley to better understand the geology under our campus. Using borehole geophysical and temperature data collected from a deep well on campus, we will correlate the borehole stratigraphy with the regional valley stratigraphy and we will assess the hydrology and geothermal potential of the geology beneath campus.
Applies to requirement(s): Math Sciences
M. Markley, A. Werner
Prereq: One of the following: GEOL-201, GEOL-202, GEOL-203, GEOL-224, GEOL-247, ENVST-200. Coreq: GEOL-342HYL.

GEOL-342PE Seminar in Geology: 'Plastics in the Environment'
Fall. Credits: 4
Plastics are a part of everyday life. They are inexpensive, lightweight, last forever, and are accumulating in the environment. Macro-plastics are killing whales and micro-plastics are ingested by plankton. Studies have found micro-plastics in remote areas of the planet and in rainwater indicating wide-scale atmospheric transport and deposition. This seminar is aimed at understanding plastics as a material, how they are used, the ways they enter the environment, the ecological and health impacts and potential solutions to the problem. There will be weekly readings with faculty or student-led discussions. A term paper on a plastics topic of your choice will culminate the course.
Applies to requirement(s): Math Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Werner
Prereq: 8 credits in the sciences.

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.
GENDER STUDIES (GNDST)

GNDST-101 Introduction to Gender Studies
Fall and Spring. Credits: 4
This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women's economic status, the making of masculinity, sexual violence, queer movements, racism, and the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
R. Barnes, C. Gundermann, J. Luce, S. Smith

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

GNDST-204 Women and Gender in the Study of Culture
GNDST-204BD Women and Gender in the Study of Culture: 'Body and Space'<br>Not Scheduled for This Year. Credits: 4
This course focuses on the issues surrounding body and space through installation, performance, and public arts. Students explore the possibilities of body as an energetic instrument, while investigating the connotations of various spaces as visual vocabulary. The self becomes the reservoir for expression. The course examines the transformational qualities of the body as the conduit that links conceptual and physical properties of materials and ideas.
Crosslisted as: ARTST-266
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.

GNDST-204CP Women and Gender in the Study of Culture: 'Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics'<br>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
Other Attribute(s): Speaking-Intensive
R. Hwang
Prereq: One course in Gender Studies or Critical Social Thought.

GNDST-204CR Women and Gender in the Study of Culture: 'Critical Latinx/Indigenities'<br>Not Scheduled for This Year. Credits: 4
an evolving field, Latina/o Studies has begun to critically and comparatively question the terms of Indigeneity in relation to Native communities in the U.S. land mass. This course seeks to understand the emergence of critical Latinx/Indigenous perspectives as they relate to Latinas/os/xes in the United States, and their uneven connections to various transnational forms of Indigeneity rooted in ancestral land-based ties in the United States, Mexico, and Central and South America. We will examine current discussions of Chicanidad, migrant Indigeneity, colonialisms, empire, and Indigenous sovereignty.
Crosslisted as: LATST-250CR
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
R. Madrigal

GNDST-204CW Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'<br>Fall. Credits: 4
Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including Romance of the Western Bower, Peony Pavilion, and Butterfly Lovers. Students will also learn the basics of traditional Chinese opera.
Crosslisted as: ASIAN-215, FMT-230CW
Applies to requirement(s): Humanities; Multicultural Perspectives
Y. Wang
Notes: Taught in English
GNDST-204EM Women and Gender in the Study of Culture: 'Embodiment in Theory: Precarious Lives from Marx to Butler’

Not Scheduled for This Year. Credits: 4

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

Crosslisted as: GRMST-231EM, CST-249EM
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
K. Remmler

GNDST-204ET Women and Gender in the Study of Culture: 'Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century’

Not Scheduled for This Year. Credits: 4

With the rise of the two-sex model, the eighteenth century might be seen to be a bastion of heteronormativity leading directly to Victorian cis-gender binary roles of angel in the house and the bourgeois patriarch. Yet, beginning with the Restoration’s reinvention of ribald theater, this period was host to a radical array of experimentation in gender and sexuality, alongside intense play with genre (e.g., the invention of the novel). We will explore queerness in all its forms alongside consideration of how to write queer literary histories.

Crosslisted as: ENGL-232
Applies to requirement(s): Humanities
K. Singer
Restrictions: Course limited to sophomores, juniors and seniors
Notes: This course is part of a two-semester sequence with Nonbinary Romanticism, but each may be taken separately. Contact the instructor for permission if you have not taken ENGL-232 or GNDST-204ET.

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 Boyanacuten (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).

Crosslisted as: SPAN-230GV
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: SPAN-212.
Notes: Taught in Spanish.

GNDST-204NB Women and Gender in the Study of Culture: 'Nonbinary Romanticism: Genders, Sexes, and Beings in the Age of Revolution’

Not Scheduled for This Year. Credits: 4

With the onslaught of American, French, Haitian, and South American revolts and revolutions, the Atlantic world, much of Europe, and its colonial/industrial empire were thrown into a period of refiguring the concept of the raced, national, and gendered subject. This course considers what new forms of gender, sex, sexuality, and being were created, practiced, or thought, however momentarily, in this tumultuous age. Specific attention is given to conceptions of nonbinary being (of all varieties). Authors may include E. Darwin, Equiano, Wollstonecraft, Lister, M. Shelley, Byron, Jacobs.

Crosslisted as: ENGL-233
Applies to requirement(s): Humanities
K. Singer
Notes: This course is a second part of a two-course sequence with ENGL-232/GNDST-204ET, but each may be taken separately. Contact the instructor for permission if you have not taken ENGL-232 or GNDST-204ET.

GNDST-204QT Women and Gender in the Study of Culture: 'Queer and Trans Writing’

Spring. Credits: 4

What do we mean when we say ‘queer writing’ or ‘trans writing’? Are we talking about writing by queer and/or trans authors? Writing about queer or trans practices, identities, experience? Writing that subverts conventional forms? All of the above? In this course, we will engage these questions not theoretically but through praxis. We will read fiction, poetry, comics, creative nonfiction, and hybrid forms. Expect to encounter work that challenges you in terms of form and content. Some writers we may read include Ryka Aoki, James Baldwin, Tom Cho, Samuel R. Delany, kari edwards, Elisha Lim, Cherrie Moraga, Eileen Myles, and David Wojnarowicz.

Crosslisted as: ENGL-219QT
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Lawlor
Prereq: ENGL-201 and 4 credits in Gender Studies

GNDST-204RP Women and Gender in the Study of Culture: 'Race, Racism, and Power’

Fall. Credits: 4

This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial ‘difference.’ In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.

Crosslisted as: LATST-250RP, CST-249RP
Applies to requirement(s): Social Sciences; Multicultural Perspectives
J. Arce
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’

Not Scheduled for This Year. Credits: 4
This course will offer an overview of select methodologies and methods from Community-based Participatory Action Research (CBPAR), Participatory Action Research (PAR), collaborative ethnography and other social justice research interventions such as radical oral history, grassroots research collectives, experimental digital archives, research and data justice networks, and organizations. We will center on questions of ‘accountability’, that is, to whom, for whom, and to what end do processes of accountability serve those already in power? Moreover, we will investigate the chasms between academia and activism in order to explore the possibility of unlikely collaborative research alliances.
Crosslisted as: CST-249TJ
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
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-206MA Women and Gender in History: ‘Mary Lyon’s World and the History of Mount Holyoke’

Spring. 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. Includes research based on primary sources.
Crosslisted as: HIST-259
Applies to requirement(s): Humanities
M. Renda
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 4 credits in History. Other students may apply with email to instructor.
Notes: Available for 300-level credit

GNDST-206US Women and Gender in the Study of History: ‘U.S. Women’s History since 1890’

Spring. Credits: 4
This course considers the historical evolution of women’s private lives, public presence, and political engagement within and beyond the borders of the United States, from the 1890s to the present. How have U.S. racism, consumer capitalism, immigration, and changing forms of state power shaped women’s experiences and possibilities? How have regimes of gender, sexuality, bodily comportment, and reproduction evolved in relation to national and global changes? Emphasis will be placed on the experiences and perspectives of working-class women, women of color, and colonized women.
Crosslisted as: HIST-276
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Renda

GNDST-206WA Women and Gender in the Study of History: ‘West African Women in Their Own Words’

Fall. Credits: 4
This course challenges students to consider how and why, following Ralph-Michel Trouillot, certain voices get ‘silenced’ in the historical record. We study how women have both shaped history and been subject to its forces, though often in unexpected ways. This course is unique because we learn about women in 18th, 19th and 20th century West Africa through their own words. Students will encounter more than a dozen real and fictional African women: mighty queens, snide co-wives, shrewd traders, ingenious slaves, brilliant writers, and fierce activists. Engaging with their stories in multiple formats; students will study graphic novels, fiction, and memoir, in addition to academic works.
Crosslisted as: HIST-296WA, AFCNA-241WA
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

GNDST-206CG Women and Gender 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: 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-209 Sex and Gender in the Black Diaspora**

Not Scheduled for This Year. Credits: 4

This course explores, in global perspective, concepts of blackness and its relationship to feminist, women-led, queer and gender-based political movements that have shaped complex discourses on the intersections of race, gender, class, sexuality, and nationality. We begin with an introductory examination of the ways in which ‘race’ has been historically theorized in U.S. sociological and anthropological discourse. The course integrates a survey of ethnographies and ethnographically informed studies of the intersections of race, gender, class, sexuality, and nationality and concludes with a student-led ethnographic project. Students should leave the course having simultaneously explored sociological and anthropological conceptualizations of the intersections of race, gender, class, sexuality, and nationality, their political implications, and how these issues resonate within broader fields of identity formation, globalization, public discourse and political engagement.

Applies to requirement(s): Social Sciences
R. Barnes

**GNDST-210 Women and Gender in Philosophy and Religion**

**GNDST-210BD Women and Gender in Philosophy and Religion: ‘Women and Gender in Buddhism’**

Not Scheduled for This Year. Credits: 4

Can women become Buddhas? Why is the Buddha called a ‘mother’? Who gets to ordain? Why would anyone choose celibacy? Who engages in religious sexual practices and why? This course examines the centrality of gender to Buddhist texts, practices, and institutions. We pay particular attention to the challenges and opportunities Buddhist traditions have offered women in different historical and cultural contexts. Throughout the course we consider various strategies of empowerment, including feminist, postcolonial, queer, trans*, and womanist.

Crosslisted as: RELIG-241
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Mrozik

**GNDST-210JD Women and Gender in Philosophy and Religion: ‘Women and Gender in Judaism’**

Not Scheduled for This Year. Credits: 4

This course examines gender as a key category in Jewish 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: ‘Reimagining American Religious History: Race, Gender, and Alterity’**

Not Scheduled for This Year. Credits: 4

This course invites its participants to place critical race and gender studies perspectives in dialogue with the emergence of new religious movements in the United States. Course participants rely on the presupposition that only through a thorough examination of religious traditions on the ‘margin’ can we fully understand the textured meaning of American religious history as a sub-discipline. Privileging the founding stories and institutionalization of minoritized American religious groups, the course considers how subaltern voices have shaped and transformed American religious life.

Crosslisted as: RELIG-225NR, CST-249NR
Applies to requirement(s): Humanities
M. Coleman-Tobias

**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, CST-249SL
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfelds

**GNDST-210WR Women and Gender in Philosophy and Religion: “Womanist Religious Thought”**

Not Scheduled for This Year. Credits: 4

As a conceptual framework which reconsiders the rituals, scriptures, and allegiances of religious black women, womanist thought has expanded the interdisciplinary canon of black and feminist religious studies. This course is a survey of womanist religious scholars from multiple religious traditions: Christianity, Islam, Buddhism, and Yoruba-Ifa—as well as theorists who understand womanism as a ‘spiritual but not religious’ orientation. Course participants will use the interpretive touchstones of cross-culturalism, erotics, earthcare, and health—among others—to examine contemporary womanist religious thought.

Crosslisted as: RELIG-246, AFCNA-246
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

**GNDST-212 Women and Gender in Social Sciences**

**GNDST-212BW Women and Gender in Social Sciences: ‘Black Women and the Politics of Survival’**

Fall. Credits: 4

Contemporary Black women in Africa and the Diaspora are concerned with the sea of economic and political troubles facing their communities, and grappling with how to affirm their own identities while transforming societal notions of gender and family. In this course, we will explore the ‘intersectionality’ of race, gender, sexuality, class, transnational identity; reproductive health; homophobia and heteronormativity, along with the effects of racism, unequal forms of economic development, and globalization on Black communities. The overall aim of this course is to link contemporary Black women’s theory and practice to a history and tradition of survival and resistance.

Crosslisted as: CST-249BW
Applies to requirement(s): Social Sciences; Multicultural Perspectives
R. Barnes
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 psychobiobocial perspective in this course, covering topics such as reproductive anatomy and physiology, sexual response, sexually transmitted infections, contraceptive choices, pregnancy and birth, attraction and dating, love, sexual and relational communication, and consent. The goals of the course are to have students develop a strong understanding of human sexual biology, identity, behavior, and health, to understand how each of these areas is impacted by social context, and to engage with current research in the field.
Crosslisted as: PSYCH-217
Applies to requirement(s): Social Sciences
C. Flanders
Prereq: PSYCH-100.

GNDST-221 Feminist and Queer Theory
GNDST-221QF Feminist and Queer Theory: ‘Feminist and Queer Theory’ Fall. Credits: 4
We will read a number of key feminist texts that theorize sexual difference, and challenge the oppression of women. We will then address queer theory, an offspring 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, natureculture, bodymind; and hormone-centered actions and activism.
Crosslisted as: ANTHR-216HM
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 4 credits in gender studies.

GNDST-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
R. Barnes
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): Writing-Intensive
R. Hwang
Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.

GNDST-333AE Advanced Seminar: ‘Race, Gender and Sexual Aesthetics in the Global Era’ Justice
Fall. Credits: 4
Reading across a spectrum of disciplinary focuses (e.g. philosophies of aesthetics, post-structural feminisms, Black cultural studies, and queer of color critique) this course asks what is the nature of aesthetics when it negotiates modes of difference? This course explores the history and debates on aesthetics as it relates to race, gender, and sexuality with particular emphasis on Black diaspora theory and cultural production. Drawing on sensation, exhibitions, active discussion, observation, and experimentation, emphasis will be placed on developing a fine-tuned approach to aesthetic inquiry and appreciation.
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Smith
Prereq: 8 credits in Gender Studies.

GNDST-333AN Advanced Seminar: ‘Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Change and Other Disasters’
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 what 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, CST-249AN
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Singer
Prereq: 8 credits in English or Critical Social Thought.

GNDST-333AR Advanced Seminar: ‘Anthropology of Reproduction’
Not Scheduled for This Year. Credits: 4
This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of procreation and parenthood, fertility control and abortion, crosscultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.
Crosslisted as: ANTHR-306
Applies to requirement(s): Social Sciences; Multicultural Perspectives
L. Morgan
Prereq: 8 credits in Anthropology or Gender Studies.

GNDST-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-333BF Advanced Seminar: ‘Foundations in Black Feminist Thought’
Spring. Credits: 4
This course offers a foundational investigation of African-American and other African descendant women’s contributions to feminist theory as a heterogeneous field of knowledge encompassing multiple streams of gender- and race-cognizant articulation and praxis. While Black feminism’s historical development will be sketched, our focus will be on the literature and theory of writers like Alice Walker, Angela Davis, Audre Lorde, bell hooks, and Barbara Smith. We explore these and other foundational texts as representatives of the contexts within which Black Women’s Studies emerged along with various subaltern feminisms mobilized by other women of color in the Global North and South.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
R. Barnes
Prereq: 8 credits in Gender Studies, Critical Social Thought, Africana Studies, Anthropology, or Sociology.
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/underserving 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'

Fall. 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; 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'

Not Scheduled for This Year. Credits: 4
This course will focus on emerging innovations in the development, use and governance of reproductive and genetic technologies (RTGs). How do novel developments at the interface of fertility treatment and biomedical research raise both new and enduring questions about the‘naturalness’ of procreation, the politics of queer families, the im/possibilities of disabilities, and transnational citizenship? Who has a say in what can be done and for which purposes? We will engage with ethnographic texts, documentaries, policy statements, citizen science activist projects, and social media in order to closely explore the diversity of perspectives in this field.
Crosslisted as: ANTHR-316EG
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 8 credits in gender studies or anthropology.

GNDST-333EM Advanced Seminar: 'Flesh and Blood: Naturecultural Embodiments'

Spring. Credits: 4
What does it mean to be (in?) a body? Who counts as whole, broken or food? How do discipline, punishment, use, reproduction, and illness come into play? What are agency, animacy, knowledge, consciousness in relation to embodiment? Western rationality has produced and disciplined a coherent, bounded, defended, racialized, and gendered bodily Self through medicine, psychiatry, nutrition, education, sexology, thanatology, obstetrics, and other disciplines. We will explore this production and its continual undoing, through topics such as medical diagnosis, disability, death and burial cultures, infection, diet, breastfeeding and dairy, chronic illness, depression, queerness, and hormone replacement.
Crosslisted as: CST-349EM
Applies to requirement(s): Humanities
C. Gundermann
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: GNDST-101 and GNDST-221 or GNDST-201, or CST-200 or CST-248, or 8 credits in Anthropology, Sociology, History, Environmental Studies or Geography.

GNDST-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
R. Madrigal
Restrictions: Course limited to sophomores, juniors and seniors
GNDST-333FP Advanced Seminar: ‘Women and Writing in French-Speaking Africa’

Fall. Credits: 4

This course explores writings by women in French-speaking Africa from its early beginnings in the late 1970s to the present. Special attention will be given to social, political, gender, and aesthetic issues.

Crosslisted as: FREN-341FS

Applies to requirement(s): Humanities

S. Gadjigo

Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.

GNDST-333FS Advanced Seminar: 'Feminism's Sciences'

Not Scheduled for This Year. 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'

Not Scheduled for This Year. Credits: 4

A seminar on the eighteenth-century Chinese masterpiece The Story of the Stone and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women’s supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociopolitical, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of premodern Chinese vernacular fiction in particular.

Crosslisted as: ASIAN-340

Applies to requirement(s): Humanities; Multicultural Perspectives

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

Y. Wang

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'

Not Scheduled for This Year. Credits: 4

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

Crosslisted as: LATST-350MC, CST-349MC

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

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

V. Rosa

Restrictions: Course limited to sophomores, juniors and seniors

Notes: This course will be linked with Professor Preston Smith’s Social Housing course (POLIT-254). Students from both courses will share a classroom for speakers and films.
GNDST-333ML Advanced Seminar: ‘Mary Lyon’s World and the History of Mount Holyoke’

Not Scheduled for This Year. Credits: 4
What world gave rise to Mary Lyon’s vision for Mount Holyoke and enabled her to carry her plans to success? 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’

Not Scheduled for This Year. Credits: 4
This course studies the films of Pedro Almodóvar, European cinema’s favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.
Crosslisted as: SPAN-340PA, CST-349PA, FMT-330PA
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: 8 credits in Spanish, Film Studies, Critical Social Thought, and/or Gender Studies
Notes: Weekly evening screenings. Taught in English.

GNDST-333PG Advanced Seminar: ‘Who’s Involved?: Participatory Governance, Emerging Technologies and Feminism’

Fall. Credits: 4
Deep brain stimulation, genome sequencing, regenerative medicine...Exploring practices of ‘participatory governance’ of emerging technologies, we will examine the formal and informal involvement of citizens, patients, health professionals, scientists and policy makers. What initiatives exist at local, national and transnational levels to foster science literacy? How do lived experiences of nationality, ability, class, race, ethnicity, gender and sexuality become visible and/or disappear within constructed frameworks of participatory governance? How can feminist ethnographic research and feminist theory contribute to a larger project of democratizing knowledge production and governance?
Crosslisted as: ANTHR-316PG
Applies to requirement(s): Social Sciences
J. Luce
Prereq: 8 credits in gender studies or anthropology.
GNDST-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 Long Soldier, Judy Grahn, Audre Lorde, Ronaldo Wilson, Shane McCrae, Adrienne Rich, David Wojnarowicz, Eileen Myles, and others.
Crosslisted as: ENGL-361PM
Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives Other Attribute(s): Writing-Intensive
S. Ace
Prereq: A 200-level creative writing course.

GNDST-333QF Advanced Seminar: 'Monogamy: Queer Feminism and Critical Relationality' Justice'
Fall. Credits: 4
Grounded in queer, feminist, and decolonial concerns with social belonging, this class considers 'monogamy' from a range of inter/disciplinary perspectives. From histories of marriage to sciences of mating to politics of polyamory, we will explore monogamy's meanings. Students will become familiar with debates about monogamy, a variety of critical approaches to reading and engaging them, and fields of resistance to a variety of 'monogamy stories' within and beyond the academy. We will draw on critical engagements with the nuclear family and queer historicizations of sexuality, foregrounding the racial, national, and settler colonial formations that produce monogamy as we know it.
Applies to requirement(s): Humanities; Multicultural Perspectives Other Attribute(s): Speaking-Intensive
A. Willey
Prereq: One course in Gender Studies or Critical Social Thought.

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 feminism, 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-333SE Advanced Seminar: 'Black Sexual Economies'
Spring. Credits: 4
At once viewed as a dysfunction of normative ideas about sexuality, the family, and the nation, Black sexualities are intimately linked to and regulated by political and socioeconomic discourses. Slavery studies scholars remind us of how it has proven foundational for modern notions of race and sex by making explicit links between labor and exploitation. Thus, this course moves through themes such as slavery historicity, intersections between Black feminisms and Black sexualities, sexual labor/work, pleasure, and the erotic, in order to consider the stakes of our current critical approaches to Black sexual economies and interrogate its silences and possibilities.
Applies to requirement(s): Humanities; Multicultural Perspectives Other Attribute(s): Speaking-Intensive, Writing-Intensive S. Smith
Prereq: Two courses in Gender Studies or Africana Studies.

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

Not Scheduled for This Year. Credits: 4

This course will investigate the racialization of masculinity (and the masculinization of race) as undergirded by heteropatriarchy, settler colonialism, militarized borders and imperialism. This course will center perspectives from various 'Third World Solidarity' diasporas in order to challenge Western, hegemonic and inherent legacies of masculinity as modernity's (hu)man. Using critical race theory, feminist, queer/trans* of color critique (e.g., Wynter, Fanon, David Eng, José Muñoz), we will ask how whiteness (white supremacist masculinity) shapes and colors masculinity — whether as exemplar, visible, illegible, failed, deviant and even toxic — and what then falls outside of such a frame?

Crosslisted as: CST-349ST
Applies to requirement(s): Humanities; Multicultural Perspectives
R. Madrigal
Prereq: 8 credits in Gender Studies or Critical Social Thought.

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
R. Madrigal
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: FMT-330EX
Applies to requirement(s): Humanities
R. Blaetz
Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.

GNDST-333WE Advanced Seminar: 'Weird Feelings: Unsettling Latin American Short Fiction'

Spring. Credits: 4

In this course we will read and discuss a group of short stories written by contemporary female, queer and trans Latin American authors. These stories deal with (among other weird feelings and states) the uncanny, the unsettling and the horror of daily life as well as processes of becoming, embodiment and disidentification. This course considers the intersections of identity and imagination, race, gender, and class. Special attention is given to the way in which these writings depict oppression and resilience and how they reinvent the Latin American short story writing tradition. Authors may include Ivan Monalisa, Guadalupe Nettel, Mariana Enriquez, Camila Sosa, and Claudia Salazar.

Crosslisted as: SPAN-330WE
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish.

GNDST-333WH Advanced Seminar: 'What is a Woman?'

Not Scheduled for This Year. Credits: 4

What is a woman? French philosopher Simone de Beauvoir opened The Second Sex with this deceptively simple but, in effect, radical question. Beauvoir refuted essentialist substantiations of identity and interrogated -- through the categories of situation, ambiguity, and lived experience -- the politics of embodiment, freedom, and oppression. In this course, we bring her into conversation with feminist and trans* philosophers who have reflected on the political significance of sexual difference: Wittig, Irigaray, Lorde, Lugones, Butler, Bettcher, and Salamon. At the end of the course, we will re-assess our initial question and think about its resonance in feminist, trans* and intersex issues today.

Crosslisted as: FMT-330EX
Applies to requirement(s): Humanities; 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-392 Senior Seminar
Fall. Credits: 4
This capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies and critical social thought. Majors with diverse interests, perspectives, and expertise will have the opportunity to reflect on, and share with each other, the significance of their major education in relation to their current and past work, their capstone or senior projects, their academic studies as a whole, and their engagements outside of academia. Course readings and discussion will be shaped by students in collaboration with the instructor.
Crosslisted as: CST-350
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive
C. Gundermann
Restrictions: This course is limited to seniors.; This course is limited to CST or Gender Studies majors.

GNDST-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
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 continuation of Greek 101, introducing the ancient Greek language and epic meter through the study of the Iliad. By the end of the year students will have read a portion of Iliad, Book I.
Applies to requirement(s): Humanities; Language
P. Debnar

GREEK-250 Intermediate Greek Tutorial
Fall and Spring. Credits: 2 - 4
May include further readings in Homer, Herodotus, pastoral poetry, the dialogues of Plato, the Greek novel, or other authors, topics, or genres.
Applies to requirement(s): Meets No Distribution Requirement
P. Debnar, G. Sumi
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-350 Advanced Greek Tutorial
Fall and Spring. Credits: 2 - 4
Studies in Greek lyric and tragedy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.
Applies to requirement(s): Meets No Distribution Requirement
B. Arnold, P. Debnar
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.
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
M. Lauer
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
M. Lauer
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
Not Scheduled for This Year 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 a German language assistant supplement class work.

Applies to requirement(s): Humanities; Language
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/ride/en/ride-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 résumé 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'
Spring. 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'
Not Scheduled for This Year. 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 Topics in German Studies
GRMST-223BR 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-223DH Topics in German Studies: 'Deutscher Humor'
Not Scheduled for This Year. 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.

Topics in German Studies provide students with an intensive study of major themes, issues, and paradigm shifts in German cultural studies.
GRMST-223GR Topics in German Studies: "If You Hit the Magic Word": German Romanticism in Aesthetics, Prose, and Poetry
Not Scheduled for This Year. Credits: 4
Romanticism is a literary and philosophical period that celebrates emotional self-awareness. This is in tune with the Age of Enlightenment. However, new and old key elements romanticists explore and admire include the return to nature, a fascination with the 'golden period' of the Middle Ages, a freedom of rules, and a belief that imagination is superior to reason. Students will learn about and read texts of key (women) authors of German Romanticism such as Dorothea Schlegel and Caroline Schelling, analyze, Kunststormen (Ludwig Tieck), work through Aphorisms of the Athenaeum (Friedrich Schlegel), and analyze poetry (von Eichendorff, Heine, Halderlin, and Novalis).
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 three semesters of college German through GRMST-201, or three 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-223MG Topics in German Studies: 'Migration, Identity, and Place'
Fall. Credits: 4
In 2015, Germany opened its borders to over a million asylum-seekers. The ensuing debates about German national belonging, identity, and rights often overlook the contributions of immigrants, refugees, and displaced persons throughout Europe since the Thirty Years’ War (1618-1648). Indeed, migrants continue to shape European and German cultures today. Through close-readings and analyses of visual images, narratives, and films produced by or about the experiences of migrants and refugees from the 18th century to the present, this seminar traces how immigrant cultures shape contemporary German culture.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Prereq: GRMST-221 or above; GRMST-201 with permission of instructor.
Notes: Taught in German.

GRMST-223TH Topics in German Studies: 'Black, Jewish, and Muslim Cultures in Germany: Intersectionalities of Othering'
Spring. Credits: 4
As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shaped cultural expression and cultural exchange. In this seminar we explore the expression of otherness as portrayed in literature, film, and art from the eighteenth through twenty-first centuries. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Prereq: GRMST-221 or equivalent. GRMST-201 with permission of instructor.
Notes: Taught in German.

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, Arndt, 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-231HC Topics in German and European Studies in a Global Context: 'Remembering the Holocaust in Global Perspectives'
Spring. Credits: 4
This seminar explores the impact of different cultural forms of remembering the Holocaust within a global perspective. At the same time that the European Holocaust continues to be remembered, subsequent genocides and related mass violence around the globe are being remembered through multiple forms of memorialization, such as art, film, memorials, and narratives that mirror particular material and virtual forms of remembering the Holocaust. We explore how the interrelationship between Holocaust remembrance and other atrocities drives discussions about subsequent genocides, current antisemitism and racism, and forms of remembering violence.
Crosslisted as: JWST-225HC
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Notes: Taught in English
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 Advanced Seminar in Transnational and Transdisciplinary German Studies
Spring. Credits: 4
What constitutes contemporary German culture within global perspectives? How might we apply critical race theory, critical social theory, ethnic studies, and queer studies, in order to interpret trajectories of German cultures, histories, and memories? Building on interdisciplinary close-readings of German-speaking cultural production ranging from novels to documentary film, students develop a research topic that spans the humanities, sciences, and/or social sciences. Students may build on previous scholarly work in German studies and other disciplines, community-based leaning, internships, and/or learning abroad to consider major concepts, issues, or problems in an original manner.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Prereq: Open to all students who have completed the equivalent of GRMST-223, have been placed into a 300-level course based on the placement exam, or with permission of the instructor.
Notes: Taught in German. Majors may count this course towards their senior seminar requirement. Optional 2-credit group discussion (GRMST-395) for senior majors who wish to hone their speaking and research skills beyond the seminar.

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 analysis of narrative and visual texts, cultural representation and production. 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-231HC Topics in German and European Studies in a Global Context: 'Remembering the Holocaust in Global Perspectives'
Spring. Credits: 4
This seminar explores the impact of different cultural forms of remembering the Holocaust within a global perspective. At the same time that the European Holocaust continues to be remembered, subsequent genocides and related mass violence around the globe are being remembered through multiple forms of memorialization, such as art, film, memorials, and narratives that mirror particular material and virtual forms of remembering the Holocaust. We explore how the interrelationship between Holocaust remembrance and other atrocities drives discussions about subsequent genocides, current antisemitism and racism, and forms of remembering violence.
Crosslisted as: JWST-225HC
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Notes: Taught in English

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.

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HISTORY (HIST)

100-Level Regional Surveys

HIST-124 History of Modern South Asia, 1700 to the Present
Fall. Credits: 4
This course will explore the history of South Asia between the eighteenth century and the present. Using a combined chronological and thematic approach and against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics, the aim of this course is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and people of the subcontinent. Using primary and secondary sources, we will address both the most significant historical moments of modern South Asian history and the historiographical debates that surround them.
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Medhi

HIST-130 History of China through 1600
Spring. Credits: 4
A survey of the social, political, and cultural world of premodern China. Emphasis will be placed on the evolution and contrasts of elite and popular culture and the nature of change in an agrarian state. Readings will be drawn from Confucian, Taoist, and Buddhist traditions, classical poetry and fiction, and the history of social and political movements.
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Wu
Notes: meets history department pre-1750 requirement

HIST-137 Modern East Asia, 1600-2000
Fall. Credits: 4
A comparative history of China, Japan, and Korea from the early seventeenth century to the present, with strong focus on regional interaction. After an introduction to early modern histories and cultures, we will examine the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly changing, often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent shape. We will also look at how individuals respond to and are shaped by larger historical movements.
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Wu
Notes: Required for East Asian Studies majors. All readings are in English. Meets history department pre-1750 requirement

HIST-141 Introduction to Modern African History
Fall. Credits: 4
This course provides an introduction to African history over the past three centuries. Venturing beyond the stereotypes, we will explore the complex histories that constitute a diverse continent. Special attention is given to spotlighting the voices of African people through a range of primary and secondary sources, including memoirs, film, music, cartoons, speeches and photography. Students will gain knowledge of African geographies and histories, develop the skill of primary source analysis, and be able to connect events in – and narratives of – present-day Africa to a deeper historical past.
Crosslisted as: AFCNA-141
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

HIST-151 Modern and Contemporary Europe
Fall and Spring. Credits: 4
Surveys the major movements and developments in Europe during the era of European expansion and dominance—from the devastations of the Thirty Years War to the Second World War—and up to the current era of European Union. Topics include: the French Revolution and the birth of nationalism; the scientific and industrial revolutions; the modern history of international relations; imperialism, fascism, the Holocaust, the two World Wars, and the present and potential roles of Europe at the dawn of the twenty-first century.
Applies to requirement(s): Humanities
D. Fitz-Gibbon, J. King

HIST-155 History of Modern Britain, 1750 to the Present
Not Scheduled for This Year. Credits: 4
Britain has long been considered an exemplary modern nation, credited, for example, with the world's first industrial economy, modern institutions of representative politics, a vibrant public sphere, a powerful war and welfare state, and one of the largest empires in world history. Using a combination of primary and secondary source readings, classroom lectures and discussions, and various written assessments, this course will ask how modern imperial Britain was made and how this history relates to the broader currents of world history.
Applies to requirement(s): Humanities
D. Fitz-Gibbon

HIST-161 British Empire and Commonwealth
Spring. Credits: 4
This course is an introduction to the expansion, consolidation, and eventual disintegration of the British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes and legacies of empire. We will discuss British attitudes and policies toward empire and the imperial foundations of the British economy. Cutting an arc of territory from the Caribbean to Africa and from South Asia to the Pacific rim, we will consider the role of culture and gender in informing anticolonial resistance. We will interrogate how legacies of colonialism manifest in the contemporary period by shaping post-colonial identities and perceptions of the world.
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Medhi

HIST-170 The American Peoples to 1865
Fall. Credits: 4
This course 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, criminality, and heritage served to police the boundaries of national belonging? We will be concerned throughout with the role of storytelling in history.
Applies to requirement(s): Humanities
D. Czitrom

HIST-180 Introduction to Latin American Cultures
Fall and Spring. Credits: 4
Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.
Crosslisted as: LATAM-180
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson, A. Pitetta

HIST-182 Topics in History

200-Level Courses: Themes and Periods

HIST-208 The Consumer Revolution: A History of Shopping
Spring. Credits: 4
This seminar surveys the history of shopping from the seventeenth to early-twentieth century. From its origin as a term for wastefulness, consumption is now understood as an essential feature of prosperity in modern society. How did shopping change over this period to occupy such an important place in our world? Using primary, secondary and material sources, students will examine the commodities, shopping habits, business strategies, consumer politics, marketplaces, and identities that shaped and sustained the rise of retail. Set primarily in a European context, the course will also emphasize the global and imperial dimensions of consumption and the systems of power that enabled it.
Applies to requirement(s): Humanities
D. Fitz-Gibbon

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-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 concerns. Sources will include works of ancient Greek literature and history (e.g., Homer, Herodotus, Thucydides, Aristophanes, Plutarch) as well as archaeological and epigraphic evidence.
Crosslisted as: CLASS-227
Applies to requirement(s): Humanities
P. Debnar
Notes: meets history department pre-1750 requirement

HIST-228 Ancient Rome
Not Scheduled for This Year. Credits: 4
Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome’s republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.
Crosslisted as: CLASS-228
Applies to requirement(s): Humanities
G. Sumi
Notes: meets history department pre-1750 requirement
HIST-229 The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus
Fall. Credits: 4
Caligula was a god (or so he thought); Nero fiddled while Rome burned; Commodus dressed as a gladiator and fought man and beast in the arena. The history of the Roman empire is replete with scandalous stories about eccentric and even insane emperors whose reigns raise questions about the nature of the emperor's power and his role in administering the empire. In this course a close study of Roman imperial biography and historiography—the source of so many of these stories of bad emperors—will be weighed against documentary and archaeological evidence in order to reveal the dynamic between the emperor, his court, and his subjects that was fundamental to the political culture of imperial Rome. Crosslisted as: CLASS-229
Applies to requirement(s): Humanities
G. Sumi
Notes: meets history department pre-1750 requirement

HIST-230 History and Law
Not Scheduled for This Year. Credits: 4
An introduction to the study of history through law, using a comparative approach to group rights. Case studies, rooted in landmark court decisions and legislation, concern racial segregation in America before the civil rights era (‘separate but equal’) and in Europe during the Nazi era (the Nuremberg Laws, German ‘national groups’ in the East), as well as affirmative action in America and attempts at promoting equality among national groups in Austria before the First World War.
Applies to requirement(s): Humanities
J. King

HIST-232 Special Topics in Medieval History

HIST-239 Topics in Asian History

HIST-239EN Topics in Asian History: ‘Empire, Nation, and the Making of Tribes in South Asia’
Not Scheduled for This Year. Credits: 4
This course will explore the history of colonial and post-colonial encounters with various 'tribal' communities in South Asia. In colonial and post-colonial settings, the tribe has served as a category for military surveillance and pacification, legal regulation, economic development, and political resistance. Drawing mainly on examples from South Asia and engaging theoretical frames from the Middle East, Africa, Australia, and Canada, we will consider how colonial and post-colonial governments, missionaries, and tribal populations themselves have invoked tribe. Readings for the course will include scholarly monographs and articles, ethnographic accounts, and missionary records.
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Medhi

HIST-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.
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Wu
Notes: All readings are in English.

HIST-239ME Topics in Asian History: ‘Cities in Modern East Asia’
Spring. Credits: 4
This course asks: what are cities in the history of modern East Asia? Cities were cosmopolitan, centers of commerce, and sites of social movements in late imperial China, Tokugawa Japan, and late Chosun Korea. How did the roles of cities change in the nineteenth century when East Asia became more integrated into the global system? How was urban life affected in the first half of the twentieth century when the central states dealt with domestic turmoil and external pressures? How did the state work to redefine cities and urban culture in the postwar era? To answer these questions, this seminar encourages students to position cities historically and comparatively.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
L. Wu

HIST-240 The Holocaust in History
Fall. 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-241 Beyond Francafrique: Franco-African Encounters in Historical Perspective
Fall. Credits: 4
This course examines how France and Francophone West Africa have shaped each other throughout the past three centuries. Beginning with the French Atlantic of the eighteenth century, the course traces Franco-African encounters through informal and formal colonial rule, decolonization, and the postcolonial period. It closes by examining current controversies over race, literature and museum rights engendered by this complex history. Students will gain a deep historical understanding of contemporary issues, giving them the capacity to think widely about social divisions, power asymmetries, and debates surrounding identity and belonging that de-center the American experience.
Crosslisted as: AFCNA-241WE, CST-249FR
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

HIST-242 On West Africa’s Shores: From the Sahara to the Atlantic c. 800 to 1800
Spring. Credits: 4
One of the most significant shifts in global history is the incorporation of the New World into the Afro-Eurasian trading system. Slowly, but surely, the Mediterranean declined as a hub of inter-continental trade, and the Atlantic Ocean gained ground. On West Africa’s Shores analyzes this world-historical pivot from the perspective of West Africa. Beginning with the arrival of Islam in West Africa, we study trans-Saharan cultures of exchange, ancient societies (such as the Mali Empire and Ile Ife), and the ways that the trans-Atlantic slave trade transformed the region. A special focus on art and artifacts helps us imagine the worlds of West Africa over the course of a millennium.
Crosslisted as: AFCNA-241WE
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti
HIST-244 European Public Policy, West and East
*Not Scheduled for This Year. Credits: 4*
In 1968, the USSR commenced a strategy of consumerist depoliticization in its European satellites. Around the same time, states on the other side of the Iron Curtain saw the postwar era of rapid economic growth and social consensus close. This course, reaching across the revolutionary break of 1989 up to the present, raises questions of convergence and continuity in European public policy, West and East. Paired case studies from a variety of countries in fields such as energy, the environment, minority rights, and housing serve to clarify rules and patterns to the politics of policy, from Cold War to European Union and beyond.
*Applies to requirement(s): Humanities*
J. King

HIST-246 20th Century Europe
*Not Scheduled for This Year. Credits: 4*
A survey of European events, themes, and trends between 1900 and the new millennium, centered on discussion of a rich mix of primary sources that include fiction and film. Students will range from the Balkans to the Baltic, from the Urals to the United Kingdom, from death camps to the welfare state, from Bolshevism to neoliberalism, from European civil and cold war to European Union. This course complements History 151, does not repeat high school history, and pays close attention to developing historical consciousness and analytical skills.
*Applies to requirement(s): Humanities*
J. King
*Advisory: HIST-151 or equivalent recommended.*

HIST-247 Mountains and Modernity
*Not Scheduled for This Year. Credits: 4*
From the Himalayas in South Asia to Mexico's Chiapas and from North Carolina's Grandfather Mountain to the Uluru in Australia's Northern Territory, mountains represent more than just a geographical feature. They have been long viewed as transcendental spaces, served as a canvas for epic struggles between humans and nature, shaped cultural attitudes and been at the heart of political struggles. This course traces the history of various political and cultural meanings attached to mountains. Using examples from around the globe, it seeks to argue that rather than a metaphor for remoteness and primitivism, mountains are constitutive to our understanding of modernity.
*Applies to requirement(s): Humanities; Multicultural Perspectives*
*Other Attribute(s): Writing-Intensive*
A. Medhi

HIST-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-249 The Environment and South Asian Lifeworlds
*Spring. Credits: 4*
Cyclones, drought, and earthquakes have claimed many lives in South Asia in recent decades. Millions living along its vast coastline face the imminent danger of being reduced to climate refugees. In such times, how might we understand the longer history of environmental change in South Asia? This course traces shifts in how people in the region have understood the environment -- as a source of sustenance, a resource ripe for domination, and an entity in need of saving. Drawing from histories of agriculture, public works, and forestry, it interrogates how transnational forces such as colonial capitalism and geopolitics have shaped local interactions between humans, nature, and animals.
*Applies to requirement(s): Humanities; Multicultural Perspectives*
*Other Attribute(s): Writing-Intensive*
A. Medhi

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-253 Topics in History Myth and History'

HIST-253SP Topics in History: 'The Spartans: Myth and History'
*Fall. Credits: 4*
In contrast to democratic Athens, oligarchic Sparta was renowned for its secrecy and skillful use of propaganda. Thus, it presents difficult challenges for historical study. In this course we will try to peer behind the 'Spartan mirage' to determine how much the Spartans really differed from other ancient Greeks. We will then try to understand the use of Spartans as models for later polities and for groups like the Nazis and Alt-right. Topics: government, education, and citizenship; the role of women, eugenics, and slavery; the use and misuse of the image of Sparta. Readings will include Herodotus, Thucydides, Xenophon, Plutarch, and modern scholarship on specific topics.
*Crosslisted as: CLASS-253*
*Applies to requirement(s): Humanities*
HIST-255 Ideas and Society in Europe  
HIST-258 Travel, Self, Identity between Europe and South Asia  
   Fall. Credits: 4  
   With the discovery of a maritime route between Europe and India in 1498, an increasing number of Europeans traveled to South Asia, for commerce, on missionary activity, to collect plants, and as part of colonial enterprises. From about 1600, South Asian elites, and, later, anti-colonial leaders, soldiers, and students, among others, journeyed in the opposite direction. Tracing a long history of cross-cultural contact, this seminar examines the role of travel in fashioning notions of self and ‘other’. It asks how travel narratives visualize place and people, in what ways gender mediates experiences of travel, and how these encounters help reveal what is common and different between cultures.  
   Applies to requirement(s): Humanities; Multicultural Perspectives  
   Other Attribute(s): Writing-Intensive  
   A. Medhi  
HIST-259 Mary Lyon’s World and the History of Mount Holyoke  
   Spring. 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 racial 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. Includes research based on primary sources.  
   Crosslisted as: GNDST-206MA  
   Applies to requirement(s): Humanities  
   M. Renda  
   Restrictions: Course limited to sophomores, juniors and seniors  
   Prereq: Either 8 credits in history or 4 credits in history and 4 credits in either gender studies or critical social thought. All other interested students may apply with an email to the instructor.  
   Notes: Available for 300-level credit  
HIST-260 Topics in the Recent History of Europe  
HIST-260HH Topics in the Recent History of Europe: ‘The Habsburgs, Hitler, and the Law’  
   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  
   Spring. Credits: 4  
   This course considers the historical evolution of women’s private lives, public presence, and political engagement within and beyond the borders of the United States, from the 1890s to the present. How have U.S. racism, consumer capitalism, immigration, and changing forms of state power shaped women’s experiences and possibilities? How have regimes of gender, sexuality, bodily comportment, and reproduction evolved in relation to national and global changes? Emphasis will be placed on the experiences and perspectives of working-class women, women of color, and colonized women.  
   Crosslisted as: GNDST-206US  
   Applies to requirement(s): Humanities; Multicultural Perspectives  
   M. Renda
HIST-280 Topics in North American History

Fall. Credits: 4
How have Americans -- and those contending with America -- envisioned and reached for more just and inclusive communities? What historical circumstances have opened opportunities for more robust democratic forms to emerge in the face of oppression? We will consider structural barriers to meaningful inclusion, involving racism, wealth, poverty, property, citizenship, gender, sexuality, disability, and dissent, as well as efforts to overcome them through concerted action and cultural struggle in the arts and public humanities. What public stories shape our connections with one another? What can we learn about the possibilities for sustaining democracy through daily life and culture?
Crosslisted as: CST-249DD
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Renda

HIST-281 African American History, Precolonial to Emancipation
Fall. Credits: 4
This course will examine the cultural, social, political, and economic history of African Americans through the Civil War. Topics covered include the African background to the African American experience, the Atlantic slave trade, introduction and development of slavery, master-slave relationships, the establishment of black communities, slave revolts, the political economy of slavery, women in slavery, the experiences of free blacks, the crisis of the nineteenth century, and the effect of the Civil War.
Crosslisted as: AFCNA-241HS
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan
Notes: meets history department pre-1750 requirement

HIST-282 African American History from Emancipation to the Present
Spring. Credits: 4
This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.
Crosslisted as: AFCNA-282
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan

HIST-283 Topics in the Recent History of the United States
These courses are designed for students with a background in American history who wish to focus attention on developments since the late nineteenth century.

HIST-283MC Topics in the Recent History of the United States: ‘We Didn’t Start the Fire: The United States Since WW II’
Fall. Credits: 4
The United States emerged from the Second World War as the most powerful nation on earth. This course explores American political, cultural, and social life in the postwar era, with an eye toward helping students gain a firmer understanding of contemporary issues and conflicts in our nation and around the world. Topics include birth of the national security state, the Cold War at home and abroad, popular culture and consumer society, the civil rights struggle, the political and cultural rebellions of the 1960s, the resurgence of conservatism, and America’s changing relationship to the world in the post Cold War era. Students will have the opportunity to do a research paper on the topic of their choice.
Applies to requirement(s): Humanities
D. Czitrom

HIST-283RA Topics in the Recent History of the United States: ’Reel America: History and Film’
Spring. Credits: 4
This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.
Crosslisted as: FMT-230RA
Applies to requirement(s): Humanities
D. Czitrom
Restrictions: Course limited to sophomores, juniors and seniors

HIST-286 America 1900
Fall. Credits: 4
An in-depth exploration of American culture, politics, and society at the turn of the twentieth century, from roughly the 1890s to World War I. Through readings, films, lectures, and discussions, we will examine several of the key transformations propelling the U.S. into the modern era: the boom and bust of industrial capitalism; the creation of legal segregation; the origins of modern mass media; the impact and experience of the New Immigration; tensions between urban and small town culture; the imperial project abroad; Progressive reform and more radical visions at home. Students will pursue ‘event centered’ research, using primary and secondary sources, exploring topics of their choice.
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’
Spring. 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
An analysis of the modern Mexican nation-state organized around three major themes: the conflictive yet symbiotic relationship with the United States, from the war of the 1840s through NAFTA most recently; the succession of reformist and revolutionary upheavals in 1810-1821, 1856-1867, 1910-1917, the 1930s, and again today; seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.
Crosslisted as: LATAM-288
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson

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

HIST-296 Topics: Women in History
HIST-296CG 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: GNDS-206CG
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Wu
Notes: All readings are in English. This course meets the history department pre-1750 requirement.

HIST-296WA Women in History: 'West African Women in Their Own Words'
Fall. Credits: 4
This course challenges students to consider how and why, following Ralph-Michel Trouillot, certain voices get 'silenced' in the historical record. We study how women have both shaped history and been subject to its forces, though often in unexpected ways. This course is unique because we learn about women in 18th, 19th and 20th century West Africa through their own words. Students will encounter more than a dozen real and fictional African women: mighty queens, snide co-wives, shrewd traders, ingenious slaves, brilliant writers, and fierce activists. Engaging with their stories in multiple formats; students will study graphic novels, fiction, and memoir, in addition to academic works.
Crosslisted as: ACFNA-241WA, GNDS-206WA
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

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: ACFNA-301
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Morgan

HIST-301CS Colloquium: 'Capitalism in South Asia'
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: ACFNA-301
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti

Restrictions: Course limited to sophomores, juniors and seniors
Instructor permission required
Prereq: 4 credits in History.
Advisory: Application and permission of instructor required. Application found here: https://www.mtholyoke.edu/acad/history/300-level_application
HIST-301EM Colloquium: ‘The Age of Emancipation’
Spring. Credits: 4
This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups—freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example—will be covered. African American viewpoints and histories will receive particular emphasis.
Crosslisted as: AFCNA-341EM
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Morgan

HIST-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: ENVS-301
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Fitz-Gibbon

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’
Not Scheduled for This Year. Credits: 4
This course examines the political and cultural power of the New York Times in the American past and present. Students will analyze the NYT today through daily reading, study its evolution as an institution, and research its coverage of critical historical events over the past century. We will also explore several larger issues: the history of news and newspapers; the relationship between journalistic practice and writing history; tensions between news organizations and government; the blurred boundaries between news and entertainment; the emergence of various ideological critiques of ‘the media.’
Applies to requirement(s): Humanities
D. Czitrom
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 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-301ST Colloquium: ‘States and Statelessness in South Asian History’
Spring. Credits: 4
Recent scholarship has called into question the nation-state’s place as a basic unit of sovereignty. In South Asia alone, since the early modern era, sovereignty has been consolidated in sacred emperors, kinship groups, private corporations, messianic leaders and, sometimes not at all, as demonstrated by communities caught between imperial and national borders and refugees. This course brings together such histories to construct a critical genealogy of states and statelessness in South Asian history. It interrogates how sovereign powers took on and abandoned various political, military, and economic functions. It also assesses in what ways the stateless negotiate with sovereign states.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
A. Medhi
Instructor permission required.
Prereq: 8 credits in history and instructor permission.
Advisory: Students should email instructor during advising week to obtain permission.
Research Seminars

HIST-317 Perspectives on American Environmental History
Not Scheduled for This Year. 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: ENVST317
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
Spring. 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
Instructor permission required.
Advisory: 300-level application form required: https://www.mtholyoke.edu/acad/history/300-level_application

HIST-326 Comparative History of Early Modern Empires
Not Scheduled for This Year. Credits: 4
This research seminar examines the history of Qing China (1644-1911), the Ottoman Empire (1299-1922), and the Russian Empire (1721-1917) in the early modern era. The course is organized thematically and introduces important conceptual frameworks in historical inquiries. Students are to explore emergent research in state formation, economic development, social changes, and cultural dynamics. The central questions to be considered include the role of the state as well as its negotiation with varied ruling mechanisms within each of the three expansive landmass empires. Comparisons are to be drawn with maritime empires when needed to address the issue: what we talk about when we talk about empire. Crosslisted as: JWST-350GE
Applies to requirement(s): Humanities, Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Wu
Prereq: Students must have taken at least one 100-level introductory course in either Asian or European history.
Notes: meets the pre-1750 requirement.

HIST-331 Topics in Asian History
HIST-332 Environmental History of China
Fall. Credits: 4
This course offers a sweeping history of how the people in China have interacted with the natural world. Students will investigate historically specific social, economic, and political forces that have shaped environmental transformations in China. The course is organized thematically within a chronological framework. The course concludes with a closer look at the development of environmental practice in the modern era. Crosslisted as: JWST-350GE
Applies to requirement(s): Humanities, Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Wu
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 8 credits in History.
Notes: Meets the history department pre-1750 requirement. All readings are in English.

HIST-333 Research Seminar in American Women's History
HIST-333ML Research Seminar in American Women's History: 'Mary Lyon's World and the History of Mount Holyoke'
Not Scheduled for This Year. Credits: 4
What world gave rise to Mary Lyon's vision for Mount Holyoke and enabled her to carry her plans to success? 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 who meet these prerequisites. All other interested students may apply at https://www.mtholyoke.edu/acad/history/300-level_application.

HIST-399 Independent Study
HIST-499 Independent Research
Not Scheduled for This Year. Credits: 4
Advisory: Open to seniors with instructor permission. Not scheduled for this year.

HIST-499 Research Seminars
Fall. Credits: 4
This course is designed for advanced research on a specific topic, and the research will be carried out under the supervision of a faculty member.

HIST-499 Internship
Not Scheduled for This Year. Credits: 4
Advisory: Open to history majors.

Advisory: Open to juniors and seniors
Prereq: 8 credits in History.

Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 8 credits in History.

Notes: meets the pre-1750 requirement.
HIST-338 History, Race, and the American Land
Not Scheduled for This Year. Credits: 4
Environmental justice is a key concern today. Yet ties between ‘race’ and environment in what is now the U.S. have existed for centuries. In this research seminar we will explore how this country’s still-unfolding history, and ideas of race and nature, have marked the land, this society, and each of us as individuals. We will consider Indigenous, colonial European, and African senses of Earth; origins of placenames; contested terrains; migration and displacement; and other topics revealing the place of race. We’ll examine often-unrecognized connections, such as the siting of the nation’s capital and the economic motives of slavery. None of these links is coincidental and all touch us today.
Crosslisted as: ENVST338
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: ENVST317.
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-341DE Topics in African History: 'Development in Africa: A Critical History'
Spring. Credits: 4
How and why has Africa become synonymous with ‘development’? This class traces the historical construction of an idea so pervasive that it has become almost invisible. Moving through 200 years of history, we interrogate the ways that different projects for ‘developing’ Africa have been envisioned, challenged, planned, implemented and lived. Throughout, we return to key questions. Why and how have the lives of African people become entangled with various ideologies of ‘progress’? What visions of African ‘development’ have been articulated in the West, in the African diaspora, on the continent itself? And, fundamentally, is ‘development’ still a useful concept today?
Crosslisted as: AFCN-341DE
Applies to requirement(s): Humanities; Multicultural Perspectives
E. Prosperetti
Prereq: 8 credits in history
HIST-357 History of British Capitalism
Spring. Credits: 4
This is a research seminar, designed to introduce students to classic and recent debates on the ‘history of capitalism’ and to support original research on a broad array of topics related to the social and cultural history of economic life. Rather than take British capitalism as exemplary of modernization we will situate that which was particular about the British case against the pluralities of capitalism that have evolved over the past three centuries. Topics include revolutions in agriculture, finance, commerce and manufacturing; the political economy of empire; the relationship between economic ideas, institutions and practice; and, the shaping of economic life by gender, class and race.
Crosslisted as: CST349BC
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Fitz-Gibbon
Prereq: 8 credits in history
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'
Not Scheduled for This Year. Credits: 4
This seminar focuses 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, Jewish.gen, and others.
Crosslisted as: JWST-350KT
Applies to requirement(s): Humanities
D. Czitrom
Prereq: 8 credits in history, preference to American 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
Not Scheduled for This Year. Credits: 4
This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area’s indigenous and Atlantic-coast peoples within and outside the nation-state framework.
Crosslisted as: LATAM-386
Applies to requirement(s): Humanities; Multicultural Perspectives
L. Gudmundson
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Latin American Studies or related field.

HIST-389 Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat
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, S. Mueller-Redwood
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
Not Scheduled for This Year. 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
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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<td>ECON-314</td>
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International Relations
IR-200 Research Methods
IR-337 International Human Rights Advocacy in Theory and Practice

Politics
POLIT-116 World Politics
POLIT-208 Chinese Politics
POLIT-209 Contemporary Russian Politics
POLIT-216 Middle East Politics
POLIT-224 The United States and Iran
POLIT-226 The United States, Israel, and the Arabs
POLIT-228 East Asian Politics
POLIT-230 Resistance and Revolution
POLIT-232 Introduction to International Political Economy
POLIT-242 Oil and Water Don’t Mix: Geopolitics, Energy, and the Environment
POLIT-243 Introduction to Latin American Politics
POLIT-247 International Law and Organization
POLIT-255PA Gender and Power in Global Contexts: ‘The Politics of Abortion in the Americas’
POLIT-264 Russia, the West, and Putinism
POLIT-267 The Politics of Finance and Financial Crises
POLIT-269 Social Movements: Theory and Praxis
POLIT-270 American Foreign Policy
POLIT-272 Trade and American Foreign Policy
POLIT-300 Democracy and Its Challengers: Populism, Nationalism, and Autocracy
POLIT-305 International Society
POLIT-308 Nationalism, Populism, and the New World Order
POLIT-312 Silk Roads: Ancient and Modern Highways across the Eurasian Continent
POLIT-314 Political Violence: Causes and Solutions
POLIT-319 War: What Is It Good For?
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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.

**Prereq:** ITAL-101.  
**Notes:** Successful completion of both ITAL-101 and ITAL-102 will give students a full grammatical knowledge of basic Italian and it is highly recommended.

#### ITAL-102 Elementary Italian II
*Fall and Spring.* Credits: 4
This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

**Prereq:** ITAL-102.  
**Notes:** Taught in Italian

#### 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.

**Prereq:** 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.

**Prereq:** ITAL-112.  
**Notes:** Half-semester course.

#### ITAL-201 Intermediate Italian
*Fall and Spring.* 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.

**Prereq:** ITAL-102.  
**Notes:** Taught in Italian

#### 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.

**Prereq:** ITAL-201.  
**Notes:** Taught in Italian

#### 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.

**Prereq:** ITAL-209.  
**Notes:** Taught in Italian

#### ITAL-221DA Introduction to Italian Culture and Literature: 'Dante at 700'*
*Spring.* Credits: 4
This course concentrates on the original linguistic and stylistic features of the Divine Comedy, one of the major classics of world literature. Through assignments and in-class activities focusing on the Inferno section of the poem, students will strengthen their reading and writing skills in Italian, acquiring a critical understanding of the reasons behind Dante's success. Additionally, you will have the unique opportunity of sharing in the international celebrations for the 700th anniversary of Dante's death: through performative readings to boost your self-confidence and oral skills, and through guided research opportunities at the Archives Giamatti Collection.

**Prereq:** ITAL-209.  
**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'
Not Scheduled for This Year. 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-341 Italian Topics Taught in English
ITAL-341ST Italian Topics Taught in English: 'The Italian Stage Between Social Mobility, Politics, and Tradition'
Fall. Credits: 4
This course explores Italian theatre from the 1700s to today with particular attention to social mobility, women's rights, politics, and class conflict. Authors include classics such as Goldoni, Pirandello, DarioFo, Franca Rame, Dacia Maraini, Eduardo De Filippo, and more.
Crosslisted as: FMT-330ST
Applies to requirement(s): Humanities
O. Frau
Prereq: Two courses in Italian, Classics, English, Theater, or Music.
Notes: This course is taught in English. Students who desire to take it for Italian credit will meet separately with the Professor Frau for designated sessions, 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-361MT Seminar in Romance Languages and Cultures: 'The Mind of the Traveler: Journeys, Expeditions, Tours'
Spring. Credits: 4
Travel literature has always been a precious source for the study of culture, politics, arts, and last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.
Crosslisted as: SPAN-360MT, ITAL-361MT, FREN-321MT, ROMLG-375MT
Applies to requirement(s): Humanities; Language
O. Frau
Advisory: For language majors; two courses in culture and literature at the 200-level.
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.
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
Not Scheduled for This Year. Credits: 4
Introduction to the cultures and politics of the Middle East. Includes the situation of the region at the time of the dissolution of the Ottoman Empire; the emergence of independent states before and after World War II; the rise of Arab and Zionist nationalism; the Arab-Israeli conflicts; and the superpower rivalry and its influence on regional politics. Other topics include the Iranian revolution, the domestic and regional role of Islamic movements, and the political economy of oil.

Crosslisted as: POLIT-216
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi
Prereq: POLIT-116.

JWST-225 Topics in Judaism
JWST-225HC Topics in Judaism: Remembering the Holocaust in Global Perspectives
Spring. Credits: 4
This seminar explores the impact of different cultural forms of remembering the Holocaust within a global perspective. At the same time that the European Holocaust continues to be remembered, subsequent genocides and related mass violence around the globe are being remembered through multiple forms of memorialization, such as art, film, memorials, and narratives that mirror particular material and virtual forms of remembering the Holocaust. We explore how the interrelationship between Holocaust remembrance and other atrocities drives discussions about subsequent genocides, current antisemitism and racism, and forms of remembering violence.

Crosslisted as: GRMST-231HC
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Remmler
Notes: Taught in English

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: HIST-260HH
Applies to requirement(s): Humanities
J. King

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
Not Scheduled for This Year. Credits: 4
This course examines gender as a key category in Jewish thought and practice. We will examine different theoretical models of gender, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources.

Crosslisted as: RELIG-234, GNDST-210JD
Applies to requirement(s): Humanities
M. Benjamin
JWST-240 The Holocaust in History
Fall. 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
Not Scheduled for This Year. Credits: 4
Scripture is not only read or interpreted; it is also sung, illuminated, held aloft, buried, recited, eaten, and worn. In this thematic course, students examine what makes a text 'scripture' by examining the idea of sacred text across multiple traditions. Students will become familiar with hermeneutic theory and will analyze embodied, material, and performative aspects of religious life as they pertain to the broad category of scripture.
Crosslisted as: RELIG-254
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Benjamin

JWST-259 Jewish Modernities
Spring. Credits: 4
This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.
Crosslisted as: RELIG-259, 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
Not Scheduled for This Year. Credits: 4
The practice of a weekly sacred day of rest has organized Jewish life for millennia. In this seminar, students will examine the Sabbath using narrative, folk, and legal primary sources from the biblical, Second Temple, rabbinic, medieval, and modern periods. Key themes include sacred time, cultural identity, and the transformation of religious practice. Experiential learning, and critical thinking about your experiential learning, are integral to this seminar.
Crosslisted as: RELIG-343
Applies to requirement(s): Humanities
M. Benjamin
Restrictions: Course limited to sophomores, juniors and seniors

JWST-350 Special Topics in Jewish Studies

JWST-350CH Special Topics in Jewish Studies: 'Childhood and Children in Religion'
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'
Not Scheduled for This Year. 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: HIST-323
Applies to requirement(s): Humanities
J. King
Instructor permission required.
Advisory: 300-level application form required: https://www.mtholyoke.edu/acad/history/300-level_application
JWST-350KT Special Topics in Jewish Studies: 'Kitchen Table History'
Not Scheduled for This Year. 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, Jewish.Gen, and others.
Crosslisted as: HIST-381KT
Applies to requirement(s): Humanities
D. Czitrom
Prereq: 8 credits in history, preference to American history.

JWST-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, A. Pitetta

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

LATAM-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: HIST-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-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-386 Central America: Reform, Reaction, Revolution

Not Scheduled for This Year. Credits: 4

This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area’s indigenous and Atlantic-coast peoples within and outside the nation-state framework.

Crosslisted as: HIST-386

Applies to requirement(s): Humanities; Multicultural Perspectives

L. Gudmundson

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in Latin American Studies or related field.

LATAM-387 Special Topics in Latin American Studies

This course studies significant problems relating to Latin America in greater depth from the perspectives of appropriate disciplines. Some topics may be cross-listed with other departments.

LATAM-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-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: 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.
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, G. Sumi
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
G. Sumi
Advisory: Students who have not completed LATIN-101 should consult the department.

LATIN-201 Intermediate Latin I
Fall. Credits: 4
Combines a thorough review of Latin grammar and syntax with an introduction to the life and literature of ancient Rome, based on the reading of selected passages of Roman prose and poetry.
Applies to requirement(s): Humanities; Language
G. Sumi
Prereq: LATIN-102.

LATIN-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
Spring. Credits: 4
Livy and Sallust, the best known historians of the Roman Republic, viewed history writing as a moral enterprise, presenting events from the past as exemplary tales to inform and enlighten the lives of their readers. Their narratives thus are highly rhetorical, combining myth, memory, and history to reconstruct the past. Close reading of selections from Livy’s Ab Urbe Condita and/or Sallust’s monographs—the Bellum Catilinae and Bellum Jugurthinum—will lead to discussions about how Romans viewed their past and how they wrote about it.
Applies to requirement(s): Humanities; Language
G. Sumi
Prereq: LATIN-201.

LATIN-250 Intermediate Latin Tutorial
Not Scheduled for This Year. Credits: 2 - 4
Studies in various Roman authors or genres.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Notes: Repeatable for credit. Can meet the Humanities requirement, but only if taken for 4 credits.

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

LATIN-307 The Slender Muse
Fall. Credits: 4
A study of the highly romantic poetry that launched a revolution in Latin literature, including such works as Catullus’s epyllion on Peleus and Thetis and Vergil’s Eclogues and Georgics, with attention to the new understanding of poetry shown in these poems and to their commentary on the social turmoil of the last phase of the Republic.
Applies to requirement(s): Humanities; Language
B. Arnold
Prereq: Any Latin course above LATIN-201.

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
Not Scheduled for This Year. Credits: 4
A study of Ovid’s ambitious epic celebrating change and transformative forces, with attention to the challenges it poses to traditional Roman values and to conventional Roman notions of the work appropriate to a poet. In particular, consideration will be given to the way Ovid’s poem subversively responds to Vergil’s work.
Applies to requirement(s): Humanities; Language
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

*Spring. 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.
LATINA/O STUDIES (LATST)

LATST-180 Introduction to Latina/o Studies: Structural Inequalities
Fall. Credits: 4
The course provides an overview of current and past social conditions of Latinas and Latinos within the U.S. We will address laws, policies and institutions that shape the complexity of Latinas/os' social location and serve as critical sites of resistance. The course addresses legal constructions of race and citizenship, nomenclature, border politics, public health, education, and labor. We will consider the critical intersections of class, gender and sexuality as well as inequality in relation to other persons of color. Students will develop a firm sense of the importance and breadth of the Latina/o political agenda and acquire skills to think across social issues.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
D. Hernandez

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-250CR Special Topics in Latina/o Studies: ‘Critical Latinx/Indigenities’
Fall. Credits: 4
As an evolving field, Latina/o Studies has begun to critically and comparatively question the terms of Indigeneity in relation to Native communities in the U.S. land mass. This course seeks to understand the emergence of critical Latinx/Indigenous perspectives as they relate to Latinas/os/xes in the United States, and their uneven connections to various transnational forms of Indigeneity rooted in ancestral land-based ties in the United States, Mexico, and Central and South America. We will examine current discussions of Chicanidad, migrant Indigeneity, colonialisms, empire, and Indigenous sovereignty.
Crosslisted as: GNDST-204CR
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
R. Madrigal

LATST-250LR Special Topics in Latina/o Studies: ‘Latina/o/x Urbanism’
Not Scheduled for This Year. Credits: 4
This course examines the relationship between the urban and Latina/o/x placemaking, identities and culture(s). Urban scholars have long studied the ‘evolving’ city-this course explores the changing city in relation to Latina/o/x populations and urban social change movements. We examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, ‘new urbanism,’ placemaking, gentrification, migration/immigration, segregation, and more. The readings in this course aim to provoke a consideration of the dynamic between space and place, as well as how urban life, culture, and form impacts Latina/o/x populations and vice versa.
Crosslisted as: CST-249LR
Applies to requirement(s): Social Sciences; Multicultural Perspectives
V. Rosa

LATST-250MT Special Topics in Latina/o Studies: ‘Multicultural Theater and Latina/o Experience’
Spring. Credits: 4
This course examines the landscape of American theater and its relationship to the politics of diversity in the United States. We will study the theater work of Latina/os in the U.S. to broaden our understanding of multicultural theater. In addition to studying dramatic texts, we will consider the political implications of the work and its relationship to social activism. We will look at theater companies whose primary missions are to produce Latino/a theater and at the history of the representation of Latinos on stage in this country. We will draw upon theory from fields such as cultural studies, feminist studies and dramatic criticism as we think and write about the creative work in this course.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
P. Page

LATST-250PB Special Topics in Latina/o Studies: ‘The Politics of Borders’
Spring. Credits: 4
This course interrogates the normative construction and meaning of nation-state borders. We do so from the United States/Mexico border, and utilize a comparative approach, relating Latinx Studies to critical Indigenous feminist perspectives. While focused mainly on the United States landmass the course also critically foregrounds Native/Indigenous land and sovereignty to re-conceptualize the United States as a settler colonial, imperial state. Utilizing the knowledges of Latinx and Indigenous thinkers, students will trace the construction of modern borders and will productively re-frame assumptions around immigration/immigration, citizenship, nationalism and indigenismo/Indigeneity.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive
R. Gonzalez Madrigal
Restrictions: This course is limited to first-years, sophomores, and juniors
LATST-250RP Special Topics in Latina/o Studies: 'Race, Racism, and Power'
Fall. Credits: 4
This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial 'difference.' In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.
Crosslisted as: CST-249RP, GNDST-204RP
Applies to requirement(s): Social Sciences; Multicultural Perspectives

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
Latinas/os/x Studies in Action explores university/college-community partnerships and civic engagement with/in Latinas/os/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
Restrictions: Course limited to sophomores, juniors and seniors
Notes: This course will be linked with Professor Preston Smith's Social Housing course (POLIT-254). Students from both courses will share a classroom for speakers and films. They will also jointly engage in community-based research on affordable housing in communities in the Pioneer Valley.

LATST-350MC Special Topics in Latina/o Studies: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'
Not Scheduled for This Year. Credits: 4
Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the 'American Dream,' homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining: 1. the history of housing policy in the United States; 2. national identity, assimilation, and housing; and 3. discriminatory housing policies/programs and housing inequality. We explore topics including immigration, housing policy, public housing, segregation, gentrification, the suburbs, homelessness, eviction, affordability, and community building. Exploring this range of topics will help us develop a clearer understanding of why housing is one of the most pressing issues for Latinas/os/x today.
Crosslisted as: CST-349MC, GNDST-333MC
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning, Speaking-Intensive
V. Rosa

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-333IU, CST-349IU
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
R. Madrigal
Notes: Community-based learning is optional in this class.
LATST-365 Disposable People: A History of Deportation  

*Spring. Credits: 4*

Taught in English, the course explores comparative racial and ethnic politics in the U.S. during the 20th century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice. 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.*
MATH-100 Precalculus
MATH-100QR Precalculus: 'Problem Solving and Quantitative Reasoning'
Fall. Credits: 4
This course is intended for students who, based on the results of their mathematics assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic skills in order to be ready to progress to further mathematics, science, and economics courses. In this class students learn to translate real problems into mathematics, to solve complex multi-step problems, and to gain confidence in using logarithms, exponents, and trigonometry in different contexts.
Applies to requirement(s): Math Sciences
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
C. Bozeman, P. Rosnick, J. Sidman, 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
T. Chumley, A. Wheeler, D. Young, The Department

MATH-114 Explorations in Number Theory
Not Scheduled for This Year. 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’
Not Scheduled for This Year. 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
A. Hoyer-Leitzel, L. Mrad, The department
Prereq: MATH-102 or its equivalent.

MATH-206 Introduction to Proofs Through Analysis
Fall. Credits: 4
An introduction to abstract reasoning in the context of real analysis. Topics will be drawn from the real numbers, mathematical induction, functions, sequences, and continuity. The emphasis is on formal mathematical reasoning and writing through proofs.
Applies to requirement(s): Math Sciences
L. Mrad
Prereq: MATH-102 or above.

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
C. Bozeman, A. Hoyer-Leitzel, A. Wheeler, D. Young, 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
M. Robinson, D. Shepardson, J. Sidman
Prereq: MATH-102 or above or COMSC-101/151.

MATH-251 Mathematical Experimentation: An Introduction to Research in the Mathematical Sciences
Spring. Credits: 4
A selection of projects with a goal of discovery of properties and patterns in mathematical structures. The choice of projects varies from year to year and is drawn from algebra, analysis, discrete mathematics, geometry, applied mathematics, and statistics.
Applies to requirement(s): Math Sciences
Other Attribute(s): Writing-Intensive
The department
Prereq: MATH-102 or above.
Advisory: MATH-232 recommended
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Notes</th>
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<tbody>
<tr>
<td>MATH-295</td>
<td>Independent Study</td>
<td>1-4</td>
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<td>The department</td>
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<td>Instructor permission required.</td>
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<td>Notes: The permission of The department is required for independent work to count towards the major or minor.</td>
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<tr>
<td>MATH-301</td>
<td>Real Analysis</td>
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<td>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.</td>
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<td>Applies to requirement(s): Math Sciences</td>
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<td>T. Chumley, The department</td>
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<td>Prereq: MATH-212, MATH-211, and MATH-232.</td>
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<td>Notes: offered alternate years at Mount Holyoke and Smith Colleges</td>
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<tr>
<td>MATH-302</td>
<td>Complex Analysis</td>
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<td>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.</td>
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<td>Applies to requirement(s): Math Sciences</td>
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<td>M. Robinson</td>
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<td>Prereq: MATH-203 and MATH-301 or PHYS-205.</td>
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<td>Advisory: Students who have taken MATH-312RT Rings may only take MATH-311 Abstract Algebra: Groups and Rings with instructor permission.</td>
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<td>Notes: This course will satisfy the MATH-311 requirement for the mathematics major.</td>
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<tr>
<td>MATH-311</td>
<td>Abstract Algebra: Groups and Rings</td>
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<td>Not Scheduled for This Year.</td>
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<td></td>
<td>Topics include algebraic structures: groups, rings (including some elementary number theory), fields, and vector spaces.</td>
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<td>Applies to requirement(s): Math Sciences</td>
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<td>Prereq: MATH-211 and MATH-232.</td>
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<tr>
<td>MATH-312</td>
<td>Abstract Algebra: 'Groups'</td>
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<td>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.</td>
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<td>Applies to requirement(s): Math Sciences</td>
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<td>Advisory: Students who have taken MATH-312GT Rings may only take MATH-311 Abstract Algebra: Groups and Rings with instructor permission.</td>
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<td>Abstract Algebra: 'Rings'</td>
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<td>Fall. Credits: 4</td>
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<td>Prereq: MATH-211 and MATH-232.</td>
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<td>Abstract algebra is the study of the common principles that govern computations with seemingly disparate objects. One way to begin is by studying rings, which are sets with two operations, typically addition and multiplication. Examples include the integers, the integers modulo n, and polynomials in n variables. Our goal is to study a definition of rings that unifies all of the important examples above and more.</td>
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<tr>
<td>MATH-319</td>
<td>Topics in Algebra</td>
<td>4</td>
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<td>MATH-319NT</td>
<td>Topics in Algebra: 'NumberTheory'</td>
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<td>Prereq: MATH-203 and MATH-301 or PHYS-205.</td>
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<td>Spring. Credits: 4</td>
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<td>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.</td>
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<td>Other Attribute(s): Speaking-Intensive, Writing-Intensive</td>
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<tr>
<td>MATH-329</td>
<td>Topics in Geometry</td>
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<tr>
<td>MATH-329TP</td>
<td>Topics in Geometry and Topology: 'Topology'</td>
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<td>Prereq: MATH-232 and any 300-level math class.</td>
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<td>Not Scheduled for This Year.</td>
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<td>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.</td>
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<td>Applies to requirement(s): Math Sciences</td>
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<td>Prereq: MATH-232 and any 300-level math class.</td>
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<tr>
<td>MATH-333</td>
<td>Differential Equations</td>
<td>4</td>
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<td>The department</td>
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<td>Spring. Credits: 4</td>
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<td>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.</td>
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<td>Applies to requirement(s): Math Sciences</td>
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<td>Prereq: MATH-211.</td>
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MATH-339 Topics in Applied Mathematics

MATH-339PT Topics in Applied Mathematics: ‘Optimization’
Fall and Spring. Credits: 4
Mathematical optimization involves finding the best solution to a problem from a set of feasible solutions defined by mathematical constraints. It has an elegant theory and applications in fields like management, economics, engineering, and computer science that require decision making under constraints on time or other resources. We will begin by studying linear optimization, including duality, the simplex algorithm, and the geometry of linear programming. Other topics will include discrete optimization, network optimization, and nonlinear optimization.
Applies to requirement(s): Math Sciences
D. Shepardson
Prereq: MATH-211.

MATH-339SP Topics in Applied Mathematics: ‘Stochastic Processes’
Not Scheduled for This Year. Credits: 4
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
Instructor permission required.
Notes: The permission of The department is required for independent work to count towards the major or minor.
MUSIC (MUSIC)

100-Level Courses

MUSIC-100 Rudiments of Music
Fall and Spring. Credits: 2
In this half-semester course students will become familiar with the elements of music notation (staves, clefs, pitch names, note and rest values) and with some of the basic skills necessary for college-level music instruction (e.g., construction and identification of scales, intervals, triads, and basic diatonic functions).
Applies to requirement(s): Humanities
Notes: Meets for only the first half of the semester.

MUSIC-102 Music and Technology
Fall and Spring. Credits: 4
It is now possible to record, manipulate, and compose music with a variety of powerful and flexible tools using the personal computer. Through reading, discussion, demonstration, listening sessions, technical tutorials and hands-on projects, we will explore the techniques, practices and aesthetics surrounding creative applications of current and emerging music technologies, including sound recording and editing, mixing, synthesis and music sequencing.
Applies to requirement(s): Humanities
T. Ciufo
Restrictions: This course is limited to first-years and sophomores.
Advisory: Basic computer literacy (such as comfort with user interface navigation, file management, and editing commands) is required.
Notes: Not open to juniors or seniors in the first week of pre-registration.

MUSIC-103 History of Jazz
Not Scheduled for This Year. Credits: 4
This course will follow the origins and evolution of jazz from the late nineteenth century to the present, with emphases on prominent stylistic trends and significant individuals. Along with some analysis of the musical language jazz employs, the music will be examined in its relation to the social contexts that helped produce and shape it. The ability to read music is not a requirement for this course.
Applies to requirement(s): Humanities
D. Sanford

MUSIC-128 The Hyperbolic World of Opera in 25 Episodes -- An Introduction to Western Classical Opera from the Renaissance to the Present Day
Not Scheduled for This Year. Credits: 4
This course begins with the birth of opera at the end of the Renaissance Period, and ends with some of the most successful operas in the past decade. Our investigation includes operas in English, French, German, Italian and Russian. Alongside an introduction to the materials of opera, from vocal fachs, forms, and styles, to vocal virtuosity, the course situates opera as a cultural phenomenon by considering the unique set of historical, intellectual, social, political and economic conditions of each work of art. The course includes some opera projections; each one is preceded by an introduction of the period in which it was first performed and is followed by class discussion.
Applies to requirement(s): Humanities
T. Ng

MUSIC-131 Basic Musicianship
Fall and Spring. Credits: 4
Explores the ways in which sound is organized into musical structures. Topics include the physical properties of sound; the basic vocabulary of Western music (scales, key signatures, intervals, triads, rhythm, meter); and an introduction to musical form and analysis. Includes extensive practice in music reading, sight singing, ear training, and critical listening.
Applies to requirement(s): Humanities
D. Sanford, L. Schipull
Coreq: MUSIC-131L

MUSIC-171RM 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?
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
A. Mueller
Notes: The course will include student-moderated QAs with faculty in related disciplines, a field trip to New York to attend a Broadway production of a relevant musical, and will culminate in a student-led symposium and digital exhibition.

MUSIC-199 Sonic Vanguard: Music in Contemporary Practice
Fall. Credits: 1
In a time of increasing cross pollination between music and other disciplines, this course explores the work of some of the most active creators and scholars of our time, and some of the myriad influences that continue to impact their work today. E.g. Cerise Jacobs, Librettist and Producer working with animatronics and virtual reality. Structured as a mix of lecture and seminar formats, students will have the opportunity to interact with some of the musicians/artists/scholars featured, and engage in class discussions on the issues raised by the people, readings and works encountered. These encounters would thereby enable a conversation around turning points in the professional lives of the guest speakers, and the choices that influenced the course of their careers.
Applies to requirement(s): Meets No Distribution Requirement
T. Ng
200-Level Courses

MUSIC-202 Electronic and Computer Music
Spring. Credits: 4
This course will explore a range of approaches and techniques involved in the creation of electronic and computer music, including aspects of form and development, analog and digital synthesis and signal processing, basic computer music programming, and audio recording and production techniques. The focus of this seminar will be a series of exercises and creative projects that develop aesthetic and technical abilities. This creative work will be supported and enriched by selected reading and listening examples, as well as ongoing technical labs and demonstrations.
Applies to requirement(s): Humanities
T. Ciufo
Prereq: MUSIC-100, MUSIC-102, MUSIC-103 or MUSIC-131, or one Film Studies course.

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

MUSIC-215 Intermediate Composition
Spring. Credits: 4
Students will explore a range of musical styles and approaches in the process of creating their own extended works, with the possibility of performances at the end of the semester.
Applies to requirement(s): Humanities
D. Sanford
Prereq: MUSIC-100 or MUSIC-131.

MUSIC-220 Music and Film
Fall. Credits: 4
This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.
Crosslisted as: FMT-230MU
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.
Applies to requirement(s): Humanities; Multicultural Perspectives
O. Omolola

MUSIC-227 First Nights
Spring. Credits: 4
We will examine five major musical works from the 17th to the 20th century: Orfeo (Monteverdi), Messiah (Handel), the Ninth Symphony (Beethoven), the Symphonie fantastique (Berlioz), and Le Sacre du printemps (Stravinsky). Using Thomas Kelly’s book First Nights, recordings of modern performances, and selected readings, we will study how these works function as pieces of music and what makes them unique. By focusing on their premieres, we will place them in their cultural and social contexts, approaching them from the point of view of their first listeners. At the end of the course, we will jump into the 21st century by organizing and hosting premieres of works specifically composed for our class.
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
R. Eisenstein

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. Omolola

MUSIC-229 African Popular Music
Spring. Credits: 4
This course 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
B. Omolola
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
Instructor: L. Schipull
Prereq: MUSIC-100 or MUSIC-131. Coreq: MUSIC-231L.

MUSIC-242 Conducting I
Not Scheduled for This Year. Credits: 4
Fundamentals of conducting: gestures, rehearsal techniques, study of representative short scores, and practice leading primarily choral ensembles. Videotaping, class recital.
Applies to requirement(s): Meets No Distribution Requirement
Instructor: 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
Instructor: T. Ciufo
Advisory: Previous experience in any arts and technology area and consent of instructor.
Notes: Repeatable for credit.

MUSIC-281 History of Western Music I: Music to 1700
Fall. Credits: 4
The first in a three-semester survey of Western music history, Music 281 examines the cultures of art music in Europe and Americas to 1700, focusing on evolution of style and the changing roles of composers, performers, patrons, and audience.
Applies to requirement(s): Humanities
Instructor: L. Schipull
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
Instructor: L. Schipull
Prereq: MUSIC-100 or MUSIC-131.

MUSIC-283 History of Western Music III: Music Since 1900
Not Scheduled for This Year. Credits: 4
The third in a three-semester survey of Western music history, Music 283 examines the cultures of art music in Europe and the Americas from 1900 to the present day, focusing on the evolution of styles and genres and the changing roles of composers, performers, and audiences.
Applies to requirement(s): Humanities
Instructor: A. Mueller
Prereq: MUSIC-100 or MUSIC-131.

300-Level Courses

MUSIC-315 Advanced Composition
Spring. Credits: 4
Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances a the end of the semester.
Applies to requirement(s): Humanities
Instructor: D. Sanford
Prereq: MUSIC-215 and MUSIC-231.
Notes: Repeatable for credit.

MUSIC-321 Advanced Interdisciplinary Topics
MUSIC-321AM Advanced Interdisciplinary Topics: 'Art, Music and the Brain'
Not Scheduled for This Year. Credits: 4
Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.
Crosslisted as: PSYCH-349AM
Applies to requirement(s): Social Sciences
Instructor: M. Breen, A. Mueller
Restrictions: This course is limited to seniors.
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
Instructor: L. Schipull
Prereq: MUSIC-231. Coreq: MUSIC-332L.
MUSIC-334 Music Analysis
Spring. 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.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
A. Mueller
Prereq: MUSIC-231.

MUSIC-341 Conducting II
Not Scheduled for This Year. Credits: 4
Conducting II builds on fundamentals of conducting from Music 242. The course will include gestural vocabulary, moving fluently between choral and instrumental conducting, introduction to keyboard realization of scores, relationship between interpretation and conducting, and rehearsal preparation. The conducting class forms the core of the ensemble for the class.
Applies to requirement(s): Humanities
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 fashion 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: 8 credits in classroom Music courses including at least 4 credits at the 200 level or above.

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-374 Advanced Seminar in Ethnomusicology
Not Scheduled for This Year. Credits: 4
Designed for music and non-music majors, this advanced seminar examines core theoretical and methodological issues in ethnomusicology and the debates that have shaped its practice since its origins in the early twentieth century as comparative musicology. Drawing on musical traditions from different parts of the world and supplemented by workshops conducted by visiting professional musicians, the course explores the interdisciplinary approaches that inform how ethnomusicologists study the significance of music ‘in’ and ‘as’ culture. Topics covered will include ethnographic methods, the intersection of musicological and anthropological perspectives, the political significance of musical hybridity, applied ethnomusicology, and sound studies.
Crosslisted as: ANTHR-316ET
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
B. 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. Eldridge
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-151J Individual Performance Study: 'Trombone'
Fall and Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
S. Pemrick
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151K Individual Performance Study: 'Tuba'
Spring. Credits: 1 - 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Prereq: MUSIC-100 or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-151L 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, P. Snyder
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, P. Snyder
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
A. Horowitz, A. Michal
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. Ciupo
Instructor permission required.
Prereq: MUSIC-100, or MUSIC-102, or MUSIC-131.
Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251A Individual Performance Instruction: 'Piano'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
S. Dennis, M. Gionfriddo, D. Gilwood
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251B Individual Performance Instruction: 'Voice'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
C. Cobb, E. Ruby
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251C Individual Performance Instruction: 'Flute'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
A. Greenbaum, A. Hale
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251D Individual Performance Instruction: 'Oboe'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
C. Huang
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251E Individual Performance Instruction: 'Clarinet'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
M. Brignolo
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251F Individual Performance Instruction: 'Saxophone'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
T. Levine
Instructor permission required.
Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.
Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

MUSIC-251G Individual Performance Instruction: 'Bassoon'
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: 'Harpsichord'
Fall and Spring. Credits: 2
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
L. Schipull, P. Snyder
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
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-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
A. Horowtiz
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: 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-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-351 Advanced Performance Study
MUSIC-351A Individual Performance Study: 'Piano'
Fall and Spring. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
S. Dennis, M. Gionfriddo, D. Gilwood
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

MUSIC-351B Individual Performance Study: 'Voice'
Fall and Spring. Credits: 4
Performance study - individual instruction.
Applies to requirement(s): Meets No Distribution Requirement
C. Cobb, E. Ruby
Instructor permission required.
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.
MUSIC-351C Individual Performance Study: 'Flute'  
Fall and Spring. Credits: 4  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
A. Greenbaum, A. Hale  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351D Individual Performance Study: 'Oboe'  
Fall and Spring. Credits: 4  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
The department  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351E Individual Performance Study: 'Clarinet'  
Not Scheduled for This Year. Credits: 4  
Applies to requirement(s): Meets No Distribution Requirement  
M. Brignolo  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351F Individual Performance Study: 'Saxophone'  
Not Scheduled for This Year. Credits: 4  
Applies to requirement(s): Meets No Distribution Requirement  
T. Levine  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351G Individual Performance Study: 'Bassoon'  
Not Scheduled for This Year. Credits: 4  
Applies to requirement(s): Meets No Distribution Requirement  
The department  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351H Individual Performance Study: 'Horn'  
Not Scheduled for This Year. Credits: 4  
Applies to requirement(s): Meets No Distribution Requirement  
J. Jeffries  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351I Individual Performance Study: 'Trumpet'  
Not Scheduled for This Year. Credits: 4  
Applies to requirement(s): Meets No Distribution Requirement  
J. Klement  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351J Individual Performance Study: 'Trombone'  
Not Scheduled for This Year. Credits: 4  
Applies to requirement(s): Meets No Distribution Requirement  
S. Pemrick  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351K Individual Performance Study: 'Tuba'  
Not Scheduled for This Year. Credits: 4  
Applies to requirement(s): Meets No Distribution Requirement  
The department  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351M Individual Performance Study: 'Percussion'  
Not Scheduled for This Year. Credits: 4  
Applies to requirement(s): Meets No Distribution Requirement  
D. Patrick  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.
MUSIC-351N Individual Performance Study: 'Harpischord'  
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-351Q Individual Performance Study: 'Guitar'  
Fall. Credits: 4  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
L. Schipull  
Instructor permission required.  
Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance  
Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.  

MUSIC-351R Individual Performance Study: 'Violin'  
Fall and Spring. Credits: 4  
Performance study - individual instruction.  
Applies to requirement(s): Meets No Distribution Requirement  
A. Horowitz  
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 and Spring. 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-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, A. Horowitz, 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, D. Gilwood
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, N. Fizznoglia, J. Jeffries, A. Michal
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-143E Chamber Music: 'Brass Ensembles'
Fall and Spring. Credits: 1
Chamber Music for brass instruments
Applies to requirement(s): Meets No Distribution Requirement
J. Jeffries
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-143F Chamber Music: 'Klezmer Ensemble'
Fall and Spring. Credits: 1
This ensemble, composed of all instruments—including piano, strings, brass, and woodwinds—performs dance music of Eastern Europe. Students at all levels of experience will use their classical training to go beyond the printed page into the folk tradition, learning to play different modes of the tunes and employing ‘untraditional’ techniques that are traditional in this unique folk music.
Applies to requirement(s): Meets No Distribution Requirement
A. Greenbaum
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit. Students should contact 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-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 study a variety of classic and contemporary swing, Latin, jazz, and pop standards. There are several performance opportunities each semester.
Applies to requirement(s): Meets No Distribution Requirement
M. Gionfriddo
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-161 Beginning West African Drumming Ensemble
Fall and Spring. Credits: 1
This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Non musicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.
Applies to requirement(s): Meets No Distribution Requirement
F. Conant
Instructor permission required.
Notes: Repeatable for credit.
MUSIC-191 Mount Holyoke Orchestra
Fall and Spring. Credits: 1
Studies and presents a variety of orchestra repertoire on and off campus. Multiple opportunities to perform each semester.
Applies to requirement(s): Meets No Distribution Requirement
T. Ng
Instructor permission required.
Advisory: Enrollment is by audition only.
Notes: Repeatable for credit.

MUSIC-255A Chamber Jazz Ensemble: ‘Chamber Jazz’
Fall and Spring. Credits: 1
A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop, and fusion. Students also learn exercises and techniques that will aid them in solo improvisation. There are several performance opportunities each semester.
Applies to requirement(s): Meets No Distribution Requirement
M. Gionfriddo
Prereq: Enrollment in Big Band or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-261 Intermediate West African Drumming Ensemble
Fall and Spring. Credits: 1
This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs, and some dance steps. Non-musicians are welcome; practice between classes is required. The group will perform in a workshop at the end of the semester.
Applies to requirement(s): Meets No Distribution Requirement
F. Conant
Instructor permission required.
Prereq: MUSIC-161.
Notes: Repeatable for credit.

Ensemble Performance Studies: Choral Ensembles

MUSIC-155B Jazz Ensemble: ‘Vocal Jazz’
Fall and Spring. Credits: 1
A select vocal ensemble that studies classic and contemporary jazz, Broadway and pop standards. Members are encouraged to audition for solos with the Big Band and Chamber Jazz Ensembles. There are several performance opportunities each semester.
Applies to requirement(s): Meets No Distribution Requirement
M. Gionfriddo
Instructor permission required.
Advisory: Enrollment is by audition only
Notes: Repeatable for credit. Limited enrollment.

MUSIC-193 Chorale
Fall and Spring. Credits: 1
Beginning ensemble. Well-suited to beginning to intermediate singers. Sight-reading and music theory are incorporated throughout the course. Emphasis is placed on developing techniques for healthy and beautiful vocal production, learning critical listening skills, singing with expression and understanding, and ultimately demonstrating growth as choral musicians. The ensemble explores music from a variety of languages, styles, and cultures.
Applies to requirement(s): Meets No Distribution Requirement
The department
Advisory: Previous ensemble experience is helpful, though not a prerequisite.
Notes: Repeatable for credit.

MUSIC-293 Glee Club
Fall and Spring. Credits: 1
Advanced ensemble with a varied classical, contemporary, and folk-derived repertoire. Sight-reading and music theory are incorporated throughout the course. Emphasis is placed on developing techniques for healthy and beautiful vocal production, learning critical listening skills, singing with expression and understanding, and ultimately demonstrating growth as choral musicians.
Applies to requirement(s): Meets No Distribution Requirement
The department
Prereq: Enrollment is by audition only or previous participation in the ensemble.
Advisory: Previous ensemble experience and strong musicianship – including the ability to sightread – are prerequisites.
Notes: Repeatable for credit.

MUSIC-297 Chamber Singers
Spring. Credits: 1
Highly select chamber choir of 12-18 voices drawn from Glee Club and Chorale with an emphasis on musical independence. Members possess excellent music reading skills and are one of just a few voices on a part. Specializes in challenging classical and contemporary repertoire for treble voices.
Applies to requirement(s): Meets No Distribution Requirement
The department
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-143H Chamber Music: ‘Euridice Ensembles’
Fall and Spring. Credits: 1
Euridice Ensembles are groups of students and faculty who perform baroque and classical chamber music with attention to historical performance practice. Individual ensembles may include baroque trios, classical quartets, cantata groupings, etc., and are formed according to the needs and interest of students participating each semester. Singers, modern and early string, wind and keyboard players from the Five Colleges are invited to participate.

Applies to requirement(s): Meets No Distribution Requirement
R. Eisenstein, L. Rabut, A. Robbins
Instructor permission required.
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-147A Early Music Ensembles: ‘Collegium’
Fall and Spring. Credits: 1
The flagship vocal ensemble for the Early Music program. Renaissance and baroque music for mixed voices sometimes in combination with early instruments.

Applies to requirement(s): Meets No Distribution Requirement
R. Eisenstein
Prereq: enrollment is by audition only or previous participation in the ensemble.
Notes: Repeatable for credit.

MUSIC-147B Early Music Ensembles: ‘Voices Feminae’
Fall and Spring. Credits: 1
Medieval, 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, M. Pash, 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
Prereq: MUSIC-147D or DANCE-127.

MUSIC-147E Early Music Ensembles: ‘Seminar in Seventeenth-Century Song’
Fall and Spring. Credits: 1
This course is a repertory survey conducted in masterclass format. Each participant will learn and sing in class a song every week or two. English lute ayres, Frenchairs 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.
NEURO-100 Introduction to Neuroscience and Behavior
Fall and Spring. Credits: 4
This comprehensive survey course explores the brain and the biological basis of behavior. We will examine the anatomy of the nervous system and the unique properties of the cells that make up the brain. We will discuss the mechanisms by which individual brain cells communicate with each other, and how networks of cells underlie more complex processes such as perception, learning, memory, and behavior.
Applies to requirement(s): Math Sciences
K. Colodner, M. Sabariego
Restrictions: This course is limited to first-years and sophomores.

NEURO-221 Research Techniques in Neuroscience
Not Scheduled for This Year. Credits: 4
This course will introduce students to modern techniques utilized in neuroscience research. Students will learn the underlying principles of an array of techniques spanning the fields of cellular/molecular, behavioral, and cognitive neuroscience. In lab, students will perform experiments that demonstrate these skills firsthand. Emphasis will be placed on the tools necessary to implement these studies, proper experimental design, and the critical interpretation of generated data.
Applies to requirement(s): Math Sciences
K. Colodner
Prereq: NEURO-100 and PSYCH-201 (or equivalent). Coreq: NEURO-221L.

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

NEURO-309 Topics in Neuroscience and Behavior
NEURO-309SE Topics in Neuroscience and Behavior: 'Philosophy and Science of Emotion'
Spring. Credits: 4
This course is an interdisciplinary investigation of the nature of emotions and their influences on our thoughts and actions. While we will draw from a variety of disciplines, the nature and motivations of the inquiry are philosophical. We will consider: what are emotions? Are they bodily responses? Thoughts? What roles do cultures play in shaping our emotions? What functions do emotions serve? We will examine evidence and arguments offered by philosophy, psychology, neuroscience, anthropology and evolutionary theory, and consider how these perspectives do or don’t inform each other, as well as how they can help us understand the nature of emotions.
Crosslisted as: PHIL-350SE
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
L. Sizer
Prereq: 8 credits in Philosophy or Neuroscience and Behavior, or 4 credits in each.

NEURO-324 Cellular and Molecular Neuroscience
Spring. 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-341 Advances in Neuroscience
Fall. Credits: 4
Neuroscience is a rapidly changing field. This seminar will prepare students for the next generation of neuroscience while also providing the foundation for important principles that have guided the field during the last few decades. In particular, using primary literature to guide the discussion, this class will examine topical subjects of modern neuroscience that are shaping our understanding of how the brain works.
Applies to requirement(s): Math Sciences
K. Colodner
Restrictions: This course is offered to neuroscience majors only.
Prereq: BIOL-230 and PSYCH-204.

NEURO-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
PHYSICAL EDUCATION AND ATHLETICS (PE)

Aquatics

PE-101 Beginning Swimming
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
Not Scheduled for This Year.
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.
D. Allen
Notes: 1 PE unit. 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 unit. Half semester. Repeatable.

PE-303 Swim and Stay Fit
Spring.
Offers conditioning through endurance swimming. Includes instruction on stroke technique.
D. Allen
Advisory: For intermediate and advanced swimmers
Notes: 2 PE units. Repeatable.

PE-306 Red Cross Lifeguard Training
Spring.
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-113 Introduction to Mindfulness
Fall and Spring.
This course will introduce the practice of mindfulness to the student. Scientific research has shown that practicing mindfulness can help people manage stress and enhance their quality of life. It can help people cope with anxiety, navigate the tasks they face, and achieve meaningful personal growth. The course will be based on Koru Mindfulness and cover topics such as body scanning, belly breathing, dynamic breathing, eating meditation, walking meditation, Gathas and guided imagery. The course supports the four areas of the Be Well initiative including a healthy mind, body, community, and life.
D. Allen
Restrictions: This course is limited to first-years and sophomores.
Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-123 Running for Fitness
Fall and 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.
M. Esber, S. Hussey, 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-127 Be Well Healthy Habit Training
Fall and Spring.
This course will provide the structure and instruction to practice a healthy start to the day for the mind and body. In support of the Be Well Program, this course introduces morning habits and routines that promote daily attention to health, wellness, and empowerment. Class time will include breathing exercises, meditation, physical activity, reflection, journaling, and goal setting. Students will have an individual morning routine mapped out for daily use beyond the course to approach each day with a proactive and positive mindset.
E. Robsonn
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.
M. Esber, S. Hussey, A. Santiago, 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-161 Introduction to HIIT (High-Intensity Interval Training)  
Fall and Spring
HIIT (High-Intensity Interval Training) is a method of exercising that combines high-intensity bouts of exercise with periods of rest or lower-intensity exercises in that relatively short period of time. HIIT has become a popular method of exercising because of the associated cardiovascular health benefits that can be achieved in a relatively short period of time. A typical HIIT workout is 10-30 minutes long depending on programming. In this course, students will be introduced to HIIT training in a safe and phased manner while workouts progressively become harder. Each class session will include a proper warm-up, a HIIT workout, and mobility work as a cool down. HIIT workouts may combine anaerobic (e.g. jumping, sprinting), aerobic (e.g. walking, jogging), strength (e.g. push-ups, lunges), and core (e.g. planks, squats) exercises.
I. Carpio
Restrictions: This course is limited to first-years and sophomores.
Advisory: Although it is highly recommended that students who take this class already be physically active, students who are serious about learning how to exercise are encouraged to take the course.
Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-325 Functional Strength Training  
Spring.
Introduces an integrated, functional approach to strength training that incorporates balance, coordination, and agility. Teaches weight training without machines, using dumbbells, medicine balls, stability balls, and body weight to grow stronger. Mini lectures on a variety of related exercise topics will also be given. This class is designed for students who exercise regularly and have at least a minimal level of fitness.
E. Perrella
Restrictions: This course is limited to first-years and sophomores.
Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

Dance and Individual Activities

PE-110 Hiking in the Pioneer Valley  
Fall.
This course will introduce and develop an understanding of the activity of hiking by presenting the basics in the form of lecture and activity. It will cover safety, equipment, and planning trips. Course will consist of local hikes.
M. Esbet. L. Hendricks
Restrictions: This course is limited to first-years and sophomores.
Notes: 2 PE units. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-111 RAD (Rape Aggression Defense) Self Defense  
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. 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  
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. 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)  
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. 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  
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. 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.

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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. 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
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
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
Spring.
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
Spring.
This course is an introduction to the game of badminton. Teaches and builds on the skills, rules and strategy of singles and doubles.
I. Carpio, M. Ebber
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
Spring.
Covers the basics of Olympic-style fencing. Students will learn the basic movements and principles of foil fencing and progress to boutting and refereeing one another’s bouts. The second half of the semester will build on the skills learned in the first half, with the addition of strategy and additional techniques, with plenty of boutting and will culminate in an in-class tournament at the end of the semester.
D. McMenamin
Notes: 2 PE Units. 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
Restrictions: This course is limited to first-years and sophomores.
Notes: 1 PE unit. Half semester; equipment provided; Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

PE-138 Basketball
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
Spring.
Rowing is a lifelong activity that provides great cardiovascular conditioning as well as an overall muscular workout. This course will introduce or perfect the participant’s rowing stroke in the rowing tank or on the rowing machines (ergometers). Proper stretching and strategies for working out will also be discussed.
S. Hussey
Notes: 1 PE unit. Half semester. Repeatable.
**Physical Education and Athletics (PE)**

**PE-144 Racquetball**  
Not Scheduled for This Year.  
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**  
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.

**PE-147 Squash**  
Spring.  
Squash is a course that reviews all of the basic shots, techniques, and strategies for the game of squash. This course is appropriate for students with or without experience in squash or other racquet sports.  
E. Robson  
Restrictions: This course is limited to first-years and sophomores.  
Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.

**PE-231 Intermediate Tennis**  
Spring.  
Reviews the basic strokes. Emphasizes the lob, overhead, return of serve, and strategy for both singles and doubles.  
A. Santiago  
Prereq: PE-131.  
Notes: 2 PE units. Repeatable.

**Riding**

**PE-051 Beginning Riding: An Introductory Course**  
Fall and Spring.  
Teaches safety and general procedures in handling, grooming, and tacking the horse. Allows mounted students to learn and practice the basic riding position and communication aids for stopping, going and turning at the walk and trot. Instruction will be multidisciplinary. Special emphasis on horse care and overall stable management, with one meeting per week unmounted. For those with no prior horse experience and/or no formal riding instruction.  
J. Collins, R. Sattler  
Notes: 2 PE Units. 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.  
J. Collins, E. Donaldson  
Notes: 2 PE Units. 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. Repeatable.

**PE-155 Novice Western Riding**  
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.  
A. Golembeski  
Advisory: Riders must be able to walk, jog, and lope.  
Notes: 1 PE units. Riding fee $500. 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. 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.  
R. Sattler  
Advisory: Must be able to walk-trot-canter.  
Notes: 2 PE units. 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  
Instructor permission required.  
Notes: Combined with PE-452. Repeatable.
PE-356 High Intermediate/Advanced Dressage
Spring.
For dressage riders at the high intermediate and advanced levels who are interested in a once-per-week riding class. Riders will work to confidently influence horses at all three gaits and perform dressage movements with the correct application and timing of the aids.
J. Lee, 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. 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.
Notes: 2 PE units. Combined with PE-352. Repeatable.

PE-454 Cross Country Riding and Eventing Training
Spring.
A course designed to introduce the student to the fundamentals of event riding, a three-phase sport of cross-country jumping, stadium jumping and basic dressage. The rider and horse will be required to ride over natural, uneven terrain and jump obstacles like logs, ditches, banks, and ride on hills through a field and forest. Riders will practice appropriate schooling exercises for stadium jumping, cross-country riding and dressage. Students will learn to gallop a horse over natural terrain. The rider will practice appropriate schooling exercises for dressage, stadium jumping and cross-country riding to develop confidence between the horse and rider. Riders will do six 90 minute lessons on the xc course and three 60 minute lessons in the arena.
C. Law
Instructor permission required.
Advisory: 351-451 level riders. 251 level considered on a case by case basis.
Notes: 1 PE unit. Riding Fee $780. Repeatable.

PE-455 Bringing Dressage Theory to Life
Not Scheduled for This Year.
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. Repeatable.

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.
The department P. Pierce, R. Sattler
Instructor permission required.
Notes: 2 PE units. Repeatable.

PE-459RB Private Riding Instruction 1x/week
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.

PE-461RA Semi-Private Riding Instruction 2x/week
Fall and Spring.
Semi-private instruction available by arrangement and permission of instructor. Until further notice, semi-private lessons are only available for those with their own horses or those with access to privately owned horses.
The department P. Pierce, R. Sattler
Instructor permission required.
Notes: 2 PE units. Repeatable.

PE-461RB Semi-Private Riding Instruction 1x/week
Spring.
Semi-private instruction available by arrangement and permission of instructor. Until further notice, semi-private lessons are only available for those with their own horses or those with access to privately owned horses.
Instructor permission required.
Notes: 1 PE unit. 9 lessons (45-60 minutes); once per week. Riding fee $585. 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.  
The department  
Advisory: Team selection by tryouts.  
Notes: 2 PE units. 5 meetings. Repeatable.  

PE-435 Intercollegiate Volleyball Team  
*Fall.*  
Includes 18- to 20-match schedule. Volleyball Hall of Fame Invitational, and NEWMAC Championship.  
I. Carpio  
Advisory: Team selection by tryouts.  
Notes: 2 PE units. 5 meetings. Repeatable.  

PE-437 Intercollegiate Golf Team  
*Fall and Spring.*  
The intercollegiate golf team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
T. Walko  
Notes: 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.  

PE-438 Intercollegiate Basketball Team  
*Spring.*  
The intercollegiate basketball team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
J. Ward  
Notes: 2 PE units. Team selection by tryouts; 5 meetings. Repeatable.  

PE-441 Intercollegiate Rowing Team  
*Fall and Spring.*  
The intercollegiate rowing team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
S. Hussey, C. Murphy  
Notes: 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.  

PE-442 Intercollegiate Squash Team  
*Spring.*  
The intercollegiate squash team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
E. Robson  
Notes: 2 PE units. Team selection by tryouts. Repeatable.  

PE-443 Intercollegiate Track and Field Team  
*Spring.*  
The intercollegiate track and field team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
C. Kibler  
Notes: 2 PE units. Team selection by tryout; 5 meetings. Repeatable.  

PE-445 Intercollegiate Lacrosse Team  
*Spring.*  
The intercollegiate lacrosse team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
M. Esber  
Notes: 2 PE units. Team selection by tryouts; 5 meetings. Repeatable.  

PE-446 Intercollegiate Field Hockey Team  
*Fall.*  
Includes 18-game schedule. Seven Sisters Tournament and NEWMAC Championship.  
A. Whitcomb  
Advisory: Team selection by tryouts.  
Notes: 2 PE units. 5 meetings. Repeatable.  

PE-458 Intercollegiate Riding Team  
*Fall and Spring.*  
The intercollegiate riding team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.  
C. Law  
Instructor permission required  
Notes: 1 PE unit. Repeatable.
Academic Courses

PHYED-275 Introduction to Sport Pedagogy

*Not Scheduled for This Year. Credits: 4*

This course is designed to introduce students to the many facets of sport pedagogy and coaching. Our focus is the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing age-appropriate instruction and training, goal setting, effective feedback, special issues in coaching children, and coaches as role models for children. In a local school system, we will apply the concepts and theories learned, by developing and implementing lesson plans to introduce various athletic skills and sports.

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

*Other Attribute(s): Community-Based Learning*

D. Allen

*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.*
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
N. Emery

PHIL-103 Comparative Introduction to Philosophy
Spring. Credits: 4
What kind of life should a person live? What can we know about the world? Do we have souls that are separate from our bodies? The aim of the course is to learn how to do philosophy by engaging with philosophical thinkers from around the globe. We read some philosophers from the Western tradition (such as Plato and Sartre) alongside philosophers from other historical traditions, such as the Daoist thinker Zhuangzi and the Sufi mystic al-Ghazali, and we also read the work of more recent philosophers of color (such as Anthony Appiah and Maria Lugones).
Applies to requirement(s): Humanities; Multicultural Perspectives
J. Harold
Advisory: Students who have taken PHIL-101 should not take PHIL-103.

PHIL-112 Introduction to Philosophy Through Science Fiction
Fall. Credits: 4
This course introduces students to philosophical writing, analysis, and argument. We will pair classical and contemporary readings in philosophy with science fiction films and short stories in order to explore philosophical issues such as the nature of reality, free will, personal identity, artificial intelligence and the nature of mind. While science fiction will be used to animate and explore these issues, the emphasis of the class is on philosophical analysis and argument.
Applies to requirement(s): Humanities
L. Sizer

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-years and sophomores.

PHIL-170 Logical Thought
Fall. Credits: 4
This course cultivates sound reasoning. Students will learn to see the structure of claims and arguments and to use those structures in developing strong arguments and exposing shoddy ones. We will learn to evaluate arguments on the strength of the reasoning rather than on the force of their associations and buzzwords.
Applies to requirement(s): Humanities
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-180DE Topics in Applied Philosophy: 'Data Ethics'
Not Scheduled for This Year. Credits: 4
This course is an introduction to ethical issues related to computing technology and the collection and use of data in society. Case studies illustrate beneficial and novel uses of computing technology and data, while highlighting the serious problems that may arise as a result of automation, misinformation, the loss of privacy, the concentration of power, and biases of race, gender, and class. We study principles that guide uses of computing technology and data collection, storage, analysis, and application. We will identify and explore a range of issues implicated by these practices and how ethical theory might inform thinking about our obligations – professional, social, and individual.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
L. Sizer
Restrictions: This course is limited to first-years, sophomores, and juniors

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 'equity' or 'rights' within the context of the serious problems that may arise as a result of automation, misinformation, the loss of privacy, the concentration of power, and biases of race, gender, and class. We study principles that guide uses of computing technology and data collection, storage, analysis, and application. We will identify and explore a range of issues implicated by these practices and how ethical theory might inform thinking about our obligations – professional, social, and individual.
Applies to requirement(s): Humanities
The department

PHIL-181 Medical Ethics
Fall. Credits: 4
The COVID-19 pandemic throws important questions in medical ethics into sharp relief. What is the fairest way to distribute scarce medical resources, like ventilators? When testing new treatments and vaccines, what are the moral responsibilities of researchers? Do individuals have a moral right to refuse a vaccine? What restrictions can governments fairly impose on individual freedom in order to reduce the risk of transmission of illness? While the course makes use of examples from the current pandemic, the problems taken up are of interest in medical ethics generally. The goals of this course are to acquire an understanding of major moral theoretical approaches to ethics, to improve our understanding of the arguments on different sides of these questions, and to acquire some tools to critically evaluate those arguments.
Applies to requirement(s): Humanities
J. Harold
PHIL-183 Problems in Global Ethics: Climate Change, War, and Poverty
Not Scheduled for This Year. Credits: 4
Living in today's world presents distinctive and pressing moral problems. What are the responsibilities of individuals, particularly individuals living in relatively affluent societies, to prevent climate change, or to alleviate the harms caused by it? How should we act to prevent war, and should we ever initiate wars in order to prevent greater evils (such as terrorism)? What responsibilities do citizens of relatively affluent nations have to prevent and ameliorate poverty and global inequality? In order to reason clearly about these questions, we will need to think deeply about the notion of global citizenship (or 'cosmopolitanism') and the nature of individual moral responsibility.
Applies to requirement(s): Humanities
J. Harold

PHIL-184 Environmental Ethics
Not Scheduled for This Year. Credits: 4
What moral obligations – if any – do we have towards non-human entities? Do non-human animals have rights? Do trees and rivers? What about entire ecosystems? What might be the basis for such rights and obligations? We will discuss how traditional ethical theories have approached questions about moral obligations towards non-humans, and see whether these views can be extended to include some or all of the non-human natural entities mentioned above. Students will read and critically analyze philosophical positions and will learn to articulate arguments on several different sides of the issues.
Applies to requirement(s): Humanities
The department
Notes: Short and longer argument papers are required.

PHIL-201 Philosophical Foundations of Western Thought: The Greek Period
Not Scheduled for This Year. 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
Prereq: 4 credits in Philosophy.
Notes: Evaluation is by three essays.

PHIL-205 Ethics
Spring. Credits: 4
What is the right thing to do? What makes a life good? The purpose of this course is to critically examine some of the key theoretical approaches to answering these questions. We will focus on three main ethical theories: (1) virtue ethics, which focuses on the importance of good character; (2) utilitarianism, which focuses on promoting the happiness of all; and (3) Kantianism, which focuses on an agent's reasons for acting. We will also discuss contemporary alternatives to and criticisms of these traditions. Finally, we will evaluate some arguments for and against the objectivity and universality of ethics. Is there such a thing as moral truth?
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 during the Eastern Zhou Dynasty (roughly 770-256 BCE), a time of remarkable philosophical growth and controversy. We read the works of this era's most influential philosophers, including: Kongzi (Confucius), Mozi, Laozi, Mengzi (Mencius), Zhuangzi, Xunzi, and Han Feizi. Topics discussed include: What makes for a just ruler? What kind of life should we live? What is our relationship to nature? We work to understand each philosopher's responses to these questions, but we also learn to develop our own answers. We take care to place these figures and their works in their historical and cultural context.
Crosslisted as: ASIAN-214
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
J. Harold

PHIL-222 Philosophy of Quantum Mechanics
Fall. Credits: 4
Although quantum mechanics is a remarkably successful scientific theory, it also leads scientists to make extraordinary claims like that cats can be both dead and alive and that the state of a fundamental particle depends on whether someone one is observing it. In this class we will consider the various interpretations of quantum mechanics and the way in which those interpretations influence and are influenced by philosophical issues in science more generally.
Applies to requirement(s): Humanities
N. Emery
Advisory: No previous work in physics is necessary, but students should be prepared to learn some mathematical formalism involving basic algebra and trigonometry.

PHIL-225 Symbolic Logic
Spring. Credits: 4
This course develops a symbolic system that can be used as the basis for inference in all fields. It will provide syntax and semantics for the language of this system and investigate its adequacy. It provides the basis for all further work in logic or in the philosophical foundations of mathematics. Much of the course has a mathematical flavor, but no knowledge of mathematics is necessary.
Applies to requirement(s): Humanities
S. Mitchell
PHIL-242 Social and Political Philosophy
Not Scheduled for This Year. Credits: 4
We will examine the place of liberty and equality in a just society by looking at classic and contemporary topics in social and political philosophy. We will consider big questions such as the following: what is liberty and why is it important? What about equality? Do these values conflict? Or can a society ensure both? We will also consider more narrow, practical questions on topics such as immigration, voting, commodification, reparations, freedom of expression, and a universal basic income.
Applies to requirement(s): Humanities
The department

PHIL-248 Philosophical Issues in Race and Racism
Not Scheduled for This Year. Credits: 4
The category of race has profound political, economic, and moral significance for people. In the first part of this class, we explore the problem of whether race is real. What would it mean for race to be real? If race is not real, what follows? Can we continue to use the concept of race if it is not real? The second part of the course deals with racism. What is racism? Is it a matter of conscious belief, implicit bias, institutional forces, or something else? What policies are morally appropriate to address racism? For example, are reparations for slavery justified? We dig deep, critically examine the key arguments on these topics, and practice disagreeing with another respectfully.
Applies to requirement(s): Humanities, Multicultural Perspectives
J. Harold
Restrictions: This course is limited to first-years and sophomores.

PHIL-250 Topics in Philosophy

PHIL-250CN Topics in Philosophy: 'Consciousness'
Spring. Credits: 4
Nagel states, 'without consciousness the mind-body problem would be much less interesting. With consciousness it seems hopeless.' Chalmers calls consciousness 'the hard problem.' Explaining consciousness raises significant challenges for philosophers and cognitive scientists alike, and understanding the nature of the problem is half the battle. This class will explore contemporary philosophical approaches to consciousness, and draw in psychology and neuroscience perspectives. Topics may also include split-brain problems, the nature of dreaming, and altered states.
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
L. Sizer
Prereq: One course in philosophy and either a second course in philosophy or a course in neuroscience.
Notes: Students will learn to read and critically analyze primary research articles in a number of different fields, and are expected to write a series of short papers and complete a final project.

PHIL-255 Existentialism
Not Scheduled for This Year. Credits: 4
Does human life have meaning (purpose)? Can religion or spirituality provide it? If not, is human life 'absurd'? How can we attain or create meaning in the face of the 'absurdity' of human life? What is genuine human freedom? Are other people in the world obstacles to, or also sources for, our attempt to attain or create meaning in our lives? What is existential commitment and 'authenticity'? Is existentialist ethics possible at all? We will examine the central themes of existentialism in readings from Kierkegaard, Dostoyevsky, Nietzsche, Sartre, Camus, de Beauvoir, and Fanon (among others). We will also end the course by considering some significant criticisms of existentialism.
Applies to requirement(s): Humanities
The department

PHIL-260 Topics in Applied Philosophy
Not Scheduled for This Year.
These courses ask questions about the ethical and/or conceptual problems pertaining to a practice, such as law, medicine, or caring for the natural environment. Such courses are suitable for philosophy majors as well as for students who are new to philosophy but who are interested in the relevant practice.

PHIL-260EB Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'
Fall. Credits: 4
This course uses the traditional approaches of moral philosophy to explore ethical challenges and obligations faced by individuals, businesses, and organizations in an increasingly complex global environment. Through the consideration of philosophical theories and particular cases we will explore issues such as the nature of a business or organization (are they the kinds of things that have rights and responsibilities, or can be harmed?); rights and responsibilities of workers, managers, and owners; morally acceptable risks; ethical issues in marketing; and making ethical choices in a global business environment.
Crosslisted as: EOS-249
Applies to requirement(s): Humanities
L. Sizer

PHIL-270 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
Advisory: The required credits should be from a course with a substantial writing component. If in doubt ask instructor.

PHIL-272 Metaphysics
Not Scheduled for This Year. Credits: 4
Metaphysics is the study of what world is like. This course will survey some major topics in metaphysics, with a particular focus on radical metaphysical arguments – arguments that call into question our most basic beliefs about the world. Examples of questions that we will consider include: Do ordinary objects exist? Is there anything that makes persons distinct from other sorts of objects? Could things have been different than the way they in fact are? In answering these questions we will investigate the nature of composite objects, the criteria for personal identity, and the metaphysics of causation, laws of nature, and modality.
Applies to requirement(s): Humanities
N. Emery

PHIL-273 Philosophy of the Arts
Not Scheduled for This Year. Credits: 4
The purpose of this course is to explore philosophical problems concerning the arts and aesthetic experience. Some questions to be explored include: What is the difference between beauty and moral goodness? Can artistic taste be objective? What does it mean for a work of music to be 'sad'? Are the intentions of artists relevant to appreciation? What is the purpose of art criticism? How do pictures represent their objects? Readings will be drawn from both historical and contemporary philosophical writings.
Applies to requirement(s): Humanities
J. Harold
PHIL-281 Advanced Studies in Epistemology  
*Fall. Credits: 4*  
As the study of knowledge and related concepts like justification, rationality, and evidence, epistemology is of central importance, and not just to philosophy. This course provides an introduction to epistemology through a number of epistemological problems or puzzles about skepticism, dogmatism, and humility.  
Applies to requirement(s): Humanities  
K. Vavova  
Prereq: 4 credits in Philosophy.  
Advisory: The required credits should be from a course with a substantial writing component. If in doubt ask instructor.

PHIL-282 Advanced Studies in Metaphysics  
*Not Scheduled for This Year. Credits: 4*  
Metaphysics is the study of what world is like. This course will survey 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  
Prereq: 4 credits in philosophy.

PHIL-285 Advanced Studies in Ethics  
*Not Scheduled for This Year. 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-289 Advanced Studies in Philosophy  
PHIL-295 Independent Study  
*Fall and Spring. Credits: 1 - 4*  
The department  
Instructor permission required.

PHIL-327 Advanced Logic  
*Not Scheduled for This Year. Credits: 4*  
This course uses the predicate calculus to present a careful development of formal elementary number theory, and elementary recursion theory, culminating in a proof of Gödel's incompleteness results. It includes some discussion of the philosophical significance of these results for the foundations of mathematics.  
Applies to requirement(s): Humanities  
S. Mitchell  
Prereq: PHIL-225.

PHIL-328 Non-Classical Logic  
*Fall. Credits: 4*  
This course looks at the recent flowering of non-classical logics. The most prominent are modal logics concerning necessity and possibility, which have come to dominate work in metaphysics and epistemology. Conditional logics, intuitionist logics, and relevance logics have also become important. These logics are particularly useful in graduate-level classes in philosophy but also are interesting in their own right.  
Applies to requirement(s): Humanities  
S. Mitchell  
Prereq: PHIL-225, MATH-225, or 12 credits in Philosophy.  
Advisory: One course in Logic, Mathematics, Computer Science or PHIL-225.

PHIL-334 Topics in Ethics  
PHIL-334HC Topics in Ethics: 'The Ethics of Having Children'  
*Not Scheduled for This Year. Credits: 4*  
Few choices have as much of an impact on ourselves and others as those we make about having children. In this course, we will discuss the ethics of issues such as procreation, pregnancy, surrogacy, adoption, genetic modification, and our obligations to future generations. In the process, we will explore deep and challenging issues such as the nature of harm, value, and personal identity. The course format will consist in discussions of contemporary books and articles.  
Applies to requirement(s): Humanities  
Other Attribute(s): Writing-Intensive  
The department  
Prereq: 8 credits from the Philosophy department.

PHIL-334KR Topics in Ethics: 'Knowing Right from Wrong'  
*Not Scheduled for This Year. 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-350CF Topics in Philosophy: 'Contemporary Feminist Philosophy'
Not Scheduled for This Year. Credits: 4
This is an advanced course in philosophy that takes up questions and problems arising from recent work in feminist philosophy.
Applies to requirement(s): Humanities
The department
Restrictions: This course is limited to philosophy majors and minors.
Prereq: 8 credits from the Philosophy department.

PHIL-350FR Topics in Philosophy: 'Freedom and Responsibility'
Spring. Credits: 4
Is free will possible if all our actions are causally determined? Might we be justified in blaming, praising, rewarding, or punishing people even if their actions are not free? Abstract metaphysical questions about freedom intersect in important ways with everyday problems in our relationships with others and our attitudes about moral ignorance, addiction, and madness. This course will examine these issues side by side in the hope of improving our understanding of freedom and responsibility.
Applies to requirement(s): Humanities
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-350SE Topics in Philosophy: 'Philosophy and Science of Emotion'
Spring. Credits: 4
This course is an interdisciplinary investigation of the nature of emotions and their influences on our thoughts and actions. While we will draw from a variety of disciplines, the nature and motivations of the inquiry are philosophical. We will consider: what are emotions? Are they bodily responses? Thoughts? Feelings? What roles do cultures play in shaping our emotions? What functions do emotions serve? We will examine evidence and arguments offered by philosophy, psychology, neuroscience, anthropology and evolutionary theory, and consider how these perspectives do or don’t inform each other, as well as how they can help us understand the nature of emotions.
Crosslisted as: NEURO-309SE
Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
L. Sizer
Prereq: 8 credits in Philosophy or Neuroscience and Behavior, or 4 credits in each.

PHIL-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-375 Philosophy of Film
An examination of different theoretical issues concerning the nature of film and film viewing. Topics vary yearly.

PHIL-375AV Philosophy of Film: 'Artists vs. Audiences'
Fall. Credits: 4
Usually, an artist produces a work, and then an audience experiences that work. However, sometimes audiences influence what a work means and even how an ongoing story unfolds. This course focuses on works of popular, serialized art in which the possibilities for artist/audience interaction are great, and so is the potential for conflict. We look at serial novels, film series, television shows, and new media (such as TikTok), among others. What are the rights of artists to control their works? What rights do audiences have to alter or create new works based on an existing work? What should we do when these rights conflict? What makes a 'bad fan' bad? When do audiences become artists?
Crosslisted as: FMT-330AV
Applies to requirement(s): Humanities
J. Harold
Prereq: 8 credits in Philosophy or 4 credits in Philosophy and 4 credits in Film, Media, Theater.

PHIL-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
PHYSICAL EDUCATION (ACADEMIC COURSES) (PHYED)

PHYED-275 Introduction to Sport Pedagogy
Not Scheduled for This Year. Credits: 4
This course is designed to introduce students to the many facets of sport pedagogy and coaching. Our focus is the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing age-appropriate instruction and training, goal setting, effective feedback, special issues in coaching children, and coaches as role models for children. In a local school system, we will apply the concepts and theories learned, by developing and implementing lesson plans to introduce various athletic skills and sports.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
D. Allen
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.

Appplies 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: ENVST104
Appplies 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.

Appplies to requirement(s): Math Sciences
K. Aidala
Prereq: MATH-101 or equivalent. Coreq: PHYS-110L.
Advisory: Knowledge of calculus as demonstrated by MATH-101 or equivalent.

PHYS-132 Engineering for Everyone
Not Scheduled for This Year. 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.

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

PHYS-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.

Appplies 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.

Appplies to requirement(s): Math Sciences
The department
Prereq: PHYS-100 or PHYS-110. Coreq: PHYS-150L.

PHYS-201 Electromagnetism
Fall and Spring. Credits: 4
Topics include: electromagnetic, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation. Additional topics chosen according to the interests of the class and instructor.

Appplies 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 Taylor series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector calculus, ordinary differential equations, and Fourier series. The course includes a weekly computational lab using Python, in addition to a traditional emphasis on analytic solutions.

Appplies to requirement(s): Math Sciences
A. Arango
Prereq: PHYS-201 (or concurrent enrollment with permission). Coreq: PHYS-205L.

PHYS-210 Waves and Optics
Spring. 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.

Appplies 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
N. Abraham
Prereq: PHYS-201.

PHYS-231 Techniques of Experimental Physics
Fall and Spring. Credits: 1
Provides training in the techniques employed in the construction of scientific equipment.
Applies to requirement(s): Meets No Distribution Requirement
C. Trimble
Restrictions: This course is limited to Physics majors.; This course is open to juniors and seniors
Notes: 1 meeting (2 hours) for 3 weeks. Credit/no credit grading.

PHYS-250 Quantum Mechanical Phenomena
Spring. Credits: 4
This course provides an introduction to quantum mechanics. The Uncertainty Principle, 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
N. Abraham

PHYS-290 Advanced Laboratory Practicum
Spring. Credits: 1 - 8
This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
K. Aidala
Instructor permission required.
Notes: Repeatable for credit.

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

PHYS-295P Independent Study with Practicum
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

PHYS-308 Electronics
Not Scheduled for This Year. Credits: 4
This course is a study of electrical circuits and components with emphasis on the underlying physical principles; solid-state active devices with applications to simple systems such as linear amplifiers; feedback-controlled instrumentation; and analog and digital computing devices.
Applies to requirement(s): Math Sciences
The department
Prereq: PHYS-150 or PHYS-201.
Notes: Meetings combine lecture and hands-on lab

PHYS-311 Computational Physics Laboratory
Fall. Credits: 4
Computers bring a new dimension to the mathematical theories of physics, including new methods of visualization and new ways to explore theory through computer experiments. This laboratory course will combine mathematics, physics, and computation in projects that make essential use of all three together. Topics from various subfields of physics will be packaged into self-contained modules for exploration through the use of high-level computational tools.
Applies to requirement(s): Math Sciences
M. Peterson
Prereq: PHYS-205.

PHYS-315 Analytical Mechanics
Spring. Credits: 4
Newton’s great innovation was the description of the world by differential equations, the beginning of physics as we know it. This course studies Newtonian mechanics for a point particle in 1, 2, and 3 dimensions, systems of particles, rigid bodies, and the Lagrangian and Hamiltonian formulations.
Applies to requirement(s): Math Sciences
The department
Prereq: PHYS-205.

PHYS-325 Electromagnetic Theory
Not Scheduled for This Year. 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

PHYS-326 Statistical Mechanics and Thermodynamics
Fall. Credits: 4
This course presents thermodynamic and statistical descriptions of many-particle systems. Topics include classical and quantum ideal gases with applications to paramagnetism; black-body radiation; Bose-Einstein condensation; and the Einstein and Debye solid; the specific heat of solids.
Applies to requirement(s): Math Sciences
K. Nordstrom
Prereq: Quantum Mechanical Phenomena (PHYS-250) and Intro to Math Methods (PHYS-205) or permission from department.
PHYS-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering
Not Scheduled for This Year. Credits: 4
The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Basic scientific principles will be developed along side of basic engineering principles through project/case studies.
Crosslisted as: CHEM-328
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Writing-Intensive
M. Gomez
Prereq: MATH-102 and 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
K. Aidala
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.
POLIT-104 American Politics  
*Fall and Spring. Credits: 4*  
Offers an overview of the American political system and the theories of those who both celebrate and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties, elections, interest groups, and movements seeking political change. Also includes a theoretical focus: a critical examination of the varieties of liberalism, conservatism, pluralism, and democracy that inform the practice of American politics.  
*Applies to requirement(s): Social Sciences*  
A. Aslam, A. Daily, E. Markovits

POLIT-106 Comparative Politics  
*Fall and Spring. Credits: 4*  
This course provides an introduction to comparative political analysis, one of the four subfields of political science. The primary objective is to help students understand how the ‘modern’ world, one characterized by the rise of industrialized nation-states, took form and what shape it might take in the post-Cold War era. We will examine how the challenges of economic development, social transformation, and nation-building sparked the emergence of alternatives to ‘modernity’ characterized by diverse configurations of political institutions and social forces. We will also assess how globalization and the re-emergence of local identities may be redefining our understanding of ‘modernity.’  
*Applies to requirement(s): Social Sciences*  
C. Chen, C. Fernandez Anderson, B. Owinga

POLIT-116 World Politics  
*Fall and Spring. Credits: 4*  
This course is a survey of contending approaches to the study of conflict and cooperation in world politics. Examines key concepts—including balance of power, imperialism, collective security, deterrence, and interdependence—with historical examples ranging from the Peloponnesian War to the post-Cold war world. Analyzes the emerging world order.  
*Applies to requirement(s): Social Sciences*  
S. Hashmi, C. Mitchell, S. Mueller-Redwood, B. Nakayama, A. Reiter

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, A. Daily, E. Markovits

POLIT-208 Chinese Politics  
*Not Scheduled for This Year. Credits: 4*  
This course examines the politics of contemporary China. Beginning with an assessment of the origins of the Chinese Revolution, the course then examines key 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: Polities 106 recommended.

POLIT-209 Contemporary Russian Politics  
*Not Scheduled for This Year. Credits: 4*  
Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?  
*Crosslisted as: RES-240*  
*Applies to requirement(s): Social Sciences*  
S. Jones

POLIT-212 Modern Political Thought  
*Not Scheduled for This Year. Credits: 4*  
Through readings authored by canonical thinkers such as Machiavelli, Hobbes, Locke, Nietzsche, Burke, but also more contemporary thinkers reflecting on the emergence and practices of modern state power and discourses, we will trace the development of key political concepts such as sovereignty, the ‘science’ of politics, natural rights, rationality, and tradition, in order to weigh the promise and peril of each idea.  
*Applies to requirement(s): Social Sciences*  
A. Aslam  
Restrictions: Course limited to sophomores, juniors and seniors

POLIT-216 Middle East Politics  
*Not Scheduled for This Year. Credits: 4*  
Introduction to the peoples and politics of the Middle East. Begins with the historical situation of the region in the early twentieth century and challenges to the Ottoman Empire. Traces how the clash of nationalisms and imperialisms shaped the emergence of independent states before and after World War II, the rise of Pan-Arab and Zionist ideologies, the subsequent Arab-Israeli conflicts, the intra-Arab disputes, and the superpower rivalry and its influence on regional politics.  
*Crosslisted as: JWST-216*  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
S. Hashmi  
Prereq: POLIT-116.

POLIT-218 Israel/Palestine: Fact/Fiction  
*Spring. Credits: 4*  
This seminar traces the evolution of the Israeli-Palestinian conflict through autobiography, novels, and film. It focuses on the birth of Israel and the creation of a Palestinian diaspora, the toll war and terrorism have taken on both sides, and the mental and physical barriers that separate Israelis and Palestinians today.  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
S. Hashmi
POLIT-224 The United States and Iran  
*Not Scheduled for This Year. Credits: 4*
Explores America's relationship with Iran from the end of World War II to the present. Examines America's close ties to the Shah and the political, social, and economic causes of the Iranian revolution, with emphasis on the role of Shi'ite Islam. Concludes with analysis of politics and society in the Islamic Republic under Khomeini and his successors.  
*Applies to requirement(s): Social Sciences*  
*S. Hashmi*  
*Prereq: POLIT-116.*  

**POLIT-226 The United States, Israel, and the Arabs**  
*Not Scheduled for This Year. Credits: 4*
Surveys the constants and variables in U.S. foreign policy toward Israel and the Arabs since the end of World War II to the present. Analysis of domestic determinants of U.S. policy, including lobbies, ideology, and the international system. Consideration of U.S. policy in the Arab-Israeli conflict, intra-Arab disputes, and the Gulf War.  
*Applies to requirement(s): Social Sciences, Multicultural Perspectives*  
*S. Hashmi*  
*Prereq: POLIT-116.*  

**POLIT-228 East Asian Politics**  
*Fall. Credits: 4*
This course examines the dramatic rise of East Asia in the post-WWII period in comparative perspective. The focus will be on understanding the process and consequences of rapid development in Japan, Korea, Taiwan, and China. Assesses the strengths and weaknesses of the 'East Asian model of development' and explores how different developmental experiences and policies affect state-society relations, social and political identities, and prospects for peace and cooperation throughout the region.  
*Applies to requirement(s): Social Sciences*  
*C. Chen*  
*Restrictions: Course limited to sophomores, juniors and seniors*  
*Advisory: POLIT-106 recommended.*  

**POLIT-230 Resistance and Revolution**  
*Fall. Credits: 4*
This course examines the dynamics and causes of protest, rebellion, and revolution. Topics include the three 'great' revolutions - the French, Russian, and Chinese - as well as such social science theories as moral economy, rational choice, resource mobilization, political culture, and relative deprivation. Attention will be devoted to peasant protest and elite responses to resistance movements. The objectives of the class are to familiarize students with alternative explanations of revolutionary change and to provide students with an opportunity to link general theories to specific case studies.  
*Applies to requirement(s): Social Sciences*  
*C. Chen*  
*Restrictions: Course limited to sophomores, juniors and seniors*  
*Prereq: 8 credits in Politics.*  
*Advisory: POLIT-106 recommended.*  

**POLIT-232 Introduction to International Political Economy**  
*Not Scheduled for This Year. 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**  
*Fall. 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*  
*A. Daily, E. Markovits*  
*Restrictions: Course limited to sophomores, juniors and seniors*  

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

**POLIT-235 Constitutional Law: The Federal System**  
*Not Scheduled for This Year. Credits: 4*
This course examines the impact of U.S. constitutional law on the legitimacy of different assertions of governmental power. Topics include judicial review; congressional control of court jurisdiction; federal regulation of the economy; and the relative powers and authority of the president, Congress, and the courts in national emergencies, foreign relations, war, and covert action, including torture and assassination. Case method.  
*Applies to requirement(s): Social Sciences*  
*The department*  
*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

The department

PreReq: POLIT-104.

POLIT-242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

Not Scheduled for This Year. Credits: 4

Following the collapse of the USSR and the Gulf War, Central Asia and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new 'Great Game' is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for exploitation, corruption, and instability? How important are the new states to the West’s strategic energy interests?

Crosslisted as: RES-242

Applies to requirement(s): Social Sciences

S. Jones

POLIT-243 Introduction to Latin American Politics

Spring. Credits: 4

Why has Latin America struggled to achieve democratic stability? Why is it the region of the world with the highest economic inequality? How have the periodic political and economic crises allowed for creative experimentation with policy alternatives to create a more equal and sustainable social order? This course examines the political and economic evolution and transformation of Latin America from the time of the European conquest until these very days, with a particular focus on the 20th century. It will also analyze how these general trends took specific shapes in each of the 7 countries studied: Mexico, Argentina, Brazil, Cuba, Chile, Venezuela and Bolivia.

Applies to requirement(s): Social Sciences

C. Fernandez Anderson

Restrictions: Course limited to sophomores, juniors and seniors

Advisory: Politics 106 (Comparative Politics) is recommended.

POLIT-246 American Political Thought

Not Scheduled for This Year. Credits: 4

This course explores limited government, popular sovereignty, representative institutions, checks and balances, republicanism, liberty, equality, democracy, pluralism, liberalism, and conservatism, and how these concepts have developed during three centuries of American politics and in contrast to European thought. The focus is not on the writings of the 'great thinkers' but on the 'habits of thought' of the American people and on ideas implicit in laws and institutions that affect the allocation of authority and power within the constitutional order.

Applies to requirement(s): Social Sciences

C. Pyle

PreReq: POLIT-104, or HIST-270, or HIST-170 and HIST-171.

POLIT-247 International Law and Organization

Fall. 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'

Spring. Credits: 4

The central focus of this course is to explore theory and organizing practices of grassroots democracy. Each week the seminar will move back and forth between historical and theoretical reflection and reflection upon the experience of organizing communities. The course is motivated by citizens acting together to generate responses to the most challenging questions and issues of the present.

Applies to requirement(s): Social Sciences

A. Aslam

POLIT-248GT Topics in Politics: 'Game Theory for Politics'

Fall. Credits: 4

This course explores game theory as a tool for analyzing politics and international relations. Game theory assumes that politics is the result of strategic interactions between rational actors, ranging from citizens, to leaders, to states and international organizations. Throughout the course, we will apply insights from game theory to analyze political phenomena such as voting, bargaining, crisis signaling, and nuclear conflict.

Applies to requirement(s): Social Sciences

S. Mueller-Redwood

PreReq: Not open to first-years in their first semester.

Advisory: This course will require some familiarity with basic probability theory and high-school level algebra. Calculus is not required.

POLIT-248PM Topics in Politics: 'Parties and Movements in American Politics'

Not Scheduled for This Year. Credits: 4

This course explores the relationship between political parties and social movements in the United States. Through a historical examination of abolitionist, labor, civil rights, and other movements, we will analyze how formal electoral politics intersects with the more fluid politics of protest and direct action. We will look at how parties have grown out of, allied with, co-opted or eschewed movements for social change. Students will develop a clear analytical sense of the conditions that facilitate successful movement-party dynamics, concluding with critical assessments concerning the impact of the Tea Party, Occupy Wall Street, and Black Lives Matter.

Applies to requirement(s): Social Sciences

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

A. Hilton

PreReq: POLIT-104.
POLIT-249 African Politics  
*Fall. Credits: 4*

The purpose of this course is to introduce students to a historically informed comparative study of African politics. The course views Africa as a distinct region with a vital role in the international system, reviewing major theories designed to explain patterns of African politics and the variations between and within African states. The course is motivated by the need to understand the legacies of colonialism, the relative weakness of the African state, and the variation of political and economic development in the continent. Finally, the course examines some aspects of social change and political reforms in post-independence Africa, such as democratization, international relations, and the role of civil society.  
*Applies to requirement(s): Social Sciences*

POLIT-252 Urban Politics  
*Not Scheduled for This Year. Credits: 4*

This course draws on both historical and contemporary sources to address critical issues and problems facing cities. Topics are organized around the following questions: How have cities come to take their shape and character over time? How are economic and social inequalities mapped onto the urban landscape? How are differences of race, class, and gender negotiated through urban institutions and community struggles?  
*Applies to requirement(s): Social Sciences*  

P. Smith  

Restrictions: Course limited to sophomores, juniors and seniors  

Advisory: Introductory course in American history or social sciences.

POLIT-255PA Gender and Power in Global Contexts: ‘The Politics of Abortion in the Americas’  
*Spring. Credits: 4*

The Americas have been characterized by the strictness of their laws in the criminalization of abortion. In some countries abortion is criminalized even when the woman’s life is at risk. What role have women’s movements played in advancing abortion rights? What has mattered most for a movement’s success, its internal characteristics or external forces? Has the way the movement framed its demands mattered? How has the political influence of the Catholic and Evangelical churches influenced policies in this area? We will answer these questions by exploring examples from across the region through primary and secondary sources.  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  

C. Fernandez Anderson

POLIT-264 Russia, the West, and Putinism  
*Fall. Credits: 4*

Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policymakers. None of the West’s policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and Russia and the former Soviet republics in the far more complex and multipolar ‘New World Order.’ What should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasia?  
*Crosslisted as: RES-241  

Applies to requirement(s): Social Sciences*  

S. Jones

POLIT-267 The Politics of Finance and Financial Crises  
*Not Scheduled for This Year. Credits: 4*

The development and operation of stable and effective banks and financial markets has a tremendous impact on the economy and political stability of rich and poor countries alike. A stable financial system may be a necessity for economic growth and a financial crisis can wipe out decades of growth in weeks. This course will critically examine the debates around regulation of finance and management of financial crises in both the advanced capitalist states and emerging markets. It will examine specifically the Latin American debt crisis, the East Asian financial crisis, the 2007-2009 trans-Atlantic financial crisis, and the European debt crisis.  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  

C. Mitchell  

Restrictions: Course limited to sophomores, juniors and seniors

POLIT-269 Social Movements: Theory and Praxis  
*Fall. 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

B. Owenga  

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
Fall. Credits: 4
Elections are at the core of both the vitality and fragility of American democracy. Free and responsive government is hard to imagine without elections, yet U.S. elections suffer from relatively low turnout, increasing polarization, invisible money, racial and gender inequality, partisan gerrymandering, and new forms of voter disenfranchisement. This course offers students an overview of American elections by placing the November elections in historical and comparative perspective and following their development in real time. Students will also gain on-the-ground experience working in the local community as voter registrants and get-out-the-vote activists in the run-up to the November elections. By the end of the semester, students will have developed an in-depth understanding of the workings of American electoral institutions and behavior as well as transferrable skills for organizing and mobilizing political action.
Applies to requirement(s): Social Sciences
S. Jones
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
Not Scheduled for This Year. 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-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
Fall. Credits: 4
The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.
Crosslisted as: RES-312
Applies to requirement(s): Social Sciences
S. Jones
Prereq: 8 credits in Politics, International Relations, History, or Russian and Eurasian studies.

POLIT-314 Political Violence: Causes and Solutions
Not Scheduled for This Year. Credits: 4
This course is an examination of political violence. Throughout the semester, the course covers the various manifestations of political violence, focusing on diverse topics such as genocide, ethnic conflict, interstate war, terrorism, and civil war. The course explores the debates in the field of political science regarding the nature and causal factors behind these types of violence. The course also examines how to end violence, how to maintain peace, and how societies should attempt to heal from periods of violence.
Applies to requirement(s): Social Sciences
A. Reiter
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Politics.
POLIT-319 War: What Is It Good For?
Not Scheduled for This Year. Credits: 4
A multidisciplinary exploration of the ways humans have understood, represented, experienced, and justified war over time and across cultures. Using art, literature, and film in addition to social scientific research, this course considers the many different meanings war has in human societies. It analyzes possible causes of war, including innate human drives, gender differences, socialization, regimes, and ideological and resource competition in a condition of international anarchy. It probes how war is experienced by soldiers and civilians. Finally, it examines justifications for war from a range of ethical perspectives.
Applies to requirement(s): Social Sciences
S. Hashmi
Restrictions: This course is open to juniors and seniors

POLIT-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
Not Scheduled for This Year. Credits: 4
As societies emerge from authoritarian rule or civil war, they face the daunting task of engaging past human rights violations. States have a myriad of options at their disposal, ranging from granting blanket amnesties to hosting complex trials and truth commissions. In making these decisions, new leaders face pressures from former authoritarian actors, victims' groups, and international organizations. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses, and the political, legal, economic, and moral ramifications of each choice. Most importantly, it asks—does transitional justice work?
Applies to requirement(s): Social Sciences
A. Reiter
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Politics.

POLIT-333 Just War and Jihad: Comparative Ethics of War and Peace
Not Scheduled for This Year. Credits: 4
Why do we moralize about war? When is war justified, if ever? What restraints should soldiers accept? This course examines these issues within the context of Western and Islamic thought. Study of the origins and evolution of both traditions is combined with consideration of important topics of current concern, such as intervention, weapons of mass destruction, and women and war.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi
Prereq: 8 credits in Politics.

POLIT-341 Political Islam
Not Scheduled for This Year. Credits: 4
This course covers Islamic responses to European imperialism in the nineteenth and twentieth centuries, particularly the emergence of Islamic modernism; the growth of Islamic movements in the Arab world and South Asia and their responses to secular nationalism and socialism; and a survey of the ends to which religion is applied in three types of regimes: patrimonial Saudi Arabia, revolutionary Iran, and military-authoritarian Pakistan.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi
Prereq: 8 credits in Politics.

POLIT-342 Islamic Political Thought
Fall. 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
Spring. 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
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: 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
Not Scheduled for This Year. Credits: 4
This course examines public housing policy in the United States from the 1930s to the present. It will examine the historical, social, and political factors in the development of social housing in the U.S. In particular it will focus on the role of class, ethnicity, race, and immigration on the evolution of social housing policy. It investigates the more recent impact of neoliberalism on the nation’s ability to provide affordable housing to its citizens. Students will engage in community-based research on affordable housing in communities in the Pioneer Valley.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Community-Based Learning
P. Smith
Restrictions: Course limited to sophomores, juniors and seniors
Instructor permission required.
Prereq: POLIT104 or POLIT252 or 8 credits in Politics.
Notes: This course will be linked with Professor Vanessa Rosa’s Latinas/os/x and Housing course (LATST-349MC). Students from both courses will share a classroom for speakers and films.

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 wars in Afghanistan, separatist movements in Pakistan, India, and Sri Lanka, and potential conflicts over scarce water and energy resources. We will conclude with analysis of the role of external powers in South Asia, for example, China and the U.S., and assess the prospects for peace in the region.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
K. Khory
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits from Politics.

POLIT-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-363 Political Economy of the European Union
Spring. Credits: 4
This course examines the political, economic, and cultural forces driving debates around the creation, expansion, and reform of the European Union. It examines the economic and political logic for integration, as well as the cultural and economic challenges pushing against integration, and provides an in-depth look at the specific challenges facing the EU.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
C. Mitchell
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in Politics/International Relations.

POLIT-364 Human Rights Abuses and Accountability Mechanisms in the Southern Cone of Latin America
Not Scheduled for This Year. Credits: 4
During the 1960s and 1970s military coups brought authoritarian regimes to power in the Southern Cone (Argentina, Brazil, Chile and Uruguay). Human rights movements emerged demanding information about victims of torture, executions and disappearances which became the way military regimes attempted to eliminate dissent. What accounts for the different role these movements in the transition and consolidation of democracy and the rule of law? Did they take part to the same extent in the design and implementation of accountability mechanisms to prosecute those responsible for the abuses? We will answer these questions through the analysis of academic readings, movies, and primary sources.
Crosslisted as: LATAM-387HR
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
C. Fernandez Anderson
Advisory: Previous coursework in Latin American studies and/or comparative politics recommended.
POLIT-365 Ethics and International Relations  
_Fall._ Credits: 4  
Do ethical considerations matter in international relations? Should they? These questions are examined from the perspective of Western writers on these specific issues: just war, intervention, human rights, weapons of mass destruction, and distributive justice. The course also considers challenges to the international system posed by the critiques and responses of non-Western states and peoples.  
_Applies to requirement(s): Social Sciences_  
_S. Hashmi_  
_Prereq: POLIT-116._

POLIT-366 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-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-382 Global Capitalism and Its Critiques  
_Spring._ 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  
_Spring._ 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  
_Fall._ 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-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.

POLIT-387PA Advanced Topics in Politics: 'The Politics of Authoritarianism'
Not Scheduled for This Year. Credits: 4
Authoritarianism, the most common form of government for much of history, is on the rise again today. Yet authoritarian states differ widely in their policies, institutions, and durability. How do we recognize whether a country is a dictatorship? When do dictators use repression, and why do they sometimes hold elections? When do dictatorships break down? How should all this influence our thinking about democracy? Drawing from examples around the world, we will analyze ways in which authoritarian governments exercise and maintain power, including issues relating to legislatures, clientelism, and patronage. We will also examine how authoritarianism impacts economic and foreign policy.

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.

POLIT-387BW Advanced Topics in Politics: 'Black Women Activists'
Not Scheduled for This Year. 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.

POLIT-387 Advanced Topics in Political Theory

POLIT-387CA Advanced Topics in Politics: 'Non-Governmental Organizations and Civil Society in Africa'
Not Scheduled for This Year. Credits: 4
This course offers an in-depth examination of non-governmental organizations (NGOs) and, more broadly, civil society in Africa as critical players in the governance and economic development process in the continent. Based on an examination of the major theories and concepts of NGOs and civil society, the course will uncover the roots, development, and meaning of civil society in African nations. A central focus of the course will be on the relationship of NGOs with the state, international donors, political parties and other players in the democratization process, especially the provision of social services. Finally, the course examines the fundamental challenges confronting NGOs and civil society groups in their quest to influence socio-economic and political development in the continent.

POLIT-387PE Advanced Topics in Politics: 'The 1%'
Not Scheduled for This Year. Credits: 4
In recent years, scholarship on American politics has challenged the idea that our government has upheld and expanded basic democratic principles since the fall of Jim Crow. This scholarship notes a growing gap since the 1970s and 1980s that has given rise to a 'New Gilded Age.' Along with this rising wealth gap, the United States has also endured rising incarceration rates, a shrinking middle class, an eroding public sphere, and charges that plutocracy -- or governance by the rich -- has overtaken American democracy. In this course we will explore, investigate, and challenge several arguments and assumptions at the heart of these critiques of contemporary US politics. Students will read and discuss cutting edge scholarship and journalism exploring the inequality debates, including inquiries into the complex interrelations of race, gender, and class.

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.

POLIT-387PE Advanced Topics in Politics: 'The 1%'
Not Scheduled for This Year. Credits: 4
In recent years, scholarship on American politics has challenged the idea that our government has upheld and expanded basic democratic principles since the fall of Jim Crow. This scholarship notes a growing gap since the 1970s and 1980s that has given rise to a 'New Gilded Age.' Along with this rising wealth gap, the United States has also endured rising incarceration rates, a shrinking middle class, an eroding public sphere, and charges that plutocracy -- or governance by the rich -- has overtaken American democracy. In this course we will explore, investigate, and challenge several arguments and assumptions at the heart of these critiques of contemporary US politics. Students will read and discuss cutting edge scholarship and journalism exploring the inequality debates, including inquiries into the complex interrelations of race, gender, and class.

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POLIT-387PT Advanced Topics in Politics: ‘Planetary Politics’
*Not Scheduled for This Year. Credits: 4*
Climate change has turned the stability and functioning of Earth systems into an object of active political contestation raising questions about the future of the nation-state as the primary unit of international politics inaugurating an age of ‘planetary politics.’ The course will explore the meaning of ‘planetary politics’ – the politics of the planet Earth as a shared system -- from a variety of angles including climate change, nuclear catastrophe, pandemics, space warfare, and extra-planetary threats such as meteorites and extra-terrestrial contact. We will explore these topics through genres including theoretical, empirical, and fictional media to understand the future of politics.
*Applies to requirement(s): Social Sciences*
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*
*B. Nakayama*
*Prereq: 8 credits in Politics.*

POLIT-387SP Advanced Topics in Political Theory: ‘U.S. Foreign Policy in Space’
*Spring. Credits: 4*
Once the crown jewel of U.S. Cold War public diplomacy, NASA has fallen into decline due to faltering public interest and budget. At the same time, there has been a ‘space rush’ as private corporations have sought to normalize civilian space travel. This seminar explores the dynamics of the United States' foreign policy in space – how it was developed and with what effects. By engaging with archival materials and scholarship this course will answer the following questions (among others): Why hasn’t space been weaponized? What role does technological prestige play in public diplomacy? What are the roots and future of the commercial space industry?
*Applies to requirement(s): Social Sciences*
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*
*B. Nakayama*
*Prereq: 8 credits from Politics or International Relations.*

POLIT-391 Pivotal Political Ideas

POLIT-391RE Pivotal Political Ideas: ‘Reparations and the Politics of Repair’
*Fall. Credits: 4*
This course will examine arguments for reparations for slavery with an eye towards understanding what withholding and extending reparations have meant for American democracy and citizenship. We will contextualize arguments for reparations within a larger conversation about repairing democratic norms, institutions, and social conditions within recent democratic theory. Together we will investigate what historical and ongoing injustices and inequalities reparations are meant to repair, how reparations would address those harms, and how arguments for reparations have mobilized social activists on both sides of the question. Our readings will span history, legal studies, politics, literature and the arts and arguments for reparations to be paid by the American state down to institutions such as corporations, universities, and other jurisdictions.
*Applies to requirement(s): Social Sciences*
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*
*A. Aslam*
*Restrictions: This course is open to juniors and seniors*
*Prereq: 8 credits in Politics.*

POLIT-395 Independent Study
*Fall and Spring. Credits: 1 - 8*
The department
*Instructor permission required.*
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. Couperus, J. Schwartz
Prereq: A 100-level course in Psychology or Neuroscience 100 or AP Psychology. Coreq: PSYCH-201L.

PSYCH-204 Research Methods in Psychology
Fall and Spring. Credits: 4
This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and an oral presentation.

Applies to requirement(s): Social Sciences
K. Binder, C. Flanders
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: PSYCH-201, STAT-240, or STAT-242. Coreq: PSYCH-204L.
Advisory: Students must take statistics (PSYCH-201 or STAT-240 or STAT-242) before enrolling in this course.

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

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

PSYCH-398 Seminar in Psychological Research
Fall. Credits: 1
This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Gagnon, C. Lavigne
Advisory: Only students doing an honors thesis are permitted to register.

PSYCH-399 Seminar in Psychological Research
Spring. Credits: 1
This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Gagnon, C. Lavigne
Advisory: Only students doing an honors thesis are permitted to register.

Social Psychology

PSYCH-210 Social Psychology
Fall. 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
N. Gilbert Cote
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
Spring. 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 or AP Psychology.

PSYCH-310 Laboratory: Social Psychology

PSYCH-310AP Laboratory in Social Psychology: 'Community-Based Participatory Action Research'
Fall. 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-310SJ Laboratory in Social Psychology: 'Social Justice and Education'
Spring. Credits: 4
As U.S. racial group populations are on the rise, educational institutions need to prepare for racial diversity reflected in classrooms from elementary school to college. In this lab course, students will use qualitative research methods and social justice frameworks to code and analyze three distinct data sets, one collected from Puerto Rican parents in Holyoke; one from a college course on social justice; and one from pre-service teachers in public schools. Students will create posters to display their findings on the presence (or absence) of social justice in education at the end-of-semester event.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
J. Matos
Instructor permission required.
Prereq: PSYCH-204 and EDUC-205.

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.

Personality and Abnormal Psychology

PSYCH-220 Theories of Personality
Not Scheduled for This Year. Credits: 4
How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major psychological theories of and approaches to understanding personality. We will critically examine theory and research on traits, genetics, neuroscience, self and identity, intrapsychic perspectives, regulation and motivation, and cognition, integrating these views into a more complete understanding of personality.
Applies to requirement(s): Social Sciences
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-229CM Topics in Personality and Abnormal Psychology: ‘Culture and Mental Health’  
*Spring.* Credits: 4  
Are psychiatric disease categories and treatment protocols universally applicable? How can we come to understand the lived experience of mental illness and abnormality? And how can we trace the roots of such experience - whether through brain circuitry, cultural practices, forms of power, or otherwise? In this course, we will draw on psychological anthropology, cultural psychiatry, science studies, and decolonizing methodologies to examine mental health and illness in terms of subjective experience, social processes, and knowledge production. Our goal will be to recognize the centrality of the social world as a force that defines and drives the incidence, occurrence, and course of mental illness, as well as to appreciate the complex relationship between professional and personal accounts of disorder.  
*Crosslisted as: ANTHR-216CM*  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
F. Aulino  
*Prereq: ANTHR-105.*  

PSYCH-229PD Topics in Personality and Abnormal Psychology: ‘Personality and Individual Differences’  
*Not Scheduled for This Year.* Credits: 4  
The aim of personality psychology is to study why people perceive, respond and recover differently from similar situations. When we are facing a particular stressful situation we tend to respond in different ways according to our personality characteristics, independently of the specificity of the situation. Therefore, individual differences play a relevant role that need to be considered when we study behavior in different contexts. The objective of this course is to shed light on the main dimensions associated with individual differences, as well as knowing the models that explain personality from different perspectives (factorial, social, and biological theories).  
*Applies to requirement(s): Social Sciences*  
K. Chellew  
*Prereq: PSYCH-100 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’  
*Not Scheduled for This Year.* 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’  
*Spring.* 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.*
PSYCH-329CN Seminar in Personality and Abnormal Psychology: ‘Counseling Theory and Practice’
Fall. Credits: 4
This course covers three major theoretical approaches to counseling: short-term psychodynamic, cognitive-behavioral, and solution-focused. Related to each theory we will explore case conceptualization, therapeutic alliance, treatment planning, and mechanisms of change. We will be examining applications to classes of clinical disorders and empirical support for improvement outcomes. Role-playing will be used to illustrate key concepts and approaches to the counseling process. Students will be supported to be reflective and solution focused, evidence-based, process oriented, and to value and facilitate the development of people in the cultural context in which they are embedded.
Applies to requirement(s): Social Sciences
J. Tawa
Prereq: PSYCH-204.
Advisory: PSYCH-222 recommended.

PSYCH-329SN Seminar in Personality and Abnormal Psychology: ‘Stress and Neuroticism’
Not Scheduled for This Year. Credits: 4
This course will explore the relationship between personality and the stress response, in particular, the role of neuroticism in this relationship and its association with health. In particular, we will explore the personality dimensions that play a role in the stress response, the types of stressors and its implication on health, and the techniques to reduce both psychological and physiological stress.
Applies to requirement(s): Social Sciences
K. Chellew
Prereq: PSYCH-204.

Developmental and Educational Psychology

PSYCH-230 Developmental Psychology
Fall and Spring. Credits: 4
Examines changes in cognitive, social, and emotional functioning, including theory and research that illuminate some central issues in characterizing these changes: the relative contributions of nature and nurture, the influence of the context on development, continuity versus discontinuity in development, and the concept of stage. Includes observations at the Gorse Children’s Center.
Applies to requirement(s): Social Sciences
M. Burch, K. Haydon
Prereq: A 100-level psychology course or AP Psychology.

PSYCH-233 Educational Psychology
Fall and Spring. Credits: 4
What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students’ prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings.
Crosslisted as: EDUC-233
Applies to requirement(s): Social Sciences
B. Packard
Prereq: A 100-level psychology course or AP Psychology.

PSYCH-236 Adolescent and Adult Development
Fall. Credits: 4
This course surveys human development from adolescence through late adulthood. Through consideration of major theories and current research, we will discuss the core issues of human development within the physical, social, emotional, and cognitive domains. Using guided discussion, readings, and activities, we will explore these topics through a lifespan perspective as we work toward understanding the remarkable human developmental experience.
Applies to requirement(s): Social Sciences
C. Lavigne
Prereq: A 100-level course in Psychology or AP Psychology.

PSYCH-330 Lab in Developmental Psychology
PSYCH-330RD Lab in Developmental Psychology: ‘Laboratory in Romantic Development: Observational Coding Methodology’
Fall. Credits: 4
Students will work in teams to code videotaped observations of romantic partners discussing relationship conflicts. Students will learn to code emotion expressions and behavior at the dyadic and individual levels. Course topics include methodological issues such as coding bias, construct validity, and intercoder reliability, as well as empirical research on individual differences in conflict behavior and links between conflict behavior and relationship outcomes. Students will complete individual final research projects to report original quantitative multivariate analyses based on data generated during the course.
Applies to requirement(s): Social Sciences
K. Haydon
Restrictions: This course is 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
Not Scheduled for This Year. 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-337MV Seminar in Educational Psychology: ‘Motivation’
Spring. Credits: 4
In this course we will examine multiple theories of motivation and their relevance across a range of organizational settings (including corporations, special programs, and schools or colleges). How do we spark interest in a new subject or inspire people to undertake a challenging project? How do we sustain persistence in ourselves and others? This course is relevant for students interested in motivation, whether for attainment (such as within in human resources, talent development, or management) or for learning (whether for students, teachers, or leaders). Because motivation is closely linked to learning and achievement, in addition to well-being and purpose, we will also consider these topics and more.
Crosslisted as: EOS-349MV
Applies to requirement(s): Social Sciences
B. Packard
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in psychology or entrepreneurship, organizations, and society (EOS).

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-339NL Seminar in Developmental Psychology: ‘Narratives in Development’
Fall. Credits: 4
In this seminar, we will explore the development of how children use and engage in stories that help them find meaning in their lives and in the world. Narratives are found throughout our daily lives: in picture books, in videos, and in sharing our personal past. We will examine how they help us find meaning in experiences, the course of their development in different contexts, the role of conversation in learning how to convey narratives, and cultural differences in autobiographical narratives.
Applies to requirement(s): Social Sciences
M. Burch
Prereq: PSYCH-200 or PSYCH-204.

PSYCH-339RL Seminar in Developmental Psychology: ‘Close Relationships across the Lifespan’
Spring. Credits: 4
This course will cover developmental implications of close relationships from infancy through adulthood with a focus on parents, friendships, and romantic partners. The goal is to examine normative developmental processes through a relational lens.
Applies to requirement(s): Social Sciences
K. Haydon
Restrictions: This course is open to juniors and seniors; This course is limited to Psychology or Psychology and Education majors.
Prereq: PSYCH-200 or PSYCH-204, and PSYCH-230.

Perception and Cognition

PSYCH-240 Sensation and Perception
Not Scheduled for This Year. Credits: 4
The act of taking in (sensation) and making sense of (perception) information from the world around us is a core element of the human experience. Indeed, these processes form both the boundary and conduit between an individual and the broader world. This course examines the neural and cognitive mechanisms that allow us to convert different wavelengths of light, changing vibrations in the air, floating chemicals, heat, pressure, and other stimuli into a unified representation of reality – and all the interesting things that happen when those mechanisms get tricked or disrupted!
Applies to requirement(s): Social Sciences
The department
Prereq: A 100-level psychology course or AP Psychology.

PSYCH-241 Cognitive Psychology

PSYCH-242 Autobiographical Memory, Identity, and Emotion
Spring. Credits: 4
Autobiographical memories of personal past experiences create our life stories. Our memories range from the mundane to the momentous. In this course we will explore the functions of autobiographical memory as well as its development. What are the basic cognitive processes that contribute to our ability to remember and report the past? How do we interpret past events to inform the development of our self-identity? How do social experiences contribute to the development of memory? We will also discuss how emotions at encoding and retrieval influence our recall of past experience as we make meaning of personal past experiences.
Applies to requirement(s): Social Sciences
M. Burch
Prereq: A 100-level course in psychology or AP Psychology.
PSYCH-243 Memory Systems  
Fall. Credits: 4
In this course we will discuss the many types of memory we use daily, from remembering the name of a new friend, a favorite birthday party, or even how to ride a bike. We will explore the constructive nature of memories and how they may change over time as well as how memory capabilities develop over the life course. We will also explore the neurological underpinnings of memory and the limits of our brains’ memory systems. However, a background in neuroscience is not necessary. In addition to reading scholarly research and participating in demonstrations of the various forms of memory and their properties, students will be expected to integrate their understanding through a final paper.
Applies to requirement(s): Social Sciences
M. Burch
Prereq: A 100-level course in psychology or AP Psychology.

PSYCH-246 Cognitive Neuroscience  
Spring. Credits: 4
Cognitive psychologists investigate the features and functions of the human mind through behavioral techniques; neuroscientists explore the physiology of the human brain. Cognitive Neuroscience lies at the intersection of these disciplines, and asks questions like: How are memories represented in the brain? Is our brain pre-prepared to learn language and if so, how? How does the average human brain still outperform most face recognition software? This course explores the cognitive and neural processes that support vision, attention, language, memory, and music. It introduces basic neuroanatomy, functional imaging techniques, and behavioral measures of cognition.
Applies to requirement(s): Social Sciences
M. Breen
Prereq: PSYCH-100, NEURO-100, or AP Psychology.
Notes: This course counts in the cognitive or biol bases area of the psychology major.

PSYCH-340 Laboratory in Perception and Cognition  
Not Scheduled for This Year. Credits: 4
This course is an upper-level lab designed for students who wish to learn electrophysiological techniques and how to apply those techniques to answer research questions in the domain of cognitive neuroscience. Students will have the opportunity to develop an original research project from conception through analysis. They will also learn the theory behind the technique and how it works. Course requirements will consist of reading primary research articles, designing, and programming an event related potential (ERP) research project, learning to collect ERP data, conduct data analysis and test original hypotheses using existing data.
Applies to requirement(s): Social Sciences
J. Couperus
Prereq: PSYCH-204.
Advisory: A cognitive psychology course is recommended.

PSYCH-349 Seminar in Perception and Cognition  
Not Scheduled for This Year. Credits: 4
Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.
Crosslisted as: MUSIC-321AM
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
M. Breen, A. Mueller
Restrictions: This course is limited to seniors.
Instructor permission required.
Prereq: At least 8 credits at the 200 level in Psychology, Neuroscience and Behavior, Art History, or Music.

PSYCH-349LT Seminar in Perception and Cognition: 'Language and Thought'  
Not Scheduled for This Year. 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-349MC Seminar in Perception and Cognition: 'Music Cognition'

Spring. Credits: 4
Every culture in the world has some form of music, but why do humans develop music, and what function does it serve? In this course, we'll explore the cognitive and neural processes that underlie music perception and production, and ask the following questions: Does music have universal features that cross cultures? How does music convey emotion? What do infants know about music? Is music specifically human? And finally, what are the parallels between music and language? Through these questions, we'll learn about basic processes of cognition, as well as functions of a variety of human brain regions, and we will gain insight into what makes music such an integral part of our daily lives.
Applies to requirement(s): Social Sciences
M. Breen
Instructor permission required.
Prereq: PSYCH-200 or PSYCH-204.
Advisory: A cognitive psychology course recommended.

Biological Bases of Behavior

PSYCH-253 Brain, Behavior, and Immunology
Not Scheduled for This Year. 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-256 Hormones and Behavior
Not Scheduled for This Year. Credits: 4
Does the idea of Finals Week stress you out? Have you ever felt hungry or thirsty? Is our biology to blame when people cheat on their partners? From mental health and hunger to sexual motivation and aggression, our hormones dictate many of our basic choices and ultimately control how we interact with our world. This course will explore how hormones communicate with our brain to influence behaviors such as sexual attraction and reproduction, parental care, and social behavior. Special emphasis will be placed on the underlying biology and role of the nervous system in regulating hormone levels.
Applies to requirement(s): Social Sciences
J. Church
Prereq: PSYCH-100, NEURO-100, or AP Psychology.

PSYCH-350 Lab in Biological Bases of Behavior
PSYCH-350AN Lab in Biological Bases of Behavior: 'Analyzing Human Brain Signals'
Not Scheduled for This Year. Credits: 4
The most commonly employed techniques in human cognitive neuroscience are electroencephalography (EEG) and functional magnetic resonance imaging (fMRI). These powerful tools complement one another, unlocking insights into the when and where of brain function. Interpreting these signals requires specialized techniques, which can be difficult to learn while conducting your first experiment. This course teaches gold-standard analysis methods for EEG and fMRI data using open-source datasets in MATLAB and Linux environments, preparing students for work in research. Computational skills recommended.
Applies to requirement(s): Social Sciences
A. Fitzroy
Restrictions: This course is open to juniors and seniors
Prereq: PSYCH-200 or PSYCH-204.

PSYCH-350BN Lab in Biological Bases of Behavior: 'Laboratory in Behavioral Neuroscience'
Not Scheduled for This Year. Credits: 4
This intensive laboratory course will train students to use the technical methods and tools commonly used in behavioral neuroscience research. Skills covered will include animal care and handling, use of behavioral assays, pharmacology, and brain chemistry analyses. Students will engage in weekly exercises and hands-on experiments to study the link between brain function and behavioral responses. These preclinical tools will be used to test research questions related to learning and memory, social-emotional responses, and drug-seeking behaviors. After completion of this course, students will have a deeper understanding of the design and implementation of behavioral neuroscience research.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
J. Schwartz
Instructor permission required.
Prereq: PSYCH-200 or PSYCH-204.
Advisory: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.
PSYCH-350LF Lab in Biological Bases of Behavior: 'Lifestyle and Behavior'

Not Scheduled for This Year. 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.

PSYCH-359 Seminar: Biological Bases of Behavior

PSYCH-359CN Seminar: Biological Bases of Behavior: 'Clinical Neuroscience'

Spring. 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: NEURO-100 and PSYCH-254 strongly recommended.

PSYCH-359GE Seminar in Biological Bases of Behavior: 'Neuroscience and Psychology of Sex and Gender'

Not Scheduled for This Year. Credits: 4
This course is designed to examine sex, gender, and sexuality in multiple contexts. The primary aim of this course is to develop an understanding of the psychology and neuropsychology/neuroscience of sex, gender, and sexuality. Additionally the course will examine how biological and environmental factors influence sex, gender, and sexuality across development and how these factors influence differences in brain and behavior. Course requirements will include reading primary research articles in the fields of psychology, neuroscience, sociology, anthropology, and women's studies.

Applies to requirement(s): Social Sciences
J. Couperus
Prereq: PSYCH-200 or PSYCH-204.

PSYCH-359PB Seminar: Biological Bases of Behavior: 'The Plastic Brain'

Not Scheduled for This Year. Credits: 4
This course explores the mechanisms of plasticity within the brain from conception through childhood and the factors that influence them. The goal of the course is to provide students with an understanding of how the brain can be shaped through biological development and experience and how these processes are reflected in behavior. For example, topics will include reorganization of the brain following injury, effects of environmental toxins on the brain, as well as how these changes in the brain affect behavior.

Applies to requirement(s): Social Sciences
J. Couperus
Prereq: PSYCH-200 or PSYCH-204.

PSYCH-359PN Seminar in Biological Bases of Behavior: 'Modern Pioneers in Neuroscience'

Not Scheduled for This Year. 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
Restrictions: This course is open to juniors and seniors
Prereq: PSYCH-200 or PSYCH-204.
RELIG-100 Introduction to Religion

Not Scheduled for This Year. Credits: 4
This course is an introduction to the study of religion, assessing the nature of religion and methodological approaches through an examination of subject matter drawn from numerous traditions. 

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

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

RELIG-102 Introduction to Islam

Spring. Credits: 4
This course examines Islamic religious beliefs and practices from the origins of Islam to the present, focusing on such central issues as scripture and tradition, law and theology, sectarianism and mysticism.

Attention will be given to the variety of Islamic understandings of monotheism, prophethood, dogma, ritual, and society.

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

RELIG-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-108 Arts of Asia

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

Crosslisted as: ARTH-105
Applies to requirement(s): Humanities; Multicultural Perspectives
A. Sinha

RELIG-112 Introduction to Judaism

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

Spring. Credits: 4
Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas.

Crosslisted as: AFCNA-181, CST-149AD
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

RELIG-201 Reading the Qur'an

Not Scheduled for This Year. Credits: 4
This course examines the history, structure, and themes of the Qur'an and analyzes the place of the Qur'an in Islamic religious thought. Students will read the entire text of the Qur'an in translation, as well as selections from medieval and modern commentaries.

Applies to requirement(s): Humanities; Multicultural Perspectives

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

Spring. 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): Community-Based Learning, Speaking-Intensive, Writing-Intensive
M. Runell Hall

RELIG-225 Topics in Religion
RELIG-225AN Topics in Religion: 'Arts of India'
A. Sinha
Applies to requirement(s): Humanities; Multicultural Perspectives
Crosslisted as: ARTH-263

RELIG-225KG Topics in Religion: 'Knowing God'
Not Scheduled for This Year. Credits: 4
This course examines the following key texts from the ancient world that treat significantly the problem of knowing God and the mystery enveloping such knowledge: Sophocles’ Oedipus the King, Plato’s Phaedo, Cicero’s Concerning the Nature of the Gods, Job, Paul’s Epistle to the Romans, and others. Attention is also given to the different ways of thinking about the divine and human natures in these works, which are broadly reflective of Graeco-Roman and Judaeo-Christian value systems.
Crosslisted as: CLASS-260
Applies to requirement(s): Humanities
B. Arnold

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

RELIG-225NR Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'
Not Scheduled for This Year. Credits: 4
This course invites its participants to place critical race and gender studies perspectives in dialogue with the emergence of new religious movements in the United States. Course participants rely on the presupposition that only through a thorough examination of religious traditions on the ‘margin’ can we fully understand the textured meaning of American religious history as a sub-discipline. Privileging the founding stories and institutionalization of minoritized American religious groups, the course considers how subaltern voices have shaped and transformed American religious life.
Crosslisted as: CST-249NR, GNDST-210NR
Applies to requirement(s): Humanities
M. Coleman-Tobias

RELIG-234 Women and Gender in Judaism
Not Scheduled for This Year. Credits: 4
This course examines gender as a key category in Jewish thought and practice. We will examine different theoretical models of gender, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources.
Crosslisted as: JWST-234, GNDST-210JD
Applies to requirement(s): Humanities
M. Benjamin

RELIG-241 Women and Gender in Buddhism
Not Scheduled for This Year. Credits: 4
Can women become Buddhas? Why is the Buddha called a ‘mother’? Who gets to ordain? Why would anyone choose celibacy? Who engages in religious sexual practices and why? This course examines the centrality of gender to Buddhist texts, practices, and institutions. We pay particular attention to the challenges and opportunities Buddhism traditions have offered women in different historical and cultural contexts. Throughout the course we consider various strategies of empowerment, including feminist, postcolonial, queer, trans*, and womanist.
Crosslisted as: GNDST-210BD
Applies to requirement(s): Humanities; Multicultural Perspectives
S. Mrozik
RELIG-246 Womanist Religious Thought

Not Scheduled for This Year. Credits: 4

As a conceptual framework which reconsiders the rituals, scriptures, and allegiances of religious black women, womanist thought has expanded the interdisciplinary canon of black and feminist religious studies. This course is a survey of womanist religious scholars from multiple religious traditions: Christianity, Islam, Buddhism, and Yoruba-Ifa – as well as theorists who understand womanism as a ‘spiritual but not religious’ orientation. Course participants will use the interpretive touchstones of cross-culturalism, erotics, earthcare, and health – among others – to examine contemporary womanist religious thought.

Crosslisted as: AFCNA-246, GNDST-210WR

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Coleman-Tobias

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

Not Scheduled for This Year. Credits: 4

Scripture is not only read or interpreted; it is also sung, illuminated, held aloft, buried, recited, eaten, and worn. In this thematic course, students examine what makes a text ‘scripture’ by examining the idea of sacred text across multiple traditions. Students will become familiar with hermeneutic theory and will analyze embodied, material, and performative aspects of religious life as they pertain to the broad category of scripture.

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

Fall. Credits: 4

This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhists interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral ambiguity? We will consider the perspectives of Buddhists from different cultures including India, Sri Lanka, Thailand, Vietnam, Japan, and the United States.

Crosslisted as: CST-249BE

Applies to requirement(s): Humanities; Multicultural Perspectives

S. Mrozik

RELIG-269 Jewish Modernities

Spring. Credits: 4

This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.

Crosslisted as: JWST-269, CST-249JM

Applies to requirement(s): Humanities

M. Benjamin

RELIG-271 Arts of Islam: Book, Mosque, and Palace

Fall. 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.

Crosslisted as: ARTH-271

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Davis

Restrictions: Course limited to sophomores, juniors and seniors

RELIG-275 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

RELIG-311 Sufism: The Mystic Path in Islam

Fall. 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. Steinfelds
RELIG-331 Advanced Topics in Religion

RELIG-331AF Advanced Topics in Religion: 'African American Spiritualities of Dissent'
Spring. Credits: 4
This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the 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

RELIG-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.

RELIG-331DE Advanced Topics in Religion: 'Destroying Art Past and Present'
Not Scheduled for This Year. Credits: 4
In this course, we will investigate the destruction of artworks and monuments for religious or political reasons, called iconoclasm. The seminar addresses the current debates involving the removal and destruction of confederate monuments in the U.S. and responses from government, media, and social critics. Concurrently, we will study key historical moments of iconoclasm ranging from the Byzantine era to the Protestant Reformation and the French Revolution. Studying iconoclastms 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 iconoclastms may inform our understanding of the present. The work also involves an inquiry into art historical methodology as well as approaches from fields such as critical race theory, and a consideration of the role of the art historian in the present debates and social justice movements.
Crosslisted as: ARTH-301DE
Applies to requirement(s): Humanities
C. Andrews

RELIG-331LA Advanced Topics in Religion: 'Race and Religion in Latin America'
Not Scheduled for This Year. Credits: 4
The course will begin with an investigation of the proto-racial and religious categories through which Europeans in the early modern era understood human difference. From there, we will trace how these notions were re-conceptualized in the centuries following the encounter between Europeans, Africans, and the Indigenous Peoples of the Americas. As we examine this history -- including the emergence of slavery, eugenics, mestizaje, and Liberation Theology -- we will pay particular attention to how interwoven racial and religious hierarchies were both constructed and resisted. The final section of the course will concentrate on the contemporary entanglements of race and religion in the region.
Crosslisted as: ANTHR-316LA
Applies to requirement(s): Social Sciences; Multicultural Perspectives
W. Girard
Prereq: 8 credits in Anthropology, Religion, or Latin American Studies.

RELIG-331LV Advanced Topics in Religion: 'Living in End Times: Religion and Climate Change'
Spring. Credits: 4
Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates the sometimes surprising connections between them. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God's relationship with nature or with humanity have consequences for adherents' views on climate change? How do the futures predicted by climate models and those prophesied in sacred texts affect people's actions today?
Crosslisted as: ANTHR-316LV
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Girard
Prereq: 8 credits in anthropology or religion.

RELIG-331NW Advanced Topics in Religion: 'Religion: It's Not What It Used to Be'
Not Scheduled for This Year. Credits: 4
Not so long ago, anthropologists had a relatively clear understanding of what they meant by 'religion' -- any and all manner of beliefs and practices related to the supernatural or the sacred. However, in recent years, religion has been rethought in light of its own specific Western history, its normative tendencies, and its place in colonialism and other projects of domination. This course will begin with a review of the conventional ways that anthropologists have conceived of religion. It will then move on to investigate the exciting new theoretical and ethnographic perspectives that have emerged to more fully take into account the diverse world-making practices that humans engage in.
Crosslisted as: ANTHR-316NW
Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
W. Girard
Prereq: 8 credits in Anthropology or Religion.
RELIG-331SE Advanced Topics in Religion 'Anthropology of Secularism'
Not Scheduled for This Year. Credits: 4
What is secularism? For many of us, the answer is obvious: the world without religious belief, or the separation of church and state, or even the ‘really real’ world. In recent years, scholars in number fields have begun to question these common sense notions about secularism. In this course, we will investigate this rapidly expanding literature and the critical lines of inquiry it has opened up. Under what specific cultural and historic conditions did secularism first emerge? Is secularism experienced today in the same way throughout the world? If not, how do they vary? What ways of being and living does secularism encourage or allow to flourish? Which does it stunt, block, or prohibit?
Crosslisted as: ANTHR-316SE
Applies to requirement(s): Social Sciences; Multicultural Perspectives
W. Girard
Prereq: 8 credits in Anthropology.

RELIG-331SL Advanced Topics in Religion: 'Spain and Islam'
Fall. Credits: 4
This course will explore questions and concerns regarding the ‘Islamic constant’ of Spanish history. We will focus on four major political and cultural contexts: the coexistence and conflicts among Jews, Muslims, and Christians in Medieval Iberia; the ‘moriscos’ (converted Muslims) of Imperial Spain (sixteenth-seventeenth centuries); Spanish orientalism and colonial enterprises in Africa between the end of the nineteenth and the first half of the twentieth centuries; and the question of the Muslim emigrants in contemporary Spain. Readings will include literary texts, political and legal documents, historical accounts, and other cultural material such as architecture, film, and documentaries.
Crosslisted as: SPAN-330SL
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Diaz
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish

RELIG-334 The Sabbath
Not Scheduled for This Year. Credits: 4
The practice of a weekly sacred day of rest has organized Jewish life for millennia. In this seminar, students will examine the Sabbath using narrative, folk, and legal primary sources from the biblical, Second Temple, rabbinic, medieval, and modern periods. Key themes include sacred time, cultural identity, and the transformation of religious practice. Experiential learning, and critical thinking about your experiential learning, are integral to this seminar.
Crosslisted as: JWST-343
Applies to requirement(s): Humanities
M. Benjamin
Restrictions: Course limited to sophomores, juniors and seniors

RELIG-352 Body and Gender in Religious Traditions
Not Scheduled for This Year. Credits: 4
Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.
Crosslisted as: GNST-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
Not Scheduled for This Year. Credits: 4
Water informs religious and spiritual worldviews the world over; commonplace rituals from baptism to libation underwrite its prescience. The religious cultures of West and Central Africa, along with its multiple diasporas, theorize, encounter, and engage water centrally. Seminar participants will dive deeply into the water-based epistemologies of African and African diaspora religions, probing liturgical language, ritual performance and spiritual entities for aquatic common threads. Seminar participants will analyze the historical realities that have made water such a contested yet indispensable feature of black religious life.
Crosslisted as: AFCNA-361
Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias
Restrictions: This course is open to juniors and seniors

RELIG-363 Rastafari
Not Scheduled for This Year. 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.
Crosslisted as: AFCNA-363
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.
RUSSIAN AND EURASIAN STUDIES (RES)

Taught in Russian

RES-101 Elementary Russian
Spring. 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.
Applications 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.
Applications to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
S. Nazarova

RES-201 Intermediate Russian I
Fall. Credits: 4
In-depth review of grammar topics and expansion of vocabulary with the goal of developing communicative proficiency. Readings include short stories, poetry, and newspaper articles. Students watch Russian films and discuss them orally and in writing. Classes are conducted mostly in Russian.
Applications to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
S. Nazarova

RES-202 Intermediate Russian II
Fall. 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.
Applications to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
S. Nazarova
Coreq: RES-201.

RES-301 Advanced Russian Language: From Reading to Speaking
Not Scheduled for This Year. 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.
Applications 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.
Applications 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.
Applications to requirement(s): Humanities
P. Scotto
Notes: Taught in English

RES-211 Topics in Twentieth-Century Russian Literature
RES-211MM Topics in Twentieth-Century Russian Literature: 'Diabolic Carnival: Bulgakov’s Master and Margarita and Its Contexts'
Spring. Credits: 4
Mephistopheles in Moscow? The Gospel retold? At turns both wildly comic and metaphysically profound, Bulgakov's novel has been a cult classic since its unexpected discovery in 1967. This course will consider Bulgakov's masterpiece together with some of its literary, historical, and social contexts. Additional readings from Goethe, Gogol, E.T.A.Hoffman, Akhmatova, and others.
Applications to requirement(s): Humanities
P. Scotto
Notes: Taught in English
RES-213 War and Peace
Spring. Credits: 4
We will be engaged in a close reading of a translation of Tolstoy's epic novel War and Peace. Tolstoy's sweeping account of men and women caught up in Russia's desperate struggle to survive against the onslaught of Napoleon's army is often considered among the greatest novels. We will focus on Tolstoy's literary strategies, philosophy, and historical contexts.
Applies to requirement(s): Humanities
P. Scotto
Notes: Taught in English.

RES-215 Dostoevsky and the Problem of Evil: The Brothers Karamazov
Not Scheduled for This Year. Credits: 4
Perhaps no other novelist has delved as deeply into the psychological and metaphysical dimensions of evil as the Russian novelist Fyodor Dostoevsky. This course will be devoted to a close reading of Dostoevsky's landmark novel of murderous passion and parricide, The Brothers Karamazov. Why should crime and transgression be a privileged avenue of access into the human interior? How is psychology tied to the metaphysical aspect of human existence? What are the sources of evil and redemption?
Applies to requirement(s): Humanities
P. Scotto
Notes: Taught in English

RES-216 Pushkin: Found in Translation
Not Scheduled for This Year. 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-217 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
Fall. 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 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
Not Scheduled for This Year. Credits: 4
Following the collapse of the USSR and the Gulf War, Central Asia and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new 'Great Game' is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?
Crosslisted as: POLIT-242
Applies to requirement(s): Social Sciences
S. Jones
Notes: Taught in English
RES-312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent

Fall. Credits: 4

The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.

Crosslisted as: POLIT-312
Applies to requirement(s): Social Sciences
S. Jones
Prereq: 8 credits in Politics, International Relations, History, or Russian and Eurasian studies.
Notes: Taught in English

RES-313 Democracy and Its Challengers: Populism, Nationalism, and Autocracy

Not Scheduled for This Year. 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

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: 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.
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-375S 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 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: 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: 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 Languages Translate'
Not Scheduled for This Year. Credits: 4
This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.
Crosslisted as: SPAN-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-375MT Seminar in Romance Languages and Cultures: 'The Mind of the Traveler: Journeys, Expeditions, Tours'
Spring. Credits: 4
Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.
Crosslisted as: SPAN-360MT, ITAL-361MT, FREN-321MT
Applies to requirement(s): Humanities; Language
O. Frau
Advisory: for language majors; two courses in culture and literature at the 200-level
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

ROMLG-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.
Notes: Independent Study credits taken as part of an honors thesis do not count toward the requirements for the major.
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.

Prereq: SOCI-123.

E. Townsley

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. 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.

Prereq: SOCI-123.

SOCI-216DU Special Topics in Sociology: 'Schooling in American Society'
Fall and Spring. Credits: 4
COVID-19 has upended schooling in the United States. Assumptions about physical co-presence, standardized testing, the rights of students, and the responsibilities of schools have all been transformed at warp speed. The pandemic also exposed durable fault lines in American education and society. This course provides an opportunity to evaluate our present moment using classical and contemporary sociological perspectives on mass schooling. It highlights issues facing the future of education, the role of schooling in struggles for economic and racial justice, and how the aspirations of individuals and families interact with state institutions to shape the American social and economic order.

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.

Prereq: SOCI-123.

SOCI-216MK Special Topics in Sociology: 'Marketing and Society'
Fall. Credits: 4
Marketing penetrates every domain of society. While perusing the Internet, watching television, attending sports and cultural events, we are being marketed to by businesses. This course offers students insight on the fundamentals of marketing through a critical lens. Readings and assignments will give students an understanding of the theories and concepts that underlie marketing, along with its practical elements. We will be especially attentive to the ways that marketing influences social inequality. An ongoing question that we will explore over the term is what is the potential for, and what are the limits of, marketing as a force for reducing gender, class, racial, and other forms of inequality. Among assignments will be exercises where students critically examine marketing campaigns, such as inclusive beauty campaigns, and a project where students develop a marketing campaign that is attentive to social purpose.

Prereq: SOCI-123.

P. Banks

SOCI-216PT Special Topics in Sociology: 'Political Sociology'
Spring. Credits: 4
This course focuses on political processes and power — in particular, which groups have the ability to implement their political, social, and economic agendas, which ones do not, and why. We will explore the means by which certain groups affect political outcomes that shape society and social-political reality. In particular, we will concentrate on the interrelationship between the state, the market, and civil society, and investigate how this intersection has informed the politics of our time. By the end of this course, students are expected to have achieved an understanding of the major theoretical perspectives and debates in political sociology, and a sense of the historical and contemporary organizations, parties, classes, and other groups that influence social change. We will focus mostly on western democracies, especially the U.S., but other countries and political arrangements will also be included. Globalization as an on-going social, political, and economic system will be discussed throughout the semester.

Prereq: SOCI-123.

K. Tucker

SOCI-216QD Special Topics in Sociology: 'Qualitative Data Analysis'
Fall. Credits: 4
This course introduces students to qualitative research methods. In the course students will get basic training in the collection and analysis of qualitative research data, develop experience writing and presenting qualitative data, gain exposure to the theoretical assumptions underlying qualitative inquiry, and learn insights about the ethical responsibilities surrounding qualitative social analysis. We will focus on methods such as in-depth interviews, focus groups, and close observations. This course will provide students with the skills and knowledge to pursue qualitative data analysis in future projects such as for an independent study, senior thesis, or internship. In addition, since cases will focus on consumer research, this class is also well-suited for students who want to learn qualitative research techniques that are used in marketing.

Prereq: SOCI-123.

P. Banks
SOCI-223 Development of Social Thought
Not Scheduled for This Year. 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
E. Townsley
Prereq: SOCI-123 or ANTHR-105.

SOCI-224 Practicing Sociology: Archival Field Methods in Sociology
Not Scheduled for This Year. 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
Fall. Credits: 4
This course focuses on the historical and theoretical development of the major approaches to crime and criminality in the 20th and 21st centuries. Material discussed will include crime patterns, the formation of criminalized subgroups and how criminology relates to criminal justice policy. While focusing on social aspects of crime, we will ask: what makes people commit crimes? How do social policies impact criminal activity? How has our social construction of punishment changed over time?
Applies to requirement(s): Social Sciences
C. Sever
Prereq: SOCI-123.

SOCI-234 Social Problems
Spring. Credits: 4
This is a course on the social construction of social problems. It devotes almost exclusive attention to how a 'problem' becomes a social problem; examining how atypical cases become regarded as typical; how definitions are expanded to inflate statistics; and how claim makers and advocacy groups manipulate the media to market social problems and solutions to the public.
Applies to requirement(s): Social Sciences
C. Sever
Prereq: SOCI-123.

SOCI-239 How Capitalism Works: Social Class, Power, and Ideology
Fall. Credits: 4
The Occupy movement protests and recent popular uprisings across developing countries draw attention to rising global economic inequality. This course asks, 'How does capitalism produce and reproduce economic inequality both within and across nations?' Drawing on theoretical and empirical research, we will examine class relations as a way to explain the unequal distribution of wealth and power. We will also discuss the role of the state and ideology in perpetuating the gap between the rich and poor. Students will learn the social dynamics underlying a range of contemporary issues in advanced and developing economies, ranging from labor exploitation to unemployment and financial crises.
Applies to requirement(s): Social Sciences
A. Zayim
Prereq: SOCI-123.

SOCI-240 Collective Behavior and Social Movements
Not Scheduled for This Year. 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-316DG Special Topics in Sociology: 'Sociology of Development and Globalization'
Fall. Credits: 4
This course investigates economic development and globalization through a sociological lens. What is development? Why and how has the idea of development changed over time? Which development policies has this promoted, and with what consequences on people's lives in developing countries? Based on case studies across Africa, Asia, Latin America and the Middle East, the course examines economic, political, and institutional factors that inform global development processes from post-WWII to the present. As we discuss challenges to the neoliberal development paradigm, students will gain a critical perspective on contemporary issues such as environmental damage, global inequality, and poverty.
Applies to requirement(s): Social Sciences; Multicultural Perspectives
A. Zayim
Prereq: 4 credits in sociology.
SOCI-316EC Special Topics in Sociology: ‘Ethnography of Crime’
Not Scheduled for This Year. Credits: 4
What can ethnography reveal about the nature of crime and the functioning of criminal justice institutions? What contributions has ethnography made to the study of crime? What place does ethnography occupy within the contemporary landscape of criminology? These questions serve as the point of departure for this reading-intensive seminar investigating classic and contemporary ethnographic texts addressing crime and criminal justice institutions.

Applies to requirement(s): Social Sciences
C. Sever
Restrictions: This course is open to juniors and seniors
Prereq: 8 credits in the department.

SOCI-316FN Special Topics in Sociology: ‘Finance, Globalization, and Inequality’
Spring. Credits: 4
We live in a financialized world dominated by financial actors, markets and institutions. From the Occupy Wall Street movement to ongoing debates about the power of big banks, finance has been seen as the culprit for the 2008 financial crisis, U.S. income and wealth inequality, and global instability. But what explains the rise of finance and how has finance gone global? How does global finance contribute to inequality within and across nations? We will tackle these questions by covering some of the recent sociological research on finance and financial globalization. Students will examine the political and institutional roots of financialization and its consequences in advanced and developing economies.

Applies to requirement(s): Social Sciences
A. Zayim
Prereq: 8 credits in sociology.

SOCI-316LT Special Topics in Sociology: 'The New American Elite'
Fall. Credits: 4
Inequality in the United States is at levels not seen since the 1920s, yet we know relatively little about those at the top who’ve accumulated enormous wealth and power. This course is a critical study of American Elites. Who are they? How did they amass such staggering resources? How are these resources used in the political, economic, and social spheres to reproduce/enhance their privilege? We put contemporary American elites into historical perspective, interrogate their origins, and evaluate the networks and practices that distinguish them from everyone else. We also analyze the narratives used to justify their privilege and consider their potential for group solidarity and collective action.

Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive
B. Gebre-Medhin
Prereq: 8 credits in the department.

SOCI-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-316PS Special Topics in Sociology: ‘Intellectuals, Digital Media, and the Public Sphere’
Not Scheduled for This Year. Credits: 4
This research seminar investigates how different kinds of stories unfold in contemporary public spheres. How do we make sense of pressing matters of common concern? It asks: what are the effects of a pervasive cultural distrust in social institutions, the widespread mediatization of everyday life, and the intercultural and intertextual nature of media texts themselves? Drawing from foundational texts about the role of intellectuals and the public sphere, students will be asked to develop an empirical case study to explore these questions and test their ideas.

Applies to requirement(s): Social Sciences
E. Townsley
Prereq: 4 credits in Sociology.

SOCI-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-316SY Special Topics in Sociology: 'The Business of Culture: Marketing & Selling Symbolic Goods'
Not Scheduled for This Year. Credits: 4
This course investigates the creative economy through a sociological lens. Through case studies of various creative industries, as well as examination of the creative sector as a whole, we will examine how the cultural economy influences, and is influenced by, social phenomena. We will explore issues such as how value is produced in the field of fashion modeling, how music and other creative industries drive urban economies, how local crafts enter global markets, and how norms and values influence the adoption of e-commerce in the market for fine art.

Applies to requirement(s): Social Sciences
P. Banks
Restrictions: Course limited to sophomores, juniors and seniors

SOCI-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**  
*Not Scheduled for This Year. 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-395 Independent Study**  
*Fall and Spring. Credits: 1 - 8*  
The department  
*Instructor permission required.*
SPAN-101 Elementary Spanish
Fall and Spring. Credits: 4
An interactive introduction to the Spanish language and Hispanic cultures. This course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Covers basic grammar structures to equip students to communicate about personal information (description of self and family, routine, preferences) and carry out basic tasks (asking for directions, ordering food, making simple purchases). Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

Applies to requirement(s): Humanities; Language
D. Barrios-Beltrán, F. Cunha, E. García Frazier, A. Illescas
Prereq: Placement test required even if no previous study of Spanish; score 0-200.
Advisory: SPAN-101 is designed for students with no previous training in Spanish or a maximum of one year of Spanish at the high school level. All students must take the online Spanish placement test to register for the class.

SPAN-199 Preparation for Intermediate Spanish
Fall and Spring. Credits: 4
A communication-based approach to using the Spanish language and learning about Spanish-speaking communities and cultures, this course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Deepens the students’ command of Spanish, builds on content learned in SPAN-101 and expands knowledge of the necessary grammar and vocabulary to equip students to communicate in new social situations beyond elementary Spanish. Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

Applies to requirement(s): Humanities; Language
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
A communication-based approach to using the Spanish language and learning about Spanish-speaking communities and cultures, this course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Strives for mastery of complex grammatical structures and continues working on writing, listening, and reading skills to provide the necessary linguistic and cultural tools to communicate about current social issues. Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

Applies to requirement(s): Humanities; Language
D. Barrios-Beltrán, F. Cunha, E. García Frazier, A. Illescas
Prereq: SPAN-199 or by obtaining a qualifying score on placement exam.
Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

SPAN-209 Composition and Culture
Fall and Spring. Credits: 4
Emphasis on written expression in Spanish through frequent assignments emphasizing difficult grammatical structures or idiomatic usages, sentence and paragraph structure, making smooth transitions, writing the short essay, writing descriptions, engaging in personal or business correspondence, analyzing texts, doing library research, and drafting and completing research papers. Students will comment on each other’s work in the classroom and/or via the use of email or Web sites and will practice techniques of self-editing and self-criticism.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-201, AP Spanish Language, or a qualifying score on placement exam.
Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

SPAN-212 Preparation for Advanced Studies
Fall and Spring. Credits: 4
This course will equip students of Spanish with a variety of skills that prepare them for upper-division courses. Specific areas of study will include introduction to literary genres and movements; practice in critical reading and writing; study of figures of speech, rhetoric, and style; presentation of oral reports; use of library resources. In addition, students acquire basic knowledge of the geography, history, and culture of the Hispanic world.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
N. Romero-Díaz, M. Saltzman
Prereq: SPAN-201, SPAN-209, AP Spanish Language, or a qualifying score on placement exam.
Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

SPAN-230 Identities & Intersections
Fall and Spring. Credits: 4
A broad introduction to issues of identity (gender, sexual, ethnic, cultural, class, national, religious) in the Spanish-speaking world and their intersections with other dimensions of cultural agency and power differentials. The specific course contents and examples examined will vary each semester.

SPAN-230GV Identities & Intersections: An Introduction: 'Assault, Rape, and Murder: Gendered Violence from Medieval to Contemporary Spain'
Spring. Credits: 4
This survey course will review the complex interaction of gender and violence as a personal and institutional issue in Spain from Medieval times to the present. What are the ideological and sociocultural constructs that sustain and perpetuate violence against women? What are the forms of resistance women have put into play? Among the texts, we will study short stories by Lucanor (thirteenth century) and María de Zayas (seventeenth century), song by Bebé and movie by Boya&iacuten (seventeenth century), contemorary news (twenty-first century), and laws (from the thirteenth century to the present).

Crosslisted as: GNDST-204GV
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Diaz
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 and transnational approach, this course will explore bi/multicultural identities and communities in the Spanish-speaking world, primarily of the postcolonial period. Mestizos, Korean-Argentineans, Cuban-Americans, Afro-Peruvians, Moroccans and West Africans in Spanish cities, 'gallegos' in Buenos Aires, Chinatowns, Spanglish...Is Catalonia Spain? Through literary, audiovisual, and theoretical texts, we will put situations of ethnic and linguistic hybridity in dialogue with one another and focus on how communities and identities reclaim rights and space, are represented, aspirated to, separated, and often slip away when we try to define them.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
M. Saltzman
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-230MV Identities & Intersections: An Introduction: 'Marginal Voices: Past and Present of Life Writing'
Not Scheduled for This Year. Credits: 4
This course will examine a variety of life writing texts (i.e. autobiography, confessions and hagiography) by marginal people who, due to their gender, sexuality, race or social and political status, have used their voices to survive, resist or change history. Students will gain theoretical background related to the basic issues in life writing: genre, truth and authenticity, the limits of memory, agency, the individual vs. the communal self. They will develop their skills in reading texts within the context of cultural and literary history and will be able to explore intersections between critical and creative writing in their own essays or in a creative writing project.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Diaz
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
N. Romero-Diaz
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-240CN Visual Cultures, An Introduction: 'Latin American Cinema'
Not Scheduled for This Year. Credits: 4
This course offers a broad introduction to the history, politics and aesthetics of Latin American cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies.
Crosslisted as: FMT-230CN
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
J. Crumbaugh
Prereq: SPAN-212 or native fluency in Spanish.
Notes: Taught in Spanish.

SPAN-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: CST-249FA, FMT-230FA
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.

Spring. Credits: 4
How do labor relationships and the social construction of what work means affect Latin American societies? In which ways can our gender, sexual orientation, race, age, social class or migratory status define our possibilities of being part of a community through labor? How do the intersections between marginality, informal and postindustrial economies, and violence reshape the concepts and experiences of childhood, adolescence and youth? This course considers how film and literature address these questions, paying special attention to issues not usually highlighted when dealing with representations of violence like love, friendship, community, affection and elective families.
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-250 Concepts and Practices of Power
A historical approach to the analysis of political discourses and economic relations in Latin America, Spain and Latina/o cultures in the United States. Topics may include, but are not limited to, imperialism, (post/neo)colonialism, (trans)nationalism, migration, globalization, and neoliberalism. The specific course contents and examples examined will vary each semester.
Fall. Credits: 4
What is a thing? What is stuff? Water bottles, bread, trash, relics, photos, dirt, a broken printer, your favorite socks... Where do they come from and where are they going? In this course we'll gain an understanding of the political, historical, spatial, and affective agency of objects. We'll study how artists, writers, collectors, hoarders, migrants, and things of modern-day Latin America, Spain, and U.S.-border areas engage with the inanimate things around us. Our study will be enlightened by theoretical discussions on 'Object Oriented Ontology', Environmental Humanities, the Anthropocene, everyday life, and automation. Students will also have a chance to decipher the meaning and trajectories of their own 'stuff.'
Applies to requirement(s): Humanities; Language
Other Attribute(s): Writing-Intensive
M. Saltzman
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-250CC Concepts and Practices of Power: 'Contemporary Latin American Cultures'
Not Scheduled for This Year. Credits: 4
With a historical approach, this course will introduce students to a collage of socio-historic phenomena of 20th and 21st century Latin America such as the military dictatorship in the Southern Cone, magical realism, Mexican Nuevo Cine, the Cuban Revolution, Afro-Caribbean religious syncretism, immigration, and the continuous struggle for indigenous territorial and ecological rights. We will analyze and seek dialogue between empirical texts and cultural manifestations (short stories, film, protest songs, photography), while also discerning structures traversing these phenomena such as those related to gender, inequality, postcolonialism, decolonization, resistance, technology, and the increasingly dominant global economy.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Saltzman
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. Pitetta
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-260 Studies in Language and Society
A broad introduction to the study of specific form/meaning relations in the linguistic system of Spanish and the function of language in society. Topics may include, but are not limited to, languages in contact, bilingualism, teaching methodology, translation and interpretation, sociolinguistics, phonetics and phonology, morpho-syntax, semantics and pragmatics. The specific course contents and examples examined will vary each semester.

SPAN-260BL Studies in Language and Society: An Introduction: 'Being Bilingual'
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'
Not Scheduled for This Year. Credits: 4
This course will introduce students to the various varieties of Spanish throughout the world including North and South America, Spain, North Africa and regions where Judeo-Spanish is spoken. Topics will include the historical reasons for the presence and development of Spanish in different regions and the main causes of language variation, such as contact with other languages and social factors. The analysis of oral texts (audio and video recordings) will be a main component of the coursework.
Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-209 or higher.
Notes: Taught in Spanish
SPAN-260PB Studies in Language and Society: An Introduction: 'Public Speaking in in Spanish'
Fall. Credits: 4
This course aims to help students develop their understanding of public speaking and improve their delivery skills in Spanish in a variety contexts. A special emphasis will be placed on the concept and practice of ethical communication. Coursework will include planning, presenting, and analyzing oral and written speeches, as well as critical evaluations of famous figures' speeches in Spanish and their particular audience in socio-historical contexts. Assignments will substantially focus on different aspects of the planning process – such as content research, organization, writing, and the use of visual aids, among others--to create a well-informed, flexible, audience-oriented speech.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-212.
Notes: Taught in Spanish

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

SPAN-330 Advanced Studies in Identities and Intersections

SPAN-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, Maria 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'
Not Scheduled for This Year. 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'
Fall. Credits: 4
This course will explore questions and concerns regarding the 'Islamic constant' of Spanish history. We will focus on four major political and cultural contexts: the coexistence and conflicts among Jews, Muslims, and Christians in Medieval Iberia; the 'moriscos' (converted Muslims) of Imperial Spain (sixteenth-seventeenth centuries); Spanish orientalism and colonial enterprises in Africa between the end of the nineteenth and the first half of the twentieth centuries; and the question of the Muslim emigrants in contemporary Spain. Readings will include literary texts, political and legal documents, historical accounts, and other cultural material such as architecture, film, and documentaries.
Crosslisted as: RELIG-331SL
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish

SPAN-330WE Advanced Studies in Identities and Intersections: 'Weird Feelings: Unsettling Latin American Short Fiction'
Spring. Credits: 4
In this course we will read and discuss a group of short stories written by contemporary female, queer and trans Latin American authors. These stories deal with (among other weird feelings and states) the uncanny, the unsettling and the horror of daily life as well as processes of becoming, embodiment and disidentification. This course considers the intersections of identity and imagination, race, gender, and class. Special attention is given to the way in which these writings depict oppression and resilience and how they reinvent the Latin American short story writing tradition. Authors may include Ivan Monalisa, Guadalupe Nettel, Mariana Enríquez, Camila Sosa, and Claudia Salazar.
Crosslisted as: GNDST-333WE
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish

SPAN-340 Advanced Studies in Visual Cultures

SPAN-340AR Advanced Studies in Visual Cultures: 'Occupying the Arts: Activism, Crisis and Arts in Latin America'
Fall. 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-340PA Advanced Studies in Visual Cultures: 'Natural’s Not in It: Pedro Almodóvar
Not Scheduled for This Year. Credits: 4
This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.
Crosslisted as: GNDS333PA, CST349PA, FMT330PA
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: 8 credits in Spanish, Film Studies, Critical Social Thought, and/or Gender Studies.
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'
Not Scheduled for This Year. 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 re-create 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.

Spring. Credits: 4
This course will examine everyday urban life and public space in Spain from the post-Civil War period (1939) to 2021. We'll approach cities as dynamic global networks shaped by cultures, politics, economies, ideologies, memories, and imaginations. Through literary, visual, and theoretical texts, we'll explore the in/exclusivity of large-scale urban phenomena such as street design, gentrification, city ordinances, globalization, and mass tourism. From a lesser-known ethnographic angle, we'll also bring into dialogue the power within everyday practices (walking, sitting, remembering, shopping, placemaking) as well as subjects and objects (street vendors, immigrants, urban furniture, historic buildings).
Crosslisted as: ARCH-305UE
Applies to requirement(s): Humanities; Language
Other Attribute(s): Writing-Intensive
M. Saltzman
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish.
SPAN-360 Advanced Studies in Language and Society
SPAN-360AQ Advanced Studies in Language and Society: ‘Acquisition of Spanish as a Second Language’
Not Scheduled for This Year. Credits: 4
This course aims to provide an overview of the main theoretical approaches to second language acquisition with a focus on Spanish. Students will become familiar with the key concepts to understand accounts based on different processes -- innatism, cognitivism, and sociocultural -- and their implications for pedagogical practices. One of the objectives of this seminar is that students gain knowledge in research methodology. Thus, coursework will include the use of data from Spanish learner language corpora for the critical review of empirical studies as well as the design of experimental tests for language data elicitation on a topic in Spanish as a second language.
Applies to requirement(s): Humanities; Language
E. Castro
Prereq: Two courses in Spanish at the 200-level above 212.

SPAN-360HE Advanced Studies in Language and Society: ‘Heroes & Infidels: Masculine Identity and The Birth of Europe in Medieval Romance Classics’
Not Scheduled for This Year. Credits: 4
In this course we will read the canonical works that have shaped the national identity of European Romance countries such as Spain, France, Italy, Portugal, and Romania: from the medieval Chanson the Roland and Cantar del mio Cid to the early modern Don Quixote, Os Lusíadas, Orlando Furioso, and Mesterul Manole. We will discuss the performed masculinity of heroes, enemies, and mediators at the threshold between worlds. We will employ a decolonial critical approach to the Medieval, to question past and present wars against the infidel and their roles in the shaping of a modern European identity.
Crosslisted as: ROMLG-375HE, ITAL-361HE, FREN-321HE
Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Lovato
Advisory: For Language Majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

SPAN-360LT Advanced Studies in Language and Society: ‘Romances 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: 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.

Spring. Credits: 4
Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.
Crosslisted as: ROMLG-375MT, ITAL-361MT, FREN-321MT
Applies to requirement(s): Humanities; Language
O. Frau
Advisory: for language majors; two courses in culture and literature at the 200-level
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

SPAN-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 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’
Spring. 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
A. Nussbaum, S. Shan, R. Tramel, The department
Advisory: 2 years of high school algebra

STAT-240 Elementary Data Analysis and Experimental Design
Not Scheduled for This Year. 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
Not Scheduled for This Year. Credits: 4
This course introduces methods in data science, including exploring distributions and relationships, planning for data production, sampling distributions, basic ideas of inference (confidence intervals and hypothesis tests), inference for distributions, and inference for relationships, including chi-square methods for two-way tables and regression.

Applies to requirement(s): Math Sciences
A. Nussbaum, S. Shan, R. Tramel, The department
Advisory: 2 years of high school algebra

STAT-242 Intermediate Statistics
Fall and Spring. Credits: 4
This course provides an overview of statistical methods, their conceptual underpinnings, and their use in various settings taken from current news, as well as from the physical, biological, and social sciences. Topics will include exploring distributions and relationships, planning for data production, sampling distributions, basic ideas of inference (confidence intervals and hypothesis tests), inference for distributions, and inference for relationships, including chi-square methods for two-way tables and regression.

Applies to requirement(s): Math Sciences
A. Nussbaum, S. Shan, R. Tramel, The department
Advisory: 2 years of high school algebra

STAT-244 Intermediate Topics in Statistics

STAT-240 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
M. Ozanne
Prereq: MATH-211 and STAT-242.

STAT-343 Mathematical Statistics
Spring. Credits: 4
This course is an introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include probability, random variables, special distributions, introduction to estimation of parameters, and hypothesis testing.

Applies to requirement(s): Math Sciences
The department
Prereq: MATH-102 and MATH-342.

STAT-344 Seminar in Statistics and Scientific Research
STAT-344SM Seminar in Statistics and Scientific Research: 'Survey Sampling'
Not Scheduled for This Year. Credits: 4
In this course, students will explore statistical techniques for designing and analyzing complex survey designs. Sample surveys are used to obtain data on demography, health, and development; to measure attitudes and beliefs; to estimate natural resources; to evaluate the impact of social programs; along with many other uses. The proper design and analysis of these surveys is crucial to their utility. We will cover topics including survey design, 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'
Not Scheduled for This Year. 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
M. Ozanne
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.
X.CMPTC-418 Digital Literacy and Computer Science

Credits: 1

In this course we examine the skills and resources required to support PK-12 students as they navigate today's dynamic and technology-driven world. Participants will develop tools to ensure that their PK-12 students are able to use and assess technology while also preparing them to successfully participate and work in a technological world. Students will learn about digital tools and the essentials of computer science, makerspace activities, and programming. They will become familiar with systems and computational thinking while engaging in collaborative problem solving using high- and low-tech tools to make ideas tangible. This course is designed for pre-service and in-service teachers.

Applies to requirement(s): Meets No Distribution Requirement

L. Manzi

Restrictions: This course is offered for graduate students only.

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.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
PAGE: EDUCATION (X.EDUC)

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-409 Schools, Schooling, and Society: an Introduction to Education and Social Policy

Credits: 1

The course familiarizes students with the historical foundations of public education, current movements in education reforms such as Race to the Top, Common Core Standards, Every Student Succeeds Act, and theories of change. The course examines the social policies and catalysts that have caused transformation in society and public education and includes contemporary events. In keeping with Massachusetts Department of Education mandates for approved licensure programs, the course provides the foundational readings to prepare teachers for work in a diverse society. Topics include knowledge of curriculum; knowledge of learners; knowledge of educational goals, knowledge of social/cultural contexts; and pedagogical content knowledge.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is offered for graduate students only.

X.EDUC-411 Policy Fluency: Current Issues in Education

Spring. Credits: 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

E. Schildge

Restrictions: This course is offered for graduate students only.

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 offered for graduate students only.

X.EDUC-414 Research Design for Educators

Credits: 1

This course provides an introduction to research methodology and design in applied educational contexts. Topics covered in this course include: ethical considerations in educational research, how to conduct comprehensive literature searches, measurement and interpretation of qualitative and quantitative data, and research report writing. Through this course, students will explore the research process from hypothesis development and literature review to publication. At the conclusion of this course, students will be prepared to develop and incorporate the elements of effective research designs into their own research projects.

Applies to requirement(s): Meets No Distribution Requirement

J. Holland

X.EDUC-416 Applied Action Research

Credits: 1 - 2

This course is designed for educators who are implementing innovative projects and are conducting action research in educational settings. Through this course, participants examine opportunities and potential challenges associated with implementation of their research project. Participants will expand and refine existing project plans and will create the corresponding materials, such as consent forms, approval plans, participant outreach documents, implementation timeline, data collection tools etc., needed to execute the project in their context.

Applies to requirement(s): Meets No Distribution Requirement

G. Bass

Restrictions: This course is offered for graduate students only.

Advisory: X.EDUC-413 and X.EDUC-414.

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

X.EDUC-421 Online Pedagogy and Distance Learning for PK-12 Educators
Credits: 1
In this class, we will review current research on effective online pedagogy and teaching with technology in PK-12 classrooms. We will examine teaching in synchronous and asynchronous formats, utilizing different types of devices. We will also evaluate curricula, platforms, and web-based tools that support planning and assessment for standards based, online teaching. Students will develop electronic portfolios that address content and performance standards. We will explore the work of national teacher technology organizations and open educational resources.
Applies to requirement(s): Meets No Distribution Requirement
D. Mack
Restrictions: This course is offered for graduate students only.

X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
Spring. Credits: 4
The Integrated Methods Seminar focuses on supporting and building on key aspects of the intensive full-time supervised student teaching experience. Teacher candidates learn how to develop integrated curriculum units, address complex behavioral and management issues with increasing sophistication, delve more deeply into theory and practice, develop peer coaching and mentoring skills, develop habits of reflection, and prepare for job interviews. Additionally, there is an emphasis on social studies content and pedagogy. Specifically, students will be studying content of a meaningful elementary and early childhood social studies curriculum and devising lessons and units that address multiple learning needs, planning effective and aligned assessments, infusing EL protocols and practices, and exploring integration opportunities. Linking critical learning from their work in social justice to issues of instructional equity and practice in the classroom is also part of the Seminar this semester.
Applies to requirement(s): Meets No Distribution Requirement
C. Swift
Restrictions: This course is limited to Mount Holyoke MAT students only

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.*

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X.EDUC-427 Practicum 1: Professional Development and Mentoring

*Fall. Credits: 3*

Participants survey best practices in instructional coaching and professional development and implement these practices in their educational contexts. Topics include: cultivating positive mentoring/coaching relationships, observation protocols, developing and facilitating andragogically-sound professional learning, coaching for emotional resilience, and assessing professional learning. Participants actively apply skills in their own settings with specialized coaching from the course instructor and create a professional learning experience and/or approach to instructional coaching that is designed to meet the needs of students and teachers in their unique learning community.

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

*S. Renger*

*Restrictions: This course is offered for graduate students only.*

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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 offered for graduate students only.*

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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.*

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X.EDUC-432 Arts-Integrated Bilingual Elementary Education

*Not Scheduled for This Year. Credits: 2*

This course focuses on using Arts Integration pedagogies to support bilingual Spanish-English education in elementary school classrooms. Participants explore new bilingual ways to develop and apply knowledge, support social emotional learning, and engage students through creative arts, theater, and movement. Course methods include: hands-on experiential learning, case studies, and project-based curriculum development.

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

*G. Micchia*

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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*

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X.EDUC-436 Exceptional Learners Internship I

*Fall. Credits: 1 - 3*

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 offered for graduate students only.*

*Notes: Credit/no credit grading.*
X.EDUC-437 Advanced Practicum: Professional Development and Mentoring  

*Spring. Credits: 2*  
This course is the culmination of The Institute for Instructional Coaching. Participants reflect, refine, and expand upon the professional learning sessions they have developed, as well as their instructional coaching practice, while expanding their learning experience to enhance the impact in their context. Topics in this course include: developing systematic professional learning opportunities for new and experienced educators in a given setting, professional collaboration and co-facilitation, enhancing professional leadership through system-wide programming. Participants complete the institute as experts in ongoing, embedded, and personalized professional learning.  
*Applies to requirement(s): Meets No Distribution Requirement*  
E. Kuypers, S. Regner  
*Restrictions: This course is offered for graduate students only.*

X.EDUC-438 Exceptional Learners Internship II  

*Spring. Credits: 1 - 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 polices 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 offered for graduate students only.*  
*Notes: This course is graded on a credit/no credit basis.*

X.EDUC-439 Instructional Design for Online Learning  

*Credits: 2*  
This class will introduce innovative best practices, instructional tools, and virtual facilitation techniques for online teaching and learning for youth and adults. Topics include: basic principles of instructional design for online learning, synchronous and asynchronous teaching, incorporating multimedia and open educational resources, and strategies for cultivating collaboration and community online. Participants will apply their learning directly to individual projects developing the scope, sequence, and online learning activities for a course of their own. Through the class, students will use the tools to workshop and fully develop an online or hybrid course.  
*Applies to requirement(s): Meets No Distribution Requirement*  
G. Bass  
*Restrictions: This course is offered for graduate students only.*

X.EDUC-441 Fostering a Collaborative Culture for Learning  

*Credits: 2*  
This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning).  
*Applies to requirement(s): Meets No Distribution Requirement*  
N. Gardner  
*Restrictions: This course is offered for graduate students only.*

X.EDUC-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*  
The department

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. This course presents the Orton-Gillingham approach—a systematic, structured, multisensory method for teaching students with language-based learning disabilities. Through interactive lessons, lectures, group work, modeled lessons, students will learn and practice this approach.  
*Applies to requirement(s): Meets No Distribution Requirement*  
The department

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*  
The department

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-452AT Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'
Not Scheduled for This Year. Credits: 2
Educators serve in multiple roles to support students in their academic, extracurricular, and, in some cases, dorm lives. This course will provide an overview of the following: school counseling principles, widely adopted models of comprehensive developmental counseling curricula, social-emotional learning, approaches in multicultural counseling, and mentoring students on academic and professional issues. We will also address identification, prevention, intervention, and crisis management strategies for topics including: relationships, mental health, trauma, and substance use/abuse. Students will explore how to analyze various types of student performance data to inform academic and non-academic programming.
Applies to requirement(s): Meets No Distribution Requirement
K. Harrington
Restrictions: This course is offered for graduate students only.

X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform
Fall. Credits: 4
This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.
Applies to requirement(s): Meets No Distribution Requirement
J. Holland
Restrictions: This course is offered for graduate students only.

X.EDUC-455 Outreach and Advocacy for Educational Change
Fall. Credits: 4
This course integrates Teacher Leader Model Standards for Domains VI and VII: assessing community needs and values, engaging families and colleagues in partnerships, and advocating for students and for the teaching profession. Participants will explore culturally responsive teaching approaches and strategies for collaborating with families to support meaningful and relevant student learning and development. Participants will also learn how to use research, policies, and persuasive communications to help build appropriate programs, interventions, and advocacy efforts that promote positive outcomes for both students and teachers.
Applies to requirement(s): Meets No Distribution Requirement
J. Nurse Coes

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
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
M. Magrath-Smith
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 formative and summative ways to assess learning. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a pre-practicum.
Applies to requirement(s): Meets No Distribution Requirement
T. Sullivan-Daley
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: Requires a field-experience in an educational setting.
Notes: Pre-practicum required

X.EDUC-462 Subject-Specific Methods 2
This advanced course builds on the design Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

X.EDUC-462AR Subject-Specific Methods 2: 'The Arts'
Fall. Credits: 2
This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.
Applies to requirement(s): Meets No Distribution Requirement
K. Ripley
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462EN Subject-Specific Methods 2: 'English'
Fall. Credits: 2
This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.
Applies to requirement(s): Meets No Distribution Requirement
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 placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462FR Subject-Specific Methods 2: 'Foreign Languages'
Fall. Credits: 2
This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).
X.EDUC-462HS Subject-Specific Methods 2: 'History/Social Sciences'
Fall. Credits: 2
This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.
Applies to requirement(s): Meets No Distribution Requirement
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 placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'
Fall. Credits: 2
This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.
Applies to requirement(s): Meets No Distribution Requirement
N. Creedan
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462SC Subject-Specific Methods 2: 'The Sciences'
Fall. Credits: 2
This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.
Applies to requirement(s): Meets No Distribution Requirement
M. Winston
Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only
Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-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 offered for graduate students only.

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.
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-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

*Spring. Credits: 1*

Today's challenges in education require creative, out-of-the-box ideas and entrepreneurial teachers are often best positioned to design and implement these solutions. In this course we will explore different models of entrepreneurship in education, including how it works within the contexts of working in classrooms and schools, in nonprofits, as authors and consultants, and in commercial endeavors. Through case studies and guest lectures students investigate entrepreneurial approaches to address existing problems, challenges, and opportunities in education. Students will develop their own ideas around new programming, services, advocacy, and/or ways to increase access to education.

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

*T. Espinosa*

*Restrictions: This course is offered for graduate students only.*

X.EDUC-476 Independent School: Beyond the Classroom

*Not Scheduled for This Year. 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*

*N. Gardner, G. Bass*

X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners

*Not Scheduled for This Year. Credits: 4*

In this hands-on course, participants working in classrooms explore issues and challenges of their professional and classroom practice, including: workshopping new curricular ideas, integrating evidence-based practices for effective classroom management and teaching, and ways to support other areas of the participants’ administrative or co-curricular responsibilities. Participants attend group seminars and individual conferences intended to strengthen their confidence in the classroom and capacity to successfully engage diverse learners. Evaluation of performance is determined through course observations and by written assignments.

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

*K. Evelti*

*Advisory: Must be in a teaching role in a school setting.*

*Notes: This course is graded on a credit/no credit basis. This course may be repeated once for an additional four credits.*

X.EDUC-481 Internship in Education Administration

*Spring. Credits: 2 - 6*

Graduate students undertake an internship of up to 500 hours in an educational setting under the supervision of an PreK-12 school administrator from January through June. This would be a supervised, mentored experience, that is tailored to the student's needs and interests, and approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

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

*G. Bass*

*Restrictions: This course is limited to Teacher Leadership MAT students only*

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-406 Introduction to Teaching English Language Learners
Credits: 2
This introductory course examines theories and issues related to multilingual education and teaching English language learners in the United States today. Specifically, students will be introduced to approaches and pedagogies that support teaching linguistically and culturally diverse learners in the PK-12 setting and the places where second language acquisition theory and practice intersect. In addition, this course will prepare participants to sit for the Massachusetts ESL Test for Educator Licensure (MTEL).
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is offered for graduate students only.

X.ELL-416 Language Assessment and Classroom Practice
Credits: 2
Brief introduction to theory and practice in assessing students’ academic English proficiency. Students will learn about purposes of and types of language assessments (e.g., large-scale standardized tests like WIDA ACCESS, alternative assessments like portfolios, formative assessments) and practice designing oral language assessment tasks and using rubrics to evaluate student writing.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby

X.ELL-418 Second Language Acquisition and Classroom Practice
Credits: 2
This course will a) introduce students to theories of second language acquisition (cognitive, social, and linguistic influences) and how these inform teaching practices, and b) introduce teaching methods and approaches to teaching ELLs so students can begin to make informed context-sensitive decisions about language teaching methods, techniques, lesson planning, materials, classroom management, etc.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby

X.ELL-421 Linguistics for Teachers
Fall. Credits: 2
This course provides teacher candidates with an in-depth analysis of the structural and functional components of language: syntax, phonetics, phonology, morphology, semantics, register, and genre. Teacher candidates will apply concepts to language teaching and learning. The course will also include an in-depth look at functional linguistics and critical genre theory, focusing on how language functions in academic speech and writing.
Applies to requirement(s): Meets No Distribution Requirement
H. Graham
Restrictions: This course is offered for graduate students only.

X.ELL-422 Practicum Seminar in Teaching and Learning: Elementary ELL Education
Spring. Credits: 4
This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only

X.ELL-423 Student Teaching English Language Learners in Elementary Schools
Fall. Credits: 10
Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students’ development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only
Advisory: Students may only register for X.ELL-423 if concurrently taking X.ELL-422.
Notes: This course is graded on a credit/no credit basis.
X.ELL-426 Methods in Teaching English Language Learners (ELL Methods)

Fall. Credits: 4
This course focuses on applying theories, principles, and evidence-based methods of second language acquisition to the development of materials, lessons, and curricula for teaching disciplinary English to K-12 speakers of other languages. Teacher candidates will cultivate skills in the design and delivery of contextualized lesson plans, develop expertise in the selection and evaluation of materials such as textbooks, computer-assisted materials, and realia, and demonstrate their understanding of critical issues in teaching ELLs. Teacher candidates must simultaneously be participating in pre-practicum observations.

Applies to requirement(s): Meets No Distribution Requirement

A. Lopez

Restrictions: This course is offered for graduate students only.

Advisory: X.ELL-403 and X.ELL-418 advised but not required.

Notes: Requires a field experience in an educational setting.

X.ELL-431 Student Teaching English Language Learners in Secondary Schools

Spring. Credits: 10
Teacher candidates participate in full-time supervised student teaching of grades 5-12 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students’ development of disciplinary literacy, 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 school communication.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is limited to Mount Holyoke MAT students only

X.ELL-436 Exceptional Learners Internship I

Fall. Credits: 1 - 3
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 offered for graduate students only.

Notes: This course is graded on a credit/no credit basis.

X.ELL-438 Exceptional Learners Internship II

Spring. Credits: 1 - 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 technology.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is limited to Mount Holyoke MAT students only

Notes: This course is graded on a credit/no credit basis.

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

Fall. Credits: 3
This course is offered for teachers seeking SEI endorsement. It serves as the ReTELL course that provides an overview of pragmatic pedagogical strategies for including English Language Learners in content area classroom instruction. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

Applies to requirement(s): Meets No Distribution Requirement

H. Graham

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
Restrictions: This course is offered for graduate students only.

X.MATH-401 Developing Mathematical Ideas: Making Meaning for Operations
Fall and Spring. 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, H. Fessenden, 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
Z. Champagne, J. Szymaszek

X.MATH-404 Developing Mathematical Ideas: Modeling With Data
Credits: 2
Participants will work with the collection, representation, description, and interpretation of data. They will learn what various graphs and statistical measures show about features of the data, study how to summarize data when comparing groups, and consider whether the data provides insight into the questions that led to data collection.
Applies to requirement(s): Meets No Distribution Requirement
S. Hedgepeth

X.MATH-405 Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions
Credits: 2
Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.
Applies to requirement(s): Meets No Distribution Requirement
B. Brady, M. Garcia

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
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
V. Bastable, M. Garcia

X.MATH-411 Math for Elementary Teachers
Not Scheduled for This Year. 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 formuals, 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.MATH-470 The Process of Teaching and Learning: Math Curriculum Development and Instruction

Not Scheduled for This Year. Credits: 2
Students will learn about developmental math curriculum development and instruction in PreK-6 classrooms. They will construct more extensive understandings of math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, math talks, 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

C. Swift
Restrictions: This course is offered for graduate students only.
PAGE: MEDIA (X.MEDIA)

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
Restrictions: This course is offered for graduate students only.

X.MEDIA-429 Media Production Topics

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
X.MEDIA-429WD 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
**PAGE: MANAGEMENT & LEADERSHIP (X.MGMT)**

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-418 Project Management for Nonprofits and Social Entrepreneurs
*Not Scheduled for This Year. Credits: 2*
There is one clear skill that all exceptional project managers (PMs) possess, ‘the ability to formulate alternatives.’ Those PMs with either the innate or developed ability to provide multiple solutions to problems and further create contingency plans if their solutions are not successful, find themselves working on projects that are delivered on-time, at or under-budget, and within the functional and/or technical satisfaction of their customer. Your goal is to identify and begin to develop this ability during this course. More importantly, it will provide you a platform to continue to grow, refine and implement this skill all under the umbrella of good project management approaches and practices. You will be able to identify, plan, schedule, cost estimate, implement and manage projects of virtually any size.

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

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
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-429CU Building Effective Organizations: ‘Inclusion and Cultural Competency’
*Not Scheduled for This Year. Credits: 2*
Research indicates that organizations with greater diversity and inclusion outperform their peer organizations in terms of financial performance, innovation, and the ability to develop talent. In order to build an inclusive organization, it is critical that leaders are able to understand how to effectively engage and support culture and diversity in their organizations. In this course students will learn to define, assess and enhance cultural competence in their own work, their organizations and in community efforts. Student will examine case studies, learn to conduct a strategic audit, and build a cultural competency toolkit that will focus on relevant foundational and strategic issues.

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

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-433 Social Entrepreneurship and Innovation**  
*Not Scheduled for This Year. Credits: 2*  
This project-based course is designed for learning startup entrepreneurship methods from the idea stage to start-up, for commercial or social impact ventures (not-for-profit or for-profit). Students will learn about topics such as lean startup methods, market planning, development, finances, organization configurations, collaboration building, a customer and stakeholder and team- building and leadership to be able to apply them to practice in their own venture. Further study will include entrepreneurship, women in business, social impact, economic impact, and opportunity analysis.  
*Applies to requirement(s): Meets No Distribution Requirement*  
The department

**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.*
**PAGE: MATHEMATICS EDUCATION (X.MTHED)**

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**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

**Advisory:** P. Wagner

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**X.MTHED-409 Educational Leadership I: Exploring the Roles of Math Teacher Leadership**

**Credits: 2**

This course will explore the roles of teacher leadership in math education at the local, state, and national level. Topics will include coaching, mentoring, writing (blogs, journals, op-eds, articles), professional learning communities (virtual and face-to-face), and advocacy. Participants will consider current issues and challenges facing students and teachers with regard to math education and will work to develop action plans to address these issues in the coming school year.

Applies to requirement(s): Meets No Distribution Requirement

**M. Allen, A. Sussman**

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**X.MTHED-410 Developing Mathematical Ideas: Facilitator Training**

**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, M. Flynn**

Advisory: Prior experience with a DMI seminar recommended.

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**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**

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**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 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

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**X.MTHED-432 Arts Integrated Math for Elementary Education**

**Not Scheduled for This Year. Credits: 2**

This course focuses on math teaching in K-5 classrooms and using Arts Integration pedagogies to help students make sense of math, develop number sense and conceptual knowledge, and communicate ideas and knowledge to others. Participants explore new ways to help students apply their knowledge and solve problems (independently and in collaboration) through creative arts, theater, and movement. Course methods include: hands-on experiential learning, case studies, and project-based math curriculum development. The course is aligned with standard math procedures and the Common Core State Standards in K-5 Math and covers how to use measurable outcomes and objectives in classroom assessment and evaluation.

Applies to requirement(s): Meets No Distribution Requirement

**K. Carreira**

Restrictions: This course is offered for graduate students only.

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**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.

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**X.MTHED-466 Advocacy Through Math Teacher Leadership**

**Spring. Credits: 4**

The course involves exploring teacher leadership roles in mathematics education and how to advocate for change in the field. Students will create an action plan related to a change initiative in math education, develop a capstone project, and share findings and reflections so the group can provide critical feedback and support. The scalable nature of this work allows each student to define a leadership role and project to fit their interests and professional goals.

Applies to requirement(s): Meets No Distribution Requirement

**M. Allen**

Restrictions: This course is offered for graduate students only.

Advice: 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.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.SCI-470 The Process of Teaching and Learning: Science/Technology
Curriculum Development and Instruction
Fall. Credits: 2
Students will learn about inquiry-based science and technology curriculum development and instruction in PreK-6 classrooms. Through an immersive experience in content and pedagogy, students will construct more extensive understandings of science instruction by developing a series of lessons/unit of study that implements the Massachusetts Frameworks incorporating the Next Generation Science Standards. Emphasis will be on learning content as well as diverse management and instructional practices, such as the use of place-based learning, hands-on experiences, problem solving, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

Applies to requirement(s): Meets No Distribution Requirement
C. Swift
Restrictions: This course is offered for graduate students only.
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
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only.

X.SPED-421 Assistive Technology for Special Education
Fall. Credits: 1
This course provides an introduction to teaching with technology and, more specifically, how assistive technologies can be used by individuals with disabilities, PreK-12, to enhance the teaching and learning experience. Students will have the opportunity to explore a range of devices, applications, software, etc. that enhance access to academic and non-academic learning in schools. Course assignments will help students develop an understanding of how to assess student assistive technology needs, employ and monitor interventions, and improve teaching through the use of technology.
Applies to requirement(s): Meets No Distribution Requirement
E. Casioppo
Restrictions: This course is offered for graduate students only.

X.SPED-422 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8
Spring. Credits: 4
During seminar students will discuss the teaching of children PreK-8 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
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, MATM, and MATL students only.

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-432.
Notes: This course is graded on a credit/no credit basis.

X.SPED-433.

X.SPED-436 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
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only.

X.SPED-442 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8
Spring. Credits: 4
During seminar students will discuss the teaching of children PreK-8 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.
Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby
Restrictions: This course is limited to Mount Holyoke MAT students only.

X.SPED-446 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-451 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-451 if concurrently taking X.SPED-442.
Notes: This course is graded on a credit/no credit basis.
X.SPED-433 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12  

Spring. Credits: 4  
During seminar students will discuss the teaching of children grades 5-12 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.  
Applies to requirement(s): Meets No Distribution Requirement  
R. Hornsby  
Restrictions: This course is limited to Mount Holyoke MAT students only

X.SPED-436 Exceptional Learners Internship I  

Fall. Credits: 1 - 3  
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 offered for graduate students only.  
Notes: Credit/no credit grading.

X.SPED-438 Exceptional Learners Internship II  

Spring. Credits: 1 - 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 offered for graduate students only.  
Notes: This course is graded on a credit/no credit basis.

X.SPED-441 Differentiated Instruction for Diverse Learners  

Credits: 2  
This course will address the design and modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Students will learn ways to prepare and maintain students with disabilities to succeed in general education classrooms, to monitor academic and behavioral progress, and to make instructional decisions accordingly. Students will experiment with a variety of technological tools for teaching PreK-12 such as applications and web-based tools that for student engagement and progress monitoring. Coverage will include instruction on assistive technology, including AAC, to support students with disabilities to learn in the least restrictive environment.  
Applies to requirement(s): Meets No Distribution Requirement  
E. Casioppo

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