**Notice of Nondiscrimination**

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith’s admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the adviser for equity complaints, College Hall 103, (413) 585-2141, or visit www.smith.edu/diversity.

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**Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act**

The college is required by law to publish an annual report with information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual report are available from the Department of Public Safety, Tilly Hall, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to Paul Ominsky, director of Public Safety, at (413) 585-2491.

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### Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

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† A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.
* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.
** Reserved for activities and events.

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**SMITH COLLEGE BULLETIN**

(USPS 499-020) Series 102 September 2009 Number III

Printed monthly during January, April, September (two issues), Office of College Relations, Garrison Hall, Smith College, Northampton, Massachusetts 01063. Periodical postage paid at Northampton, Massachusetts. Postmaster: send address changes to Smith College, Northampton, Massachusetts, 01063

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The course listings on pp. 67–440 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalogue.
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How to Get to Smith

By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston’s Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through four sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College, Northampton, Massachusetts

1. Academy of Music
2. College Hall
3. Office of Admission
4. Northampton bus station

Smith College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process.
Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus; arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. vi, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. You may be able to make appointments to meet with office staff at other times, including holidays. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, e-mail or appointment.

Admission
Audrey Smith, Dean of Enrollment
Debra Shaver, Director of Admission
7 College Lane, (413) 585-2500; (800) 383-3232
We urge prospective students to make appointments for interviews in advance with the Office of Admission. The Office of Admission schedules these appointments from 9 a.m. to 3 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please visit www.smith.edu/admission for details.

Financial Aid, Campus Jobs and Billing for Undergraduates
David Belanger, Director of Student Financial Services
College Hall
(413) 585-2530
E-mail: sfs@smith.edu

Academic Standing
Maureen A. Mahoney, Dean of the College
College Hall, (413) 585-4900
Tom Riddell, Associate Dean of the College and Dean of the First-Year Class
Margaret Bruzelius, Dean of the Senior and Second-Semester Junior Classes

Erika J. Laquer, Dean of the Sophomore and First-Semester Junior Classes, and Ada Comstock Scholars
College Hall, (413) 585-3090

Alumnae Association
Carrie Cadwell Brown, Executive Director
Alumnae House, (413) 585-2020

Career Planning and Alumnae References
Stacie Hagenbaugh, Director of Career Development Office
Drew Hall, (413) 585-2570

College Relations
Laurie Fenlason, Executive Director of Public Affairs and Special Assistant to the President
Garrison Hall, (413) 585-2170

Development
Patricia Jackson, Vice President for Development
Alumnae House, (413) 585-2020

Disability Services
Laura Rauscher, Director of Disability Services

Graduate Study
Danielle Carr Ramdath, Director
College Hall, (413) 585-3000

Medical Services and Student Health
Leslie R. Jaffe, College Physician and Director of Health Services
Elizabeth Mason Infirmary, (413) 585-2800

Religious Life
Jennifer Walters, Dean of Religious Life
Helen Hills Hills Chapel, (413) 585-2750

School for Social Work
Carolyn Jacobs, Dean
Lilly Hall, (413) 585-7950

Student Affairs
Julianne Ohotnicky, Dean of Students
College Hall, (413) 585-4940

Transcripts and Records
Patricia O’Neil, Registrar
College Hall, (413) 585-2550
Academic Calendar 2009–10

Fall Semester 2009

Monday, August 31—Monday, September 7
Orientation for entering students

Sunday, August 30, and Monday, August 31
Central check-in for entering students

Sunday, September 6, and Monday, September 7
Central check-in for returning students

Monday, September 7, 7 p.m.
Opening Convocation

Tuesday, September 8, 8 a.m.
Classes begin

To be announced by the president
Mountain Day (holiday)—Classes scheduled before 7 p.m. are canceled.

Saturday, October 10—Tuesday, October 13
Autumn recess

Friday, October 23—Sunday, October 25
Family Weekend

Tuesday, November 10
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 9—Friday, November 20
Advising and course registration for the second semester

Wednesday, November 25—Sunday, November 29
Thanksgiving recess (Houses close at 10 a.m. on November 25 and open at 1 p.m. on November 29.)

Tuesday, December 15
Last day of classes

Wednesday, December 16—Friday, December 18
Pre-examination study period

Saturday, December 19—Tuesday, December 22
Examinations

Wednesday, December 23—Sunday, January 3
Winter recess (Houses and Friedman apartments close at 10 a.m. on December 23 and open at 1 p.m. on January 3.)

Interterm 2010

Monday, January 4—Saturday, January 23

Spring Semester 2010

Thursday, January 21—Sunday, January 24
Orientation for entering students

Monday, January 25, 8 a.m.
Classes begin

Wednesday, February 17
Rally Day—All classes are canceled.

Saturday, March 13—Sunday, March 21
Spring recess (Houses close at 10 a.m. on March 13 and open at 1 p.m. on March 21.)

Monday, April 5—Friday, April 16
Advising and course registration for the first semester of 2010–11

Friday, April 30
Last day of classes

Saturday, May 1—Monday, May 3
Pre-examination study period

Tuesday, May 4—Friday, May 7
Final examinations

Saturday, May 8
Houses close for all students except ’10 graduates, Commencement workers and those with Five College finals.

Sunday, May 16
Commencement

Monday, May 17
All houses close at noon.

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period. Please visit www.smith.edu/academiccalendar for further details.
Smith College
Mission and History

Mission

Smith College educates women of promise for lives of distinction. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society’s challenges.

Values

- Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.
- Smith is committed to access and diversity, recruiting and supporting talented, ambitious women of all backgrounds.
- Smith educates women to understand the complexity of human history and the variety of the world’s cultures through engagement with social, political, aesthetic and scientific issues.
- Smith prepares women to fulfill their responsibilities to the local, national and global communities in which they live and to steward the resources that sustain them.

History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

Smith began in the nineteenth century in the mind and conscience of a New England woman. In her will, Sophia Smith articulated her vision of a liberal arts college for women, with the purpose that “women’s ‘wrongs’ will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.” Through its commitment to academic excellence and its active engagement with the issues of our time, Smith remains faithful to its founder’s ideals.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college “pervaded by the Spirit of Evangelical Christian Religion” but “without giving preference to any sect or denomination.”

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women’s abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college’s curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laurenus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called “the real prac-
tical life” of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton’s Main Street. For study and worship, students used the town’s well-endowed public library and various churches. Instead of a dormitory, students lived in a “cottage,” where life was more familial than institutional. Thus began the “house” system that, with some modifications, the college still employs today. The main lines of Smith’s founding educational policy, laid down in President Seelye’s inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye’s administration, the college prospered mightily. Its assets grew from Sophia Smith’s original bequest of about $400,000 to more than $3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women’s basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-resourced undergraduate libraries in the country.

Smith’s second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of $1,000,000—a huge endowment campaign for any college at that time. With the college’s increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton’s fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women’s colleges of the day. President Burton’s accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women’s colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called “the Quad,” so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith’s fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt’s chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers’ Training Unit of the Women’s Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of
students their sensitivity both to other cultures and to an important, relatively new art. President Davis’ administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith’s fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright’s administration were the strengthening of Smith’s financial position and the defense of academic freedom during the 1950s.

In 1950, the $7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members’ right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith’s Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright’s term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith’s sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. Collegewide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights, the students’ rights and the anti-war movements take root and grow at many of the country’s universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to admit men, and Yale, Princeton and Dartmouth to admit women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college—to provide the best possible education for women.

In the late 1960s and early 1970s another important movement—the women’s movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women’s education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith’s undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway’s administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway’s contributions underscored her commitment to women’s colleges and a liberal arts education in today’s society.
When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith’s student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith’s continuing moral and intellectual commitment to diversity.

In Dunn’s decade as president, the college raised more than $300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while upholding the same academic standards) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In 1995 Ruth Simmons became Smith’s ninth president, the first African-American woman to head any top-ranked American college or university. Simmons galvanized the campus through an ambitious campuswide self-study process that resulted in a number of landmark initiatives, including Praxis, a program that allows every Smith student the opportunity to elect an internship funded by the college; an engineering program, the first at a women’s college; programs in the humanities that include a poetry center and a peer-reviewed journal devoted to publishing scholarly works by and about women of color; and curricular innovations that include intensive seminars for first-year students and programs to encourage students’ speaking and writing skills.

A number of building projects were launched during Simmons’ administration; most significant was a $35-million expansion and renovation of the Smith College Museum of Art, art department and art library. Construction of the Campus Center began, and the Lyman Conservatory was renovated. Simmons left Smith in June 2001, assuming the presidency of Brown University. John M. Connolly, Smith’s first provost, served as acting president for one year, skillfully guiding the college through the national trauma of September 11, 2001, and its aftermath.

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith’s 10th president in 2002. In the early years of her administration, Christ launched an energetic program of outreach, innovation and long-range planning, including capital planning. She encouraged the development of coursework emphasizing fluency in the diversity of American cultures and launched a review to determine Smith’s distinctive intellectual traditions. Under her leadership, hundreds of alumnae, students, faculty and staff participated in presidential dialogues as part of the development of the Smith Design for Learning, the college’s strategic plan for the coming decade. Major building projects have come to fruition: the renovation of and addition to the Brown Fine Arts Center; a dramatic new Campus Center; the impressive Olin Fitness Center; new homes for the Poetry Center and Mwangi Cultural Center; the renovation of Lilly Hall, home of the college’s School for Social Work; and the construction of Conway House, an apartment building for Ada Comstock Scholars with children. Construction is under way for Ford Hall, a state-of-the-art, sustainably designed classroom and laboratory facility for the college’s pioneering Picker Engineering Program and the sciences. Under Christ’s leadership, Smith has made significant commitments to international and intercultural studies and to global outreach and recruitment. Thirteen percent of the class entering in fall 2009 are citizens of countries other than the United States. Environmental sustainability has emerged as a central theme in Smith’s curriculum and campus operations, as reflected in the construction of a cogeneration facility for power and heat and the dedication of the MacLeish Field Station, a 200-acre woodland tract in Whately, Mass., for environmental education and research.

Smith continues to benefit from a dynamic relationship between innovation and tradition. The college is still very much a part of Northampton, a vibrant and sophisticated cultural center. The majority of students still live in college houses with their own common rooms, in accord with the original “cottage” plan. The faculty and administration are still composed of highly accomplished men and women who work together in a professional community with mutual respect. And while Smith’s curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today’s women—offering majors or interdepartmental programs in computer science, engineering, environmental science and policy, the study of women and gender, Third World development, neuroscience, film studies, Latin American and Latino/a studies, Jewish studies, history of science and technology, and other expanding and emerging fields. Were Sophia Smith to visit Northampton today, she would no doubt find her vision realized, as students at her college—young women of extraordinary promise and ambition—prepare themselves for exemplary lives of leadership and distinction.
The William Allan Neilson Chair of Research

Commemorating President Neilson’s profound concern for scholarship and research

Kurt Koffka, Ph.D.
Psychology, 1927–32

G. Antonio Borgese, Ph.D.
Comparative Literature, 1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.
English, second semester, 1937–38

Alfred Einstein, Dr. Phil.
Music, first semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.
Philosophy, first semester, 1940–41

Karl Kelchner Darrow, Ph.D.
Physics, second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.
History, second semester, 1941–42

Albert F Blakeslee, Ph.D., Sc.D. (Hon.)
Botany, 1942–43

Edgar Wind, Ph.D.
Art, 1944–45

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.
English, first semester, 1946–47

David Mitrany, Ph.D., D.Sc.
International Relations, second semester, 1950–51

Pieter Geyl, Litt.D.
History, second semester, 1951–52

Wystan Hugh Auden, B.A.
English, second semester, 1952–53

Alfred Kazin, M.A.
English, 1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)
Astronomy, first semester, 1956–57

Philip Ellis Wheelwright, Ph.D.
Philosophy, second semester, 1957–58

Karl Lehmann, Ph.D.
Art, second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.
Economics, second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)
Physics, first semester, 1960–61

Eudora Welty, B.A., Litt.D.
English, second semester, 1961–62

Dénes Bartha, Ph.D.
Music, second semester, 1963–64

Dietrich Gerhard, Ph.D.
History, first semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)
Chemistry, second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)
Art, second semester, 1968–69

Robert A. Nisbet, Ph.D.
Sociology and Anthropology, first semester, 1971–72

Louise Gaylor, Ph.D.
Music, second semester, 1974–75

Herbert G. Gutman, Ph.D.
American Studies, 1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.)
Sociology and Anthropology, first semester, 1980–81

Auguste Anglès, Docteur ès Lettres
French, first semester, 1981–82

Victor Turner, Ph.D.
Religion and Biblical Literature, first semester, 1982–83

Robert Brentano, D. Phil.
History, first semester, 1985–86

Germaine Brée, Ph.D.
Comparative Literature, second semester, 1985–86

Carsten Thomsassen, Ph.D.
Mathematics, first semester, 1987–88

Charles Hamilton, J.D., Ph.D.
Government, second semester, 1988–89

Triloki Nath Madan, Ph.D.
Anthropology, first semester, 1990–91

Armstead L. Robinson, Ph.D.
Afro-American Studies, first semester, 1991–92

Sheila S. Walker, Ph.D.
Afro-American Studies, second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.
Sociology, first semester, 1993–94

Trinh T. Minh-ha, Ph.D.
Women’s Studies, second semester, 1993–94

Rey Chow, Ph.D.
Comparative Literature, second semester, 1995–96

June Nash, Ph.D.
Latin American Studies, first semester, 1996–97

Judith Plaskow, Ph.D.
Women’s Studies and Jewish Studies, second semester, 1996–97

Irwin P Ting, Ph.D.
Biological Sciences, first semester, 1997–98
Ruth Klüger, Ph.D.  
*German Studies, first semester, 1998–99*

Romila Thapar, Ph.D.  
*Religion and Biblical Literature, second semester, 1998–99*

Margaret Lock, Ph.D.  
*Anthropology, first semester, 1999–2000*

Thomas Greene, Ph.D.  
*English Language and Literature, first semester, 2000–01*

Carolyn Cohen, Ph.D.  
*Biochemistry/Biological Sciences, second semester, 2001–02*

Nuala Ní Dhombnáill  
*Comparative Literature, first semester, 2002–03*

Lauren Berlant, Ph.D.  
*Women’s Studies, first semester, 2003–04*

Nawal El Saadawi, M.D.  
*Comparative Literature, first semester, 2004–05*

Frances Fox Piven, Ph.D.  
*Political Science and Sociology, second semester, 2006–07*

Mohd Anis Md Nor, Ph.D.  
*Music, Dance and Theatre, first semester, 2007–08*

János Pach, Ph.D.  
*Mathematics and Statistics, first semester, 2008–09*

Randolph Hester, M.L.A.  
*Landscape Studies, second semester, 2009–10*

John Coolidge, Ph.D.  
*Art, second semester, 1982–83*

Howard Mayer Brown, Ph.D.  
*Music, first semester, 1983–84*

Hendrik W. van Os, Ph.D.  
*Art, first semester, 1987–88*

George Kubler, Ph.D.  
*Art, second semester, 1989–90*

Susan Donahue Kuretsky, Ph.D.  
*Art, second semester, 1991–92*

Diane De Grazia, Ph.D.  
*Art, second semester, 1993–94*

Larry Silver, Ph.D.  
*Art, first semester, 1994–95*

André Hayum, Ph.D.  
*Art, second semester, 1994–95*

Mark P. O. Morford, Ph.D.  
*Classical Languages and Literatures, 1995–96*

Kenneth R. Stow, Ph.D.  
*Jewish Studies, 1996–97*

Anna Maria Petrioli Tofani, Dottore di Lettere  
*Art and Italian Language and Literature, first semester, 1997–98*

Nancy Siraisi, Ph.D.  
*History of Sciences, first semester, 1998–99*

Keith Christiansen, Ph.D.  
*Art, first semester, 1999–2000*

Phyllis Pray Bober, Ph.D.  
*Art, first semester, 2001–02*

Alison Brown, M.A.  
*History, first semester, 2001–02*

Harry Berger, Jr., Ph.D.  
*Comparative Literature, first semester, 2002–03*

James M. Saslow, Ph.D.  
*Art, second semester, 2003–04*

Richard Cooper, Ph.D.  
*French, first semester, 2004–05*

Deborah Howard, Ph.D.  
*Art, second semester, 2005–06*

Andreas Kleinert, Ph.D.  
*History of Science, first semester, 2006–07*

Caroline Elam, Hon.D.Arts.  
*Art, second semester, 2007–08*

Rosemarie Mulcahy, Ph.D.  
*Art, second semester, 2008–09*

Aileen Ribeiro, Ph.D.  
*Theatre, first semester, 2009–10*

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The Ruth and Clarence Kennedy Professorship in Renaissance Studies

Commemorating the Kennedys’ commitment to the study of the Renaissance and their long-standing devotion to Smith College

Charles Mitchell, M.A.  
*Art, 1974–75*

Felix Gilbert, Ph.D.  
*History, 1975–76*

Giuseppe Billanovich, Dottore di Letteratura Italiana  
*Italian Humantism, second semester, 1976–77*

Jean J. Seznec, Docteur ès Lettres  
*French, second semester, 1977–78*

Hans R. Guggisberg, D.Phil.  
*History, first semester, 1980–81*

Alistair Crombie, Ph.D.  
*History of Science, second semester, 1981–82*
The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing “the discipline and furniture of the mind: expanding its powers, and storing it with knowledge,” to which was added, “The former of these is, perhaps, the more important of the two.” At many liberal arts colleges today this ideal is understood as implying both breadth and depth in each student’s course of studies, as well as the acquisition of crucial skills in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it “is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it.”

In the spirit of “individual liberty [and] largeness of opportunity” Smith College has since 1970 had no distribution requirements for graduation. In the interest of “discipline” each student must complete a major, to give depth to her studies, while to guarantee breadth she must take at least 64 credits outside the department or program of her major. As for “system,” the college assigns each beginning student a faculty member as academic adviser; each student later chooses a major adviser. Students, in consultation with their advisers, are expected to select a curriculum that has both breadth and depth, engages with cultures other than their own, and develops critical skills in writing, public speaking, and quantitative reasoning.

The Smith faculty strongly recommends that students “pursue studies in the seven major fields of knowledge” listed below. Completion of a course in each of these areas is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see following, and Latin Honors on p. 27). Students who complete a course in each area will receive Liberal Arts Commendation and this will be noted on their transcripts.

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world’s past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

1) Literature, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
2) Historical studies, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
3) Social science, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
4) Natural science, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
5) Mathematics and analytic philosophy, because they foster an understanding of the nature and use of formal, rational thought;
6) The arts, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
7) A foreign language, because it frees one from the limits of one’s own tongue, provides access to another culture and makes possible communication outside one’s own society.
We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Expectations and Requirements

In the course of their educations, Smith students are expected to become acquainted with—to master, as far as they are able—certain bodies of knowledge, but they are also expected to learn the intellectual skills necessary for using and extending that knowledge. The list below summarizes those expectations. While acknowledging that education can never be defined by a listing of subjects or skills, the faculty believes that such a listing may usefully contribute to the planning of an education, and it offers the list below in that spirit, as an aid to students as they choose their courses and assess their individual progress, and to advisers as they assist in that process.

In order to put their knowledge to use, to lay a foundation for further study, and to make effective contributions to the work of their communities, students should, by the time they graduate:

I. Develop the ability to think critically and analytically and to convey knowledge and understanding, which require
   • writing clearly
   • speaking articulately
   • reading closely
   • evaluating and presenting evidence accurately
   • knowing and using quantitative skills
   • applying scientific reasoning
   • engaging with artistic creation and expression
   • working both independently and collaboratively

II. Develop a historical and comparative perspective, which requires
   • learning foreign languages
   • studying the historical development of societies, cultures, and philosophies
   • understanding multi- and inter-disciplinary approaches

III. Become an informed global citizen, which requires
   • engaging with communities beyond Smith
   • learning tolerance and understanding diversity
   • applying moral reasoning to ethical problems
   • understanding environmental challenges

The Writing Requirement

Each first-year student is required, during her first or second semester at Smith, to complete with a grade of C- or higher at least one writing-intensive course. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. Writing intensive courses will devote a significant amount of class time to teaching students to write with precision, clarity, economy and some degree of elegance. That is to say,

1) to articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, apt transitions, and a purpose clear to the intended audience;

2) to support an argument and to enrich an explanation with evidence;

3) when appropriate, to identify and to evaluate suitable primary and secondary sources for scholarly work, demonstrating awareness of library catalogues and databases and of the values and limitations of Internet resources;

4) to incorporate the work of others (by quotation, summary or paraphrase) concisely, effectively and with attention to the models of citation of the various disciplines and with respect for academic integrity;

5) to compose paragraphs that are unified and coherent;

6) to edit work until it is orderly, clear and free of violations of the conventions of standard written English (grammar, usage, punctuation, diction, syntax).

For the bachelor of arts degree, there are no further required courses outside the student’s field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least 64 credits outside the department or program of her major. The curricular requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation or who wish to have Liberal Arts Commendation indicated on their transcripts must elect at least one course (normally four credits) in each of the seven major fields of knowl-
edge listed previously. Each student has the freedom and responsibility to choose, with the help of her academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student’s program requires a minimum of 36 credits in a departmental or interdepartmental major. For the bachelor of arts degree, one-half of a student’s total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course (including prerequisites) which is explicitly listed in the catalogue as required for, or counting toward, fulfills the requirements of the major shall be considered to be inside the major for the purposes of this rule. The sole exception to the 64-credit rule is that in the case of a major requiring study of two foreign languages taught within a single department or program, no fewer than 56 credits shall be taken outside the department or program of the major. The requirements for each major are described at the end of the course listings for each major department and program. Normally, cross-listed and dual-prefixed courses are also considered to be inside the major.

Students declare their majors no later than the registration period during the second semester of the sophomore year but may declare them earlier. Once the major is declared, a member of the faculty in the major department, either chosen or assigned, serves as the student’s adviser.

Major programs are offered by the following departments:
- Afro-American Studies
- Anthropology
- Art
- Astronomy
- Biological Sciences
- Chemistry
- Classical Languages and Literatures
- Computer Science
- Dance
- East Asian Languages and Literatures
- Economics
- Education and Child Study
- Engineering
- English Language and Literature
- French Studies
- Geosciences
- German Studies
- Government
- History
- Italian Language and Literature
- Italian Studies
- Jewish Studies
- Mathematics and Statistics
- Music
- Philosophy
- Physics
- Psychology
- Religion
- Russian Language and Literature
- Sociology
- Spanish and Portuguese
- Theatre

Interdepartmental majors are offered in the following areas:
- American Studies
- Biochemistry
- Comparative Literature
- East Asian Studies
- Film Studies
- Latin American and Latino/a Studies
- Medieval Studies
- Neuroscience
- Study of Women and Gender

If the educational needs of the individual student cannot be met by a course of study in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by advisers from at least two departments, subject to the approval of the Committee on Academic Priorities. The guidelines for proposed student-designed interdepartmental majors are available in the class deans’ office, College Hall.

Students in departmental majors or in student-designed interdepartmental majors may enter the honors program. A description of the honors program can be found on page 12.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors, or certificates. No minor or second major may be in the same department or program as the first major.

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments. The minor may not be in the same department or program as the student’s major.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:
Student-Designed Interdepartmental Majors and Minors

This course of study must differ significantly from an established major or minor and must include concentrated work in more than one department. For majors, at least one of the departments or programs must itself offer a major. Majors are expected to include 36 to 48 credits in related courses in more than one department. Normally, a minimum of 24 credits are at the 200 level or higher and a minimum of eight are at the 300 level. One of the 300-level courses may be the integrating project. Examples of self-designed majors include linguistics, exercise science and logic.

Minors are expected to include 20 to 24 credits in related courses in more than one department, of which no more than eight credits should be at the 100 level and at least four should be at the 300 level.

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are November 15 and April 15. Proposals for minors may be submitted to the Subcommittee on Honors and Independent Programs at any time after the major has been declared but no later than the end of the first semester of the senior year.

The major or minor proposal must include a statement explicitly defining the subject matter and method of approach underlying the design of the major or minor; course lists; and, for the major, a clearly formulated integrating course or piece of work. Proposals must include letters of support from all advisers representing the areas of study central to the major and written recommendations signed by the chairs indicating approval of the departments or programs in the major.

Information about student-designed interdepartmental majors and minors is available from the dean of the senior class.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student’s major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student’s home institution. Current certificate programs require that the student earn a grade of B or above in all courses counting for the certificate and many require students to demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured. (See pages 423–436 for individual Five College Certificate offerings).

Advising

Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major. The names of major advisers appear after each department’s course listings.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course
The Academic Program 11

program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs. It is the joint responsibility of both student and adviser to plan a course program that will lead to successful completion of all degree requirements.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a minor will have the guidance of a faculty adviser who represents the discipline, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the faculty listed on page 194.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Please contact the Career Development Office for the names of faculty and staff members who are members of this group.

Premedical and Prehealth Professions Advising

Students who wish to prepare for careers in the health professions have special advising needs. They may major in any subject, provided their program includes courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 132 for important information.

Prelaw Advising

Law schools accept students from any major; there is no prelaw curriculum. Students interested in pursuing a law degree are encouraged to pick up or print off a copy of the Career Development Office (CDO) handout on "Law School," and bring their questions to the prelaw adviser (Daryl Gehman, in the CDO).

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year should file her acceleration proposal by the end of the first year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation, Interterm and summer school credits. Students whose acceleration plans include courses to be taken during Interterm should be aware of the fact that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation.
The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of the undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows nontraditional students to complete a bachelor’s degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, orientation programs, peer advising, a center for the exclusive use of participants in the program and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman’s history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

A student admitted as a traditional first-year or transfer student normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate’s status as an Ada Comstock Scholar must be designated at the time of application.

For information about application procedures, see pages 43–44. Information about expenses and how to apply for financial aid can be found on pages 34 and 38. For more information about the Ada Comstock Scholars Program, contact the Office of Admission at (413) 585-2523; e-mail, admission@smith.edu; or fax (413) 585-2527.

Community Auditing: Nonmatriculated Students

Members of the local community who have earned a high school diploma are eligible to audit a lecture course at Smith on a space-available basis with the permission of the instructor and the registrar. Forms for the faculty member’s signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Normally studio art courses are not open to non-matriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Records of audits are not maintained.

Five College Interchange

A student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A first-semester first-year student must obtain the permission of the class dean before enrolling in a Five College course. A list of Five College courses approved for Smith College degree credit is available at the registrar’s office. Requests for approval of courses not on the list may be submitted to the registrar’s office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

The Departmental Honors Program is for qualified students who want to study a particular topic or undertake research that results in a significant thesis or project within their major department or program. Interested students should consult the director of honors in the major department or program about application criteria, procedures and deadlines. Students must have permission of the major department or program to enter the Departmental Honors Program. Information regarding the Departmental Honors Program may also be obtained from the dean of the senior class.

Independent Study Projects/Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Priorities and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maximum that may be granted for an on-campus project
is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program. Information about the Independent Study Program is available in the office of the class deans. No independent study project may be undertaken during the summer or January.

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a summer or first-semester program. Information and applications for internships are available in the class deans’ office. A maximum of 16 credits for independent study projects and internships combined is allowed.

**Smith Scholars Program**

The Smith Scholars Program is designed for highly motivated and talented students who want to spend two to four semesters working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 15 and April 15 of the student’s junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Subcommittee on Honors and Independent Programs. Work done in the program may result in a group of related papers, an original piece of work, such as a play, or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from the dean of the senior class.

**Study Abroad Programs**

Smith College offers a wide variety of study abroad programs, from Smith’s own programs in Western Europe to Smith consortial and other approved programs all over the world. For the Smith Junior Year Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a JYA program application must be filed by February 1 in the Office for International Study. For all other study-abroad programs, students must submit an application for Smith approval to study abroad by February 15 for fall, full year or spring semester study. Students should contact the Office for International Study for information on deadlines and procedures since some programs allow for a fall application deadline. www.smith.edu/studyabroad.

For all programs, the Smith College comprehensive fee is charged. The comprehensive fee, covering tuition, room and board when classes are in session, is the same as the comprehensive fee for a year’s study in Northampton. Smith pays tuition, room and board on behalf of the student to the study abroad program or the host institution.

Students are responsible for all expenses and all travel during program breaks or vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

All students who wish to study abroad must obtain approval from the Office for International Study. Students must be in good standing in academic and student conduct matters with a minimum GPA of 3.0, have a declared major and no shortage of credit at the time of application to be approved for study abroad. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College. Any student wishing to spend any part of the senior year abroad on a Smith or non-Smith program must petition the Administrative Board through the class dean.

Students attending programs with yearlong courses (LSE, Trinity) receive credit only if they have taken the final exams and final grades have been issued by the host institution.

In all instances, Smith reserves the right to approve, retract or deny a student’s participation on study abroad.
The Smith College Junior Year Abroad Programs provide students in a variety of disciplines the opportunity for study in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). During the academic year students board with local families (Paris and Florence) or live in student residence halls (Geneva and Hamburg). During vacations the college assumes no responsibility for participants in the JYA programs, and students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Each Smith JYA program lasts a full academic year; students are not accepted for a single semester except for the Hamburg program, which offers a one-semester option in the spring term. A student studying on a Smith College Junior Year Abroad Program will normally receive 34 credits for the academic year.

To be eligible to apply, students must have a minimum cumulative grade point average of 3.0 (B), a declared major and a minimum of one to two years of college-level instruction in the appropriate language, depending upon the program requirements, before they can be considered for selection to spend the semester or year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the departmental honors program at the beginning of the senior year.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room which may be recovered by the college. Tuition charges for the year are not refundable. Normally, students who withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

Florence
The year in Florence begins with three weeks of intensive study in Italian language and culture, history and art history. Students take courses offered especially for Smith by university professors at the Smith Center. During the spring semester, students enroll in one or two courses at the Università di Firenze in the humanities, political science and education. Limited course options are also available in other subjects. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language.

Geneva
The year in Geneva offers unique opportunities for study and an internship in an international organization to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, environmental policy, sociology, history of art, and religion. Students are fully matriculated at the Université de Genève and may take courses at its associate institutes including the Institut de Hautes Études, Internationales et du Développement; Institute Européen; and L'École de Traduction et d’Interprétation.

Students in the program attend a three-week cultured orientation with intensive language study. The academic year in Geneva begins in mid-September and continues until early July. Classes in Geneva are conducted in French and English.

Hamburg
The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a five-week vacation during which students are free to travel. The yearlong program begins with a five-week cultural orientation program in Hamburg providing language review, an introduction to current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year, the students are fully matriculated at the Universität Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials to support their university course work. The program is open to students in every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science and technology, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology.
The program offers a one-semester study option in the spring semester for students with one to two years of college German who may select courses in English or German, including German language, a core course on environmental studies, taught in English by a University of Hamburg professor, and university courses taught in German and English. The application deadline for the spring semester program is October 15.

Paris
The program in France begins with a three-week orientation devoted to intensive language study, supplemented by courses, lectures and excursions. In mid-September, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued at the Université de Paris; for example, art history at the Institut d’Art et d’Archéologie; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV); natural sciences at Paris VII; and political science at Institut d’Études Politiques. University courses may be supported with tutorials. Courses and seminars are also arranged exclusively for Smith students and offered at the Smith Center. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language.

Smith Consortial and Approved Study Abroad Programs
Smith consortial and other approved programs are available in all regions of the world, including Latin America, Asia, the Middle East, Oceania, Africa, the United Kingdom, and Europe. Smith consortial and approved study-abroad programs are selective but generally open to students with a strong academic background, sufficient preparation in the language and culture of the host country and a minimum GPA of 3.0. In order to earn credit for study abroad on these programs, students must apply to the program for admission and also to the Office for International Study for approval to earn study abroad credit.

Faculty at Smith advise students about study abroad course selection, and several academic departments have a special affiliation with specific Smith consortial programs. Consult the Web page of the Office for International Study, www.smith.edu/studyabroad, for the complete list of consortial and approved programs. Programs with a Smith consortial affiliation include the following:

Associated Kyoto Program (AKP)
Smith is one of the 16 institutional sponsors of the yearlong AKP program in Japan and conducts the selection process for Smith applicants. Interested students should consult the faculty in East Asian languages and cultures and East Asian studies.

Programa de Estudios Hispanicos In Cordoba (PRESCHO)
Smith is one of six sponsors of the semester or year-long program in Cordoba, Spain, and conducts the selection process for Smith applicants. Interested students should consult faculty in the Department of Spanish and Portuguese.

South India Term Abroad (SITA)
Smith is one of nine sponsors of this fall, spring or year-long program located in the ancient city Maduri, in the state of Tamil Nadu, South India. Interested students should consult the Office for International Study.

Program for Mexican Culture and Society in Puebla (PMCSP)
This semester or yearlong residential study program is offered in collaboration with the Benemérita Universidad Autónoma de Puebla (BUAP), one of Mexico’s leading public universities. It offers courses in the humanities and social sciences. Smith conducts the selection process for Smith students. Interested students should consult faculty in the Department of Spanish and Portuguese.

Off-Campus Study Programs in the U.S.
Jean Picker Semester-in-Washington Program
The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 268. Students participating in this program are not considered to be in residence at Smith College.

Internship at the Smithsonian Institution
The American Studies Program offers a one-semester internship at the Smithsonian Institution in
Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 78. Students participating in this program are not considered to be in residence at Smith College.

**Twelve College Exchange Program**

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan and Wheaton. The program also includes two one-semester programs: the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams–Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College. The exchange is open to a limited number of students with a minimum 3.0 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. Students should be aware that the member colleges may limit or eliminate their participation in the exchange in any particular year due to space constraints.

A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must be approved in advance by the student’s major adviser at Smith College. All grades earned through exchange programs are recorded on the Smith transcript but are not included in the Smith GPA and therefore are not included in the calculation of honors.

Application forms are available in the class deans’ office and on the class deans Web site.

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**Pomona-Smith Exchange**

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans’ office and on the class deans Web site.

**Spelman-Smith Exchange**

The college participates in a one-to-one student exchange with Spelman College in Atlanta, Georgia. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans’ office and on the class deans Web site.

**Princeton-Smith Engineering Exchange**

An exchange program between Princeton University and Smith College permits students from Smith’s Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. This program is available to student in the spring semester of their sophomore or junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic advisor. Applications must be submitted to the Director of Engineering by October 20, and the candidates will be notified by November 15. If accepted, the Smith student must submit a leave of absence form to the junior class dean by December 1.
Smith’s 147-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community with diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports approximately 130 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of more than 1.4 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries worldwide through our interlibrary loan service. The libraries’ Web site (www.smith.edu/libraries) links students to the Five College Library catalog, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, and to full-text resources.

The William Allan Neilson Library, named after Smith’s third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases nearly 40,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the internationally renowned Sophia Smith Collection, the oldest national repository for primary sources in women’s history; and the College Archives, which documents the history of Smith.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Brown Fine Arts Center, the Young Science Library in Bass Hall (Clark Science
Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Neilson Library hours (Academic Year)
Monday–Thursday 7:30 a.m.–1 a.m.
Friday 7:30 a.m.–9 p.m.
Saturday 10 a.m.–9 p.m.
Sunday 10 a.m.–1 a.m.

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Clark Science Center
The Clark Science Center is composed of six interconnected buildings housing eight academic departments (astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology) and four programs (biochemistry, engineering, environmental science and policy, and neuroscience), with approximately 85 faculty and 20 staff.

The center, which includes Burton, Sabin-Reed, McConnell and Bass halls, the temporary engineering building and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space.

The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services, science inreach programming and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 163,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 154,000 maps, and provides a wide array of electronic resources including access to the Internet. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

A new engineering and science complex is currently under construction. The much anticipated opening of Ford Hall in fall 2009 will mark the beginning of an exciting new chapter of science center development at Smith College.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Young Science Library hours (Academic Year)
Monday–Thursday 7:45 a.m.–midnight
Friday 7:45 a.m.–11 p.m.
Saturday 10 a.m.–11 p.m.
Sunday 10 a.m.–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Brown Fine Arts Center
The three portions of the Fine Arts Center serve different functions. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its studios for students of drawing, painting, design, sculpture, print-making and photography are supplemented by darkroom facilities, faculty offices and classrooms.

Hillyer Art Library houses collections of more than 115,000 volumes, 38,000 microforms, 200 current periodicals, and a broad range of bibliographic databases and full-text electronic resources. The art library facilities provide a variety of spaces for individual and group study with power and data connectivity available at all seats.

Tryon Hall is home to the Smith College Museum of Art, known as one of the nation’s outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C.E. to the present.

Art library hours
Monday–Thursday 9 a.m.–11 p.m.
Friday 9 a.m.–9 p.m.
Saturday 10 a.m.–9 p.m.
Sunday noon–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Museum hours
Tuesday–Saturday, 10 a.m.–4 p.m.
Sunday, noon–4 p.m.
Second Fridays, 10 a.m.–8 p.m. (4– 8 p.m. free to all)
Closed Mondays and most major holidays
Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college’s commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the TV studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 99,000 books and scores, 2,000 video recordings, 237 current periodical titles and 58,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours
Sunday noon–11 p.m.
Monday–Thursday 8 a.m.–11 p.m.
Friday 8 a.m.–9 p.m.

Hours vary during reading and exam periods, intersession, vacations and holidays. It will be closed during the summer.

Poetry Center

Located on the first floor of Wright Hall, the Poetry Center is a bright, serene reading room, with a library that includes signed copies of books by all the poets who have visited Smith since 1997. It also features a rotating display, often including poetry materials borrowed from the Mortimer Rare Book Room. The current display features poetry books by alumnae. While the room mainly provides a space in which to read, write and meditate, it can also be reserved for appropriate events by Smith faculty, academic departments and administrative offices.

Reading room hours:
Monday–Friday 8 a.m.–4 p.m.
except when booked for events

Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The 400-seat Leo Weinstein Auditorium; seminar rooms; the Wright Student Computer Center, comprising the Center for Foreign Languages and Cultures and the Jahnige Center for collaborative work and emerging technologies, with an electronic classroom supporting social science courses; the Poetry Center; and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a multimedia resource center (Wright Hall 7) and media classroom (Wright Hall 233). Together they provide access to multimedia applications that allow students to practice reading, writing, listening and speaking and to engage in authentic, native language materials. Each student may work at her own pace, while the dedicated media classroom allows entire classes to use the technology at once. The center supports more than 30 courses in 11 languages through computer workstations, video viewing stations with access to a variety of international channels, and digital audio and video files delivered via our course management system, Moodle. Faculty members may receive assistance in evaluating existing and creating original course materials as well as in coordinating resources related to research projects in the field of second language acquisition.

Center Hours
Monday–Thursday 8 a.m.–midnight
Friday 8 a.m.–9 p.m.
Saturday 10 a.m.–5 p.m.
Sunday 10 a.m.–midnight

Information Technology Services

Information Technology Services’ academic facilities span the campus, with public computing labs in several buildings and a campuswide fiber-optic network allow-
ing computer access from all buildings and residential houses. Resources, which are continually expanding, include more than 600 Windows and Macintosh computers used for word processing, graphics, numerical analysis, electronic mail and access to the Internet; and numerous UNIX computers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Technology Services administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers in the resource centers, but there is a small fee for printing. Smith students may need to be enrolled in a course to have access to some specialized computer facilities. Students living on campus also have access to Smith’s computer resources and the Internet through CyberSmith, the residential house network, and through a growing number of campus locations providing wireless access.

Office of Disability Services
Smith College is committed both philosophically and legally to assuring equal access to all college programs and services. The college pursues the goal of equal access through proactive institutional planning and barrier removal, as well as through the provision of reasonable and appropriate accommodations to students, staff and faculty with documented disabilities. The Office of Disability Services coordinates accommodations and facilitates the provision of services to students with documented disabilities. A student may voluntarily register with the Office of Disability Services by completing the disability identification form and providing documentation of her disabilities, after which proper accommodations will be determined and implemented by the college.

Jacobson Center for Writing, Teaching and Learning
The Jacobson Center, located in Seelye 307, offers a variety of services and programs to help students develop skills in writing, public speaking and effective learning. Professional writing counselors are available to review student drafts, point out strengths and weaknesses, and offer suggestions for improvement. Similar help is provided by student writing tutors in the evenings and on weekends.

Academic coaching and workshops on time management and study skills are available to reinforce learning strategies. The tutorial program provides help by matching students with peer tutors in the languages and all other non-quantitative subjects. In addition, the center sponsors the Working Writers series on popular nonfiction, interterm courses on popular nonfiction, and interterm workshops on good writing. These services are free and well utilized by Smith students, ranging from the first-year student in an introductory course to the senior completing an honors thesis.

Lastly, the center offers pedagogical resources and colloquia on teaching issues for faculty. Full information on the Jacobson Center is available at www.smith.edu/jacobsoncenter.

Quantitative Learning Center
The Quantitative Learning Center (QLC), located on Level 2 of Neilson Library, offers tutoring, provides space to study, and has computers with software for both the natural sciences and for statistics in the social sciences (SPSS).

Students can find support for working with quantitative material through both appointments and drop-in tutoring. For students who need individual help with mathematical material, the Quantitative Skills Counselor is available for appointments. Students employed as master tutors for chemistry, economics and physics are located in the QLC, and master tutors in engineering are administrated by the QLC. The social sciences Q-Tutor can help with statistics for social sciences, with using Excel or with SPSS. The Statistics Counselor is available to support most of the statistics courses on campus, including all of the introductory statistics courses. The QLC also runs a series of review sessions each semester.

The QLC has large tables where individuals or small groups can study, four whiteboards and a SMART® board, and six computers that dualboot both Mac and Windows operating systems in a bright, welcoming space. For more information, see www.smith.edu/qlc.

The Louise W. and Edmund J. Kahn Liberal Arts Institute
The Kahn Liberal Arts Institute is an innovative research institute that supports multidisciplinary, collaborative research at Smith College. Located on the third floor of
the Neilson Library, the institute enhances intellectual life on the campus by bringing together students, faculty and distinguished visiting scholars to work on yearlong, multidisciplinary projects of broad scope. Each of these collaborative projects spawns a broad range of intellectual and artistic events that are open to the entire Smith College community, while providing the space and the resources for organized research colloquia for designated groups of faculty and student fellows. In these intensive weekly meetings, Kahn fellows discuss and debate the issues and problems arising out of their common research interests, generating a level of intellectual exchange that exemplifies the best of what a liberal arts education can offer. For more information, visit the Kahn Institute Web site at www.smith.edu/kahninstitute.

Athletic Facility Complex

Just as Alumnae Gymnasium was the “state of the art” gymnasium back in 1892 when women’s basketball was first introduced, today’s four-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, training room and the Human Performance Laboratory. Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, five international-sized squash courts, a fitness studio with a 24-foot-high climbing wall and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track resurfaced in February 2004.

The 6,500-plus square foot Olin Fitness Center features 40 pieces of aerobic machines, each with individual TV screens as well as 50-plus weight-lifting stations. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is home to the Smith Outdoors Program and is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium, Olin Fitness Center, and Indoor Track and Tennis Facility

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<td>Friday</td>
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<td>Saturday–Sunday</td>
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Campus Center

The Campus Center is the center of community at the college, providing services, programs and conveniences for all members of the Smith College community. The center provides space for informal socializing, reading and relaxing, and is a lively and dynamic atmosphere for activities and entertainment. Informal and formal meetings spaces, recreation and dining spaces, lounges, work space for student organizations, the college bookstore, student mailboxes and a café are all housed in the center.

Campus Center Hours

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<tr>
<td>Monday–Thursday</td>
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</table>

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 36 residence buildings with capacities of 12 to 100 students. The houses range in architectural style from contemporary to Gothic to classic revival. Each house has a comfortable living room, a study or library, and laundry facilities. Students at all levels, from first-years to seniors, live together in each house, advising, supporting and sharing interests with one another. Smith provides many dining options and plenty of variety, including vegetarian and vegan meals. The 15 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, they may choose to eat wherever they wish. A variety of specialty living options are also available for students: apartments for Ada Comstock Scholars, two small cooperative houses and an apartment complex for a limited number of juniors and seniors offer additional alternative living arrangements to students.
Intercollegiate Athletics, Recreation and Club Sports

A three-tier system of intercollegiate athletics, recreational activities and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club sports introduce training in several sports. Visit www.smith.edu/athletics/facilities for a current listing of activities and opportunities.

Smith Outdoors

Smith Outdoors is the outdoor adventure program offered through Smith's athletics department. Based out of the Paradise Pond boathouse, Smith Outdoors offers a variety of clinics, presentations and off-campus trips throughout the year. The focus is on providing an outdoor setting for recreation, socialization, self-empowerment and education. Activities vary from foliage hikes and ice-skating to more adventurous trips like rock climbing, backpacking and whitewater rafting. Also included are open hours for recreational paddling on Paradise Pond and rock climbing at the indoor climbing wall located in Ainsworth Gym. For more information, send e-mail to smithoutdoors@smith.edu or visit the Web site at www.smith.edu/athletics/club-sports/smithoutdoors.html.

Career Development

The Career Development Office provides assistance to students to prepare them for changing career environments and climates. We work with Smith women to help them develop the skills, knowledge, and global and personal foresights they will need to navigate their professional careers, even when economic and personal circumstances change.

Our professional staff offers advising, both individually and in groups, and our services are available throughout the academic year and summer months. We hold seminars, workshops and industry discussions that cover internships, career field exploration, résumé writing, effective interviewing and job search strategies, networking, applying to graduate and professional schools, and summer jobs. We help students assess their individual interests, strengths and weaknesses; establish priorities and make decisions; and present themselves and their backgrounds effectively. Our extensive career resource library and Web site support students in their research and exploration.

Praxis Summer Internship Funding Program

“Praxis: The Liberal Arts at Work,” administered through the Career Development Office, funds students to work at substantive, unpaid summer internships related to their academic and/or career interests. By offering financial support, the college acknowledges the importance of internships in helping students explore careers, observe the practical applications of their academic studies, and gain work experience that enhances their marketability to employers and graduate schools. Since the majority (about 70 percent) of internships are unpaid, Praxis stipends are intended to make it financially possible for students to work at substantive summer internships. Praxis funding is a one-time opportunity. A student may use a Praxis stipend for an approved internship in the summer following her sophomore or junior year. CDO staff and resources offer guidance and assistance to students in locating opportunities that meet their individual interests. Proposed internships are reviewed by a member of the faculty and by CDO staff. Each year approximately 400 students work at summer internships funded through Praxis.

Health Services

www.smith.edu/health

Health Services provides medical and psychological services for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. For psychological issues, students see social workers, clinical nurse specialists and graduate social work interns. A psychiatrist is also available. Health education is provided on relevant topics.

Health Service

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing, nutrition counseling, routine physi-
cals for summer employment and graduate school; immunizations for travel, flu and allergies; and on-site laboratory services.

In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation in addition to service provided at a nearby hospital.

Counseling Service
The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation and medication. These services are strictly confidential. The Counseling Service is available to all students, free of charge. It is staffed by licensed mental health professionals and supervised graduate interns.

College Health Insurance
The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. Failure to waive the plan will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must complete her Health Pre-Admission Information Form and send it to the Health Services. It is important to note that Massachusetts law now mandates that students must get the required immunizations before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression
The college encourages student spiritual development and many expressions of religious faith on campus. The dean of religious life and the college chaplains are responsible for overseeing the program, advising student religious organizations, and promoting a spirit of mutual understanding, respect, and interfaith collaboration. Each week students from many religious backgrounds gather to eat, pray, conduct religious rituals, meditate, discuss important issues, or engage in voluntary community service. The college has relationships with local religious leaders who serve as advisers to student religious organizations and often provide opportunities for students to engage with the larger Northampton community. A multi-faith council of student leaders meets several times each year to discuss the spiritual needs of students, plan joint activities, and foster a campus climate of mutual respect.

The Helen Hills Hills Chapel is home to a robust arts program as well. The Office of Religious and Spiritual Life sponsors concerts, lectures, films, and exhibits by the college choirs, the Glee Club, faculty musicians, and visiting artists. The college organist directs Handbell Choir rehearsals in the chapel and uses the Aolian-Skinner organ for teaching and performances.

The college recognizes that meals can be an important aspect of religious observance. Therefore, Kosher and halal meals are available to students in the Cutter-Ziskind dining room during the week. In addition, students prepare and host a Kosher Shabbat meal and community gathering each Friday evening. Religious holidays such as Easter, Ramadan, Passover, and Diwali are often marked with campus-wide celebrations as well.

College policy states that any student who is unable because of religious observance to attend classes, participate in an examination, study, or work on a particular day will be excused from such activities without prejudice and will be given an opportunity to make them up, provided such make up work does not create an unreasonable burden on the college. No fees will be charged for rescheduling an examination. It is each student's responsibility to request an excused absence from a faculty member in advance.
The Student Body

Summary of Enrollment, 2008–09

Undergraduate Students

<table>
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<tr>
<th></th>
<th>Class of 2009</th>
<th>Class of 2010</th>
<th>Class of 2011</th>
<th>Class of 2012</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
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<td>Northampton area¹</td>
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<td>466</td>
<td>662</td>
<td>654</td>
<td>114</td>
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<tr>
<td>Not in residence</td>
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<td>222</td>
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Five College course enrollments at Smith:

- First semester: 568
- Second semester: 702

Graduate Students

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<tr>
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<th>Full-time degree candidates</th>
<th>Part-time degree candidates</th>
<th>Special students</th>
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<tr>
<td>In residence</td>
<td>67</td>
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Smith students studying in off-campus programs

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<th></th>
<th>Florence</th>
<th>Geneva</th>
<th>Hamburg</th>
<th>Paris</th>
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<tr>
<td>Smith students</td>
<td>20</td>
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<td>9</td>
<td>23</td>
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<td>guest students</td>
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¹ Guest students are included in the above counts.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 2002 was 88 percent by May 2008. (The period covered is equal to 150 percent of the normal time for graduation.)
### Geographical Distribution of Students by Residence, 2008–09

#### United States

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<th>Students</th>
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<td>Georgia</td>
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<td>Guam</td>
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<td>Hawaii</td>
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<td>Idaho</td>
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<td>Illinois</td>
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<td>Indiana</td>
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<td>Iowa</td>
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<td>Kansas</td>
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<td>Wyoming</td>
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#### Foreign Countries

<table>
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<td>Botswana</td>
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<td>Brazil</td>
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<td>Bulgaria</td>
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<tr>
<td>Canada</td>
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<td>Croatia</td>
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<tr>
<td>Denmark</td>
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<tr>
<td>Egypt</td>
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<td>France</td>
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<td>Germany</td>
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<td>Israel</td>
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<td>Italy</td>
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<td>Jamaica</td>
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<td>Malaysia</td>
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<td>Vietnam</td>
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*This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.*
<table>
<thead>
<tr>
<th>Majors</th>
<th>Class of 2009 (Seniors)</th>
<th>Class of 2009 (Honors)</th>
<th>Class of 2010</th>
<th>Ada Comstock Scholars</th>
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Recognition for 
Academic Achievement

Academic Achievements
Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors
Latin Honors are awarded to eligible graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded cum laude, magna cum laude or summa cum laude on the basis of meeting eligibility requirements and of a very high level of academic achievement.

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 7–8 (applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 65 for a listing of the designations used for the major fields of knowledge).

Please note that one year of an introductory language course or one course at a higher level satisfies the foreign language Latin Honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level in the English department, the comparative literature program or in classics in translation) to satisfy the “foreign language” part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Non-native speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language. Eligibility for Latin Honors may be affected by the decisions of the Honor Board.

Departmental Honors
A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. See page 12. Departmental honors students must also fulfill all college and departmental requirements.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation “Honors,” “High Honors” or “Highest Honors” in the student’s major subject.

First Group Scholars
Students whose records for the previous year include at least 28 credits graded A—or better and who have no grades below B—are named First Group Scholars. Those named generally represent the top 10 percent of the class.
The Dean’s List

The Dean’s List for each year names those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars. Students must be enrolled at Smith for the full year to be named to the Dean’s List.

Society of the Sigma Xi

In 1935 Smith College became the first women’s college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized undergraduate honor society in the United States. The Greek initials stand for the society’s motto “Love of learning is the guide of life.” Since 1776, the mission of the society has been to foster and recognize excellence in the liberal arts and sciences. The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. The rules of eligibility are set by the chapter in accordance with the national society; election is made on the breadth and excellence of overall academic achievement.

To be eligible for election, a student must have satisfied the Latin Honors distribution requirements and completed 58 graded credits of Smith course work, not counting the first year. Junior year abroad programs count for Smith credit only if they are Smith programs. Courses taken in the Five College consortium count as Smith credits. All other courses including those taken S/U may count for distribution requirements, but not as credits in the calculation of the GPA nor as part of the total credit requirement.

Elections are held twice a year. In late fall of their senior year, “junior” Phi Beta Kappa members are elected on the basis of their academic records through the junior year. At the end of the spring semester, more seniors are elected based on their complete academic record. For questions about election criteria, students and faculty are urged to consult with the president or secretary of the chapter. More information about the Phi Beta Kappa Society, its history, publications and activities can be found at www.pbk.org.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The following prizes are awarded at the Last Chapel Awards Convocation on Ivy Day.

The Anne Bradstreet Prize from the Academy of American Poets for the best poem or group of poems submitted by an undergraduate

An award from the Connecticut Valley Section of the American Chemical Society to a student who has done outstanding work in chemistry

The American Chemical Society/Division of Analytical Chemistry Award to a junior chemistry major who has excelled in analytical chemistry

The American Chemical Society/Polymer Education Division Organic Chemistry Award for Achievement in Organic Chemistry to a student majoring in chemistry who has done outstanding work in the organic chemistry sequence

An award from The American Institute of Chemists/New England Division to an outstanding chemist or chemical engineer in the graduating class

The Newton Arvin Prize in American Studies for the best long paper in the introductory course on the study of American Society and Culture

The Anita Luria Ascher Memorial Prize to a senior non-major who started German at Smith and has made exceptional progress; to a senior major who started German at Smith, has taken it for four years and made unusual progress; and to a student who knew some German when she arrived at Smith and whose progress in four years has been considerable

The Elizabeth Babcock Poetry Prize for the best group of poems

The Sidney Balman Prize for outstanding work in the Jewish Studies Program
The Harriet Dey Barnum Memorial Prize for outstanding work in music to the best all-around student of music in the senior class

The Gladys Lampert ’28 and Edward Beenstock Prize for the best honors thesis in American studies or American history

The Suzan Rose Benedict Prize to a sophomore for excellence in mathematics

The Samuel Bowles Prize for the best paper on an anthropological subject

The Samuel Bowles Prize for the best paper in economics

The Samuel Bowles Prize for the best paper on a sociological subject

The Kathleen Bostwick Boyden Prize awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

The John Everett Brady Prize for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin course

The Margaret Wemple Brigham Prize to a senior for excellence in the study of microbiology or immunology

The Amey Randall Brown Prize awarded for the best essay on a botanical subject

The Vera Lee Brown Prize for excellence in history to a senior majoring in history in regular course

The Yvonne Sarah Bernhardt Buerger Prize to the students who have made the most notable contribution to the dramatic activities of the college

The David Burres Memorial Law Prize to a senior or an alumna accepted at law school intending to practice law in the public interest

The C. Pauline Burt Prize to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science

The James Gardner Buttrick Prize for the best essay in the field of religion and biblical literature

The Marilyn Knapp Campbell Prize to the student excelling in stage management

The Michele Cantarella Memorial “Dante Prize” to a Smith College senior for the best essay in Italian on any aspect of The Divine Comedy

The Carlile Prize for the best original composition for carillon; and for the best transcription for carillon

The Esther Carpenter Biology Prize in general biology to a first-year woman graduate student

The Julia Harwood Caverno Prize for the best performance in the beginning Greek course

The Eleanor Cederstrom Prize for the best poem by an undergraduate written in traditional verse form

The Césaire Prize for excellence in an essay or other project in French by a junior or senior on campus

The Sidney S. Cohen Prize for outstanding work in the field of economics

The Susan Cohen ’62 and Paula Deitz ’59 Prize in Landscape Studies for excellence in a thesis, paper or project that examines the science, design or culture of the built environment

The Ethel Olin Corbin Prize to an undergraduate for the best original poem or informal essay in English

The CRC Press Introductory Chemistry Achievement Award in introductory chemistry

The Dawes Prize for the best undergraduate work in political science

The Alice Hubbard Derby Prize to a member of the junior or senior class for excellence in the translation of Greek at sight; and to a member of the junior or senior class for excellence in the study of Greek literature in the year in which the award is made

The George E. Dimock Prize for the best essay on a classical subject submitted by a Smith College undergraduate

The Elizabeth Drew Prize in the Department of English Language and Literature for the best fiction writing; for the best honors thesis; for the best first-year student essay on a literary subject; and for the best classroom essay

The Hazel L. Edgerly Prize to a senior honors history student for distinguished work in that subject
The Constance Kambour Edwards Prize to the student who has shown the most progress during the year in organ

The Ruth Forbes Eliot Poetry Prize for the best poem submitted by a first-year or sophomore

The Samuel A. Eliot Jr./Julia Heflin Award for distinguished directing in the theatre

The Settie Lehman Fatman Prize for the best composition in music, in large form; and in small form

The Heidi Fiore Prize to a senior student of singing

The Eleanor Flexner Prize for the best piece of work by a Smith undergraduate using the Sophia Smith Collection or the Smith College Archives

The Harriet R. Foote Memorial Prize for outstanding work in botany based on a paper, course work, or other contribution to the plant sciences at Smith

The Henry Lewis Foote Memorial Prize for excellence in course work in biblical courses

The Clara French Prize to a senior who has advanced furthest in the study of English language and literature

The Helen Kate Furness Prize for the best essay on a Shakespearean theme

The Nancy Boyd Gardner Prize for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major

The Ida Deck Haigh Memorial Prize to a student of piano for distinguished achievement in performance and related musical disciplines

The Sarah H. Hamilton Memorial Prize awarded for an essay on music

The Arthur Ellis Hamm Prize awarded on the basis of the best first-year record

The Elizabeth Wanning Harries Prize to a graduating Ada Comstock Scholar who has shown academic distinction in the study of literature in any language

The Vernon Harward Prize awarded annually to the best student scholar of Chaucer

The James T. and Ellen M. Hatfield Memorial Prize for the best short story by a senior majoring in English

The Hause-Scheffer Memorial Prize for the senior chemistry major with the best record in that subject

The Hellman Award in Biochemistry for outstanding achievement in the second semester of biochemistry

The Nancy Hellman Prize, established in 2005, to the Smith engineering student who has made extraordinary contributions to the advancement of women in engineering

The Ettie Chin Hong ’36 Prize to a senior majoring or minoring in East Asian Languages and Literatures who has demonstrated leadership and academic achievement and who intends to pursue a career in education or service to immigrant and needy communities

The Denis Johnston Playwriting Award for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke, or Smith colleges, or the University of Massachusetts

The Megan Hart Jones Studio Art Prize for judged work in drawing, painting, sculpture, photography, graphic arts or architecture

The Barbara Jordan Award to an African-American senior or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–1996)

The Mary Augusta Jordan Prize, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The Peggy Clark Kelley Award in theatre for a student demonstrating exceptional achievement in lighting, costume or set design

The Martha Keilig Prize for the best still life or landscape in oils on canvas

The Florence Corliss Lamont Prize, awarded for work in philosophy

The Norma M. Leas, Class of 1930, Memorial Prize to a graduating English major for excellence in written English

The Phyllis Williams Lehmann Travel Award to a graduating senior majoring in art, with preference given to students interested in studying art history, especially classical art, at the graduate level

The Ruth Alpern Leipziger Award to an outstanding French major participating in the Junior Year Abroad Program in Paris
Recognition for Academic Achievement

The Jill Cummins MacLean Prize to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

The Emogene Mahony Memorial Prize for the best essay on a literary subject written by a first-year student; and the best honors thesis submitted to the Department of English Language and Literature

The Emogene Mahony Memorial Prize for proficiency at the organ

The Jeanne McFarland Prize for excellent work in the study of women and gender

The John S. Mekeel Memorial Prize to a senior for outstanding work in philosophy

The Bert Mendelson Prize to a sophomore for excellence in computer science; and to a senior majoring in computer science for excellence in that subject

The Thomas Corwin Mendenhall Prize for an essay evolving from any history course, excluding special studies, seminars and honors long papers

The Samuel Michelman Memorial Prize, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The Mineralogical Society of America Undergraduate Award for excellence in the field of mineralogy

The Elizabeth Montagu Prize for the best essay on a literary subject concerning women

The Juliet Evans Nelson Award to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life

The Newman Association Prize for outstanding leadership, dedication and service to the Newman Association at Smith College

The Josephine Ott Prize, established in 1992 by former students and friends, to a Smith junior in Paris or Geneva for her commitment to the French language and European civilization

The Adelaide Wilcox Bull Paganelli '30 Prize awarded by the physics department to honor the contribution of Adelaide Paganelli '30, to a senior majoring in physics with a distinguished academic record

The Arthur Shattuck Parsons Memorial Prize to the student with the outstanding paper in sociological theory or its application

The Adeline Devor Penberthy Memorial Prize, established in 2002 by the Penberthy family, to an undergraduate engineering major for her academic excellence in engineering and outstanding contributions toward building a community of learners within the Picker Engineering Program

The Ann Kirsten Pokora Prize to a senior with a distinguished academic record in mathematics

The Sarah Winter Pokora Prize to a senior who has excelled in athletics and academics

The Meg Quigley Prize for the best paper in the Introduction to Women's Studies course

The Judith Raskin Memorial Prize for the outstanding senior voice student

The Elizabeth Killian Roberts Prize for the best drawing by an undergraduate

The Mollie Rogers/Newman Association Prize to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures

The Rosenfeld Prize in Organic Chemistry for excellence in the first semester of organic chemistry

The Rousseau Prize for academic excellence is awarded annually to a Smith or non-Smith student studying with the Smith College Junior Year Abroad Program in Geneva. The prize was established in 2006 by the members of the Department of French Studies in honor of Denise Rochat.

The Department of Russian Prize for the best essay on Russian literature by a senior majoring in Russian

The Marshall Schalk Prize in the Department of Geosciences for achievements in geological research

The Victoria Louise Schrager Prize to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The Larry C. Selgid Memorial Prize for the greatest contribution to the Department of Economics by a Smith College senior

The Donald H. Sheehan Memorial Prize for outstanding work in American studies
Recognition for Academic Achievement

The Rita Singler Prize for outstanding achievement in technical theatre

The Andrew C. Slater Prize for excellence in debate; and for most improved debater

The Denton M. Snyder Acting Prize to a Smith senior who has demonstrated distinguished acting in the theatre

The Deborah Sosland-Edelman Prize to a senior for outstanding leadership in the Jewish community at Smith and valuable contribution to Smith College campus life

The Gertrude Posner Spencer Prize for excellence in writing nonfiction prose; and for excellence in writing fiction

The Nancy Cook Steeper ’59 Prize to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The Valeria Dean Burgess Stevens Prize for excellent work in the study of women and gender

The William Sentman Taylor Prize for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The Rosemary Thomas Poetry Prize for the best group of poems; and for the best individual poem

The Tryon Prize to a Smith undergraduate for a piece of writing or work in new media (digital, performance or installation art) inspired by, or related to, artwork or an exhibition at the Smith College Museum of Art

The Ruth Dietrich Tutle Prize to encourage further study, travel or research in the areas of international relations, race relations or peace studies

The Unity Award of the Office of Multicultural Affairs to the student who has made an outstanding contribution toward promoting diversity and multiculturalism in the Smith College community

The Anacleta C. Vezzetti Prize to a senior for the best piece of writing in Italian on any aspect of the culture of Italy

The Voltaire Prize to a sophomore at Smith College for an essay or other project in French that shows originality and engagement with her subject

The Ernst Wallfisch Prize to a student of music for outstanding talent, commitment and diligence

The Louise M. Walton Prize to an Ada Comstock Scholar studying art history or studio art whose dedication to the field is notable

The Frank A. Waterman Prize to a senior who has done excellent work in physics

The Jochanan H. A. Wijnhoven Prize for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The Enid Silver Winslow ’54 Prize in art history for the best student paper written in an art history course taught at Smith

Fellowships

Major International and Domestic Fellowships

Students with high academic achievement and strong community service or leadership experience are encouraged to apply for international and domestic fellowships through the college. The Fellowships Program administers a support service for students applying for more than 15 different fellowships.

There are at least eight graduate fellowships that the college supports. Six are for university study: Rhodes (Oxford), Marshall (Britain), Gates (Cambridge), Mitchell (Ireland and Northern Ireland) and DAAD (Germany). The Fulbright is for yearlong research, study or teaching in one of about 155 countries and the Luce for a year interning in Asia. There are two further prestigious graduate fellowships for which students must apply in earlier undergraduate years: the Truman and the Beinecke.

For undergraduates, the college facilitates international opportunities through the Boren, DAAD and Killam fellowships in conjunction with its Study Abroad Program. Another undergraduate fellowship for which Smith offers sponsorship is the Udall for those interested in preserving the environment.

Fellowship information and application assistance for eligible candidates are available from the fellowships adviser in the Class Deans’ office.
Fees, Expenses and Financial Aid

Smith College education is a lifetime investment. It is also a financial challenge for many families. At Smith, we encourage all qualified students to apply for admission, regardless of family financial resources. Our students come from a variety of socioeconomic backgrounds. The Office of Student Financial Services has an experienced staff to assist students and parents in both the individual financial aid application process and the educational financing process in general. We work with families to help them manage the financial challenge in a variety of ways, through financial aid, loans and payment plan options.

Many Smith students receive financial assistance to pay for college expenses. Smith College participates in all the major federal and state student aid programs while funding a substantial institutional grant and scholarship program from its endowment.

We realize that financing a college education is a complex process, and we encourage applicants and their families to communicate directly with us. Our experienced educational financing staff in the Office of Student Financial Services is available to work with you. Inquiries may be made by calling (413) 585-2530 between 8:30 a.m. and 4 p.m. weekdays; 10 a.m. to 4 p.m. on Wednesdays (Eastern time). Send e-mail to SFS@smith.edu or visit their Web site at www.smith.edu/finaid.

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or third parties—are received in a timely manner. All student accounts are managed by the Office of Student Financial Services. Initial statements detailing semester fees are mailed on or about July 15 and December 15. Monthly statements will be mailed to the student’s permanent mailing address on or about the 15th of each month in which there is activity on the account.

The college’s comprehensive fees associated with the beginning of the semester are due and payable in full by specific deadline dates, well in advance of the beginning of classes. The payment deadline for fall 2009 is August 10, 2009. For spring 2010, the payment deadline is January 10, 2010. Payment must be received by these dates to avoid late payment fees being assessed. Checks should be made payable to Smith College and include the student’s name and ID number on the front.

After any payment is due, monthly late payment fees, which are based on the outstanding balance remaining after any payment due date, will be assessed at the rate of $1.25 on every $100 (1.25%) that remains unpaid until the payment is received in full, on or before the next billing month in which the student is invoiced. If you have questions regarding any charges or credits on your bill, contact the Office of Student Financial Services.

In cases where students default on financial obligations, the student is responsible for paying the outstanding balance including all late payment fees, collection costs and any legal fees incurred by the college during the collection process. Transcripts and other academic records will not be released until all financial obligations to the College have been met.

IMPORTANT NOTE: Payments for each month’s bill must be received by the Office of Student Financial Services by the payment due date. If paying by mail, please allow at least 5 to 7 business days for mail and processing time. If paying in person, payment should be made before 4 p.m. on the payment due date.

The college expects the student to fulfill her financial responsibility and reserves the right to place limitations on the student for failure to do so. The consequences of nonpayment include possible loss of housing assignment, and prevention of: a) registration for future semester course, b) receipt of academic transcripts, c) receipt of diploma at commencement, d) approval for a leave of absence, and e) participation in leadership training opportunities. The college also reserves the right to have the student administratively withdrawn and may refer such account for collection in her name. Students and parents are welcome to contact the Office of Student Financial Services for assistance in meeting payment responsibilities.

Most credit balance refunds are issued directly by check in the student’s name; those that result from a
PLUS loan are issued to the parent borrower. With the student’s written release, credit balance refunds may be issued to the parent or the designee of the student.

Fees

2009–10 Comprehensive Fee (required institutional fees)

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* Room and board will be billed as a combined charge.

As part of her expenses, a student should be prepared to spend a minimum of $800 per year on books and academic supplies. In addition, a student will incur additional expenses during the academic year that will vary according to her standard of living, personal needs, recreational activities and number of trips home.

Fee for Nonmatriculated Student
Per credit.................................................. $1,170

Fees for Ada Comstock Scholars
Application fee .............................................. $60

Transient Housing (per semester)
  Room only (weekday nights).............................. $420
  Room and full meal plan (weekday nights)................ $890

Tuition per semester
  1–7 credits..............................................$1,170 per credit
  8–11 credits............................................$9,360
  12–15 credits........................................$14,040
  16 or more credits.................................$18,755

Student Activities Fee
The $248 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

2009–10 Optional Fees

Student Medical Insurance—$2,034
The $2,034 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Koster Insurance (www.gallagherekosterweb.com) for those students not otherwise insured. Details about the insurance are mailed during the summer. Students are automatically billed for this insurance unless they follow the waiver process outlined in the insurance mailing. Students must waive the insurance coverage by August 10 in order to avoid purchasing the annual Smith Plan. If a student is on leave on a Smith-approved program that is billed at home-school fees, a reduced charge may apply. The Student Health Insurance is mandatory for all students who are enrolled in the Smith JYA programs (Paris, Hamburg, Geneva, Florence). Students on Smith JYA programs who receive Smith College aid will
receive a grant to cover this cost. For students who are admitted for spring semester, the charge will be $1,308 for 2009–10.

Other Fees and Charges

Application for Admission—$60
The application fee of $60, which helps defray the cost of handling the paperwork and administrative review of applications, must accompany a paper version of the application. The fee is waived if applying online.

Enrollment Deposit—$300
Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in class and a room if she will reside in campus housing. $100 representing a general deposit component is held until six months after the student graduates from the college. The $100 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend); $200 representing a room deposit component is credited $100 in July toward her fall semester charges; and $100 in December toward her spring semester charges.

Fee for Musical Instruction—$625 per semester (one-hour lesson per week)
Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department.

There is no charge for Five College students, faculty and staff for use of the practice rooms. For other individuals, the following schedule of fees will apply.

Use of a practice room, one hour daily .................................................................$25 per year

Fee for Riding Classes per Semester
Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of $550 per month. Inquiries about boarding should be addressed to Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week .................................................................$525

Studio Art Courses per Semester
Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials .........................................................$20–$250
Additional supplies .........................................................$15–$100

Chemistry Laboratory Course per Semester
.................................................................$25 plus breakage

Continuation Fee
................................................................. $60 per semester
Students on leave of absence or attending other institutions on exchange or junior year abroad programs will be assessed a continuation fee to maintain enrollment status at the college.

Late Payment Fee
Any payment received after August 10 for fall or January 10 for spring will be considered late. Late payments will be assessed a late fee at the rate of $1.25 on every $100 (1.25%).

Early Arrival Fee—$35 per Day

Late Central Check-In Fee—$60
Returning students who do not participate in Central Check-In will be assessed a fee.

Late Registration Fee—$35
Students who make registration changes after the registration period will be assessed a fee for each change.

Bed Removal Fee—$100
Students who remove their beds from their campus rooms will be charged a bed removal fee.

Health/Fire/Safety Violation—$5 per Item
A minimum fine of $5 per item will be charged for items left in public areas such as corridors, stairways or entrances. These items create a hazard and violate compliance with the Americans with Disabilities Act, as well as city and state building, fire, and safety codes.
Institutional Refund Policy

A refund will be calculated if a student withdraws on or after the first day of classes, but before the point when the college is considered to have earned all the tuition, room, board and mandatory fees (hereinafter called institutional charges) for which the student was charged. Credit balances remaining on any account will be refunded to the appropriate person or agency.

Adjustment of Institutional Charges and Institutional Aid

Any student who withdraws prior to the first day of classes will receive a 100 percent adjustment of institutional charges and insurance. All disbursed Title IV aid, institutional aid, state and other aid will be returned to the appropriate account by the college.

A student who withdraws after the first day of classes, but before the time when she will have completed 60 percent of the period of enrollment, will have her institutional charges and institutional aid adjusted based on the percent of attendance.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for room and board which may be recovered by the college. Tuition charges for the year are not refundable. Normally, students who withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

Students Receiving Title IV Federal Aid

Per federal regulations, a student earns her aid based on the period of time she remains enrolled. Unearned Title IV funds, other than Federal Work Study, must be returned to the appropriate federal agency. During the first 60 percent of the enrollment period, a student earns Title IV funds in direct proportion to the length of time she remains enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the payment period. For example, if the period of enrollment is 100 days and the student completes 25 days, then she has earned 25 percent of her aid. The remainder of the aid must be returned to the appropriate federal agency.

Other Charges

If a student has not waived the medical insurance and withdraws from the college during the first 31 days of the period for which coverage is purchased, she shall not be covered under the plan and a full refund of the premium will be made. Insured students withdrawing at or after 31 days will remain covered under the plan for the full period for which the premium has been paid and no refund will be made available.

Other charges, such as library fines, parking fines, and infirmary charges are not adjusted upon the student's withdrawal.

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith offers a variety of payment plan and loan options to assist you in successfully planning for timely payment of your college bill.

Smith's payment plans allow you to distribute payments over a specific period.

- the Semester Plan
- the TuitionPay Monthly Plan (administered by Sallie Mae)
- Prepaid Stabilization Plan

Smith also offers parent loan options.

Details on loan options and payment plans can be found in Financing Your Smith Education, which is available from the Office of Student Financial Services.

This information is also available on the Web at www.smith.edu/finaid.

Financial Aid

We welcome women from all economic backgrounds. No woman should hesitate to apply to Smith because of an inability to pay the entire cost of her education. We meet the full documented financial need of all admitted undergraduates who have met the published admission and financial aid deadlines. Awards are offered to applicants on the basis of need, and calculated
Fees, Expenses and Financial Aid

annualy with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may vary from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan, work, and grant also changes, based on federal loan limits and college policy. Instructions for renewing aid are made available to all students in December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs or in circumstances involving medical withdrawal.

First-Year Applicants

Any student who needs help in financing her education should apply for financial aid by the published deadlines, prior to admission. The financial aid application requirements are sent to all applicants for admission. Students must not wait until they have been accepted for admission to apply for aid. Each student's file is carefully reviewed to determine eligibility for need-based aid. Since this is a detailed process, the college expects students to follow published application guidelines and to meet the appropriate application deadlines. Students and parents are encouraged to contact Student Financial Services via e-mail at sfs@smith.edu or by phone (413-585-2530) with questions. Detailed information on the application process and deadlines is available on our Web site at www.smith.edu/finaid.

The consequences of not applying for aid prior to being accepted for admission include a 64-credit waiting period before becoming eligible to receive college grant aid. This means that only federal, state and private assistance would be available for the first two years of undergraduate enrollment at Smith. The college will consider exceptions to this policy only if you experience and can document an unexpected family emergency. Please note that this policy does

according to established college and federal policies. An award is usually a combination of a grant, a loan, and a campus job.

Smith College is committed to a financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students who meet published deadlines. The college does operate under a need-sensitive admission policy that typically affects less than 8 percent of our applicant pool. Each applicant for admission is evaluated on the basis of her academic and personal qualities. However, the college may choose to consider a student's level of financial need when making the final admission decision. Applicants are advised to complete the financial aid process if they will need financial help to enroll at Smith. Entering first-year students who fail to apply for financial aid by the published deadlines will be ineligible to receive college-funded assistance until they have completed 64 credits earned at Smith. Transfer students and Ada Comstock Scholars who do not apply for financial aid by the published deadlines are eligible to apply after completing 32 credits earned at Smith. Students may apply for federal aid at any point during the academic year.

To enable the college to determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that data be sent to Smith. Both forms may be completed on-line. The FAFSA can be accessed at www.fafsa.ed.gov (Smith College code is 002209) and the PROFILE can be accessed at www.collegeboard.com (Smith College code is 3762).

We also require a signed copy of the family's most recent federal tax returns, including all schedules and W-2's. Once we receive a completed application, we review each student's file individually. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. College Board International Student Financial Aid Application, and an official government statement or income tax return will be required to verify income.

The college makes the final decision on the level of need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications. College policy limits the awards of Smith funds to the level of billed fees.

A student who is awarded aid at admission will have it renewed each year she attends according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid

Students and parents are encouraged to contact Student Financial Services via e-mail at sfs@smith.edu or by phone (413-585-2530) with questions. Detailed information on the application process and deadlines is available on our Web site at www.smith.edu/finaid.

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academic standing. She and her family apply for aid her need, as calculated by the college, if she is in good have it renewed each year she attends according to

A student who is awarded aid at admission will

Smith funds to the level of billed fees.
not pertain to students who, at the time of admission to Smith, applied for but were not granted need-based financial aid.

If an entering student applied for but did not qualify for need-based aid in her first year, that student may reapply for aid in subsequent years. This is particularly important for families that experience changes in family circumstances such as a sibling entering college, reductions in parent income or unanticipated medical expenses. Returning students who want to apply for federal aid only have a modified application process. If there are major changes to the financial resources of the family, Student Financial Services will consider a new request for aid or a review of a previous denial at any time.

The college cannot assume responsibility for family unwillingness to contribute to college expenses. There are limited circumstances that qualify a student for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting for federal financial aid purposes. Students who meet the federal definition of independent status are not automatically considered independent by the college. Please contact SFS to discuss questions regarding this situation.

Transfer Students
Transfer students should follow the application procedures detailed on their specific financial aid applications. Transfer students who do not apply for aid by the published deadlines, prior to admission, cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

Ada Comstock Scholars
Women of nontraditional college age can apply to the Ada Comstock Scholars Program. Applicants for aid should complete a Free Application for Federal Student Aid (FAFSA), the Ada Comstock Scholars program Application for Financial Aid and send us a signed copy of their most recent federal tax return, complete with all schedules and W-2’s.

An Ada Comstock Scholar who does not apply for aid by the published deadlines, prior to admission, cannot apply for institutional grant aid until she has completed 32 credits at Smith, although she may qualify for federal and state grants and loans before she has completed 32 credits. This policy does not apply to women who applied for, but were not granted, aid at the time of admission.

International Applicants and Non-U.S. Citizens
Smith College awards need-based aid to non-U.S. citizens, both first-year and transfer applicants. There is a great deal of competition for these funds, and the level of support provided from the college ranges widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the College Board International Student Financial Aid Application, along with translated tax or income statements. International students not awarded financial aid prior to admission are not eligible to receive financial aid from the college at any time.

The application deadline is February 1.

A non-U.S. citizen (Canadian citizens excepted) eligible for aid is offered a grant award in the first year that will remain at the same level for her sophomore and junior years. In her senior year, any increase in tuition and fees that is not covered by the increased loan will be covered by an increase in the grant so that her family contribution will remain the same as it was in her junior year. (Loan and campus job amounts, which are part of the total aid package, increase each year to partially offset increases in billed expenses.) Cost increases not covered by aid increases are the responsibility of the student and her family.

For application deadlines and details, please check www.smith.edu/finaid.

Non-U.S. Citizens Living in the U.S.
If you are a non-U.S. citizen whose parents are earning income and paying taxes in the United States, you will need to complete a CSS PROFILE form as well as the College Board International Student Financial Aid Application and provide a complete and signed U.S. federal income tax return.

U.S. Citizens Living Outside the U.S.
Follow procedures for applicants residing in the United States. However, if your parents are living and earning income outside the United States and do not file U.S. tax returns, you should also fill out the College Board International Student Financial Aid Application so that we can consider the actual expenses incurred by your family.

U.S. citizens and permanent residents must reapply for aid each year.
Policy for Review and Appeal of Need-Based Financial Aid Awards

A student has the right to request a review of her financial aid award at the time it is issued. Domestic students must reapply for financial aid each year, and thus are reviewed on an annual basis. International students are given an award at the time of admission for their entire Smith career and thus are only eligible for a review at the time of admission.

Domestic Students
Domestic students may request a review of their financial aid awards at any time during their Smith careers if there has been a significant change in family circumstances since filing the application for financial aid or if the information on the original application was inaccurate.

International Students
International students seeking a financial aid adjustment after they have accepted an offer of admission should consult with Student Financial Services (SFS) for the appropriate course of action. Smith College policy dictates that there are limited additional resources available for international students. Therefore, very few appeals are approved. Documented reasons for approval include a sibling’s enrolling in a U.S. college or university, or the death of a parent.

Process
When a review is requested it is conducted by the SFS Review Committee. In most cases, the decision of the SFS review committee is final. When the issue under review would require an exception to policy, a student may request it be reviewed by the Financial Aid Appeals Committee. Instructions for submitting an appeal will be provided by the SFS staff to the student if a policy is at issue. All reviews from international students for increased grant or loan assistance are considered exceptions to policy, and will be brought to the attention of the Financial Aid Appeals Committee.

The Financial Aid Appeals Committee is chaired by the dean of enrollment and includes one member of the faculty, the dean of students and the controller. The director of SFS is a non-voting member of the Financial Aid Appeals Committee. The student must present her appeal in writing. The committee will consider the appeal as soon as possible. It normally takes one to two weeks for this committee to convene and review the appeal(s) in question. A decision will be given in writing to the student within 48 hours after the appeal is heard. The decision of the Appeals Committee is final in all cases.

Financial Aid Awards

Financial aid awards are made up of loans, campus jobs and grants. A loan and job, both considered self-help, are usually the first components of an aid package, with any remaining need being met with grant aid.

Loans
Most students borrow through the Federal Direct Ford Loan Program. Some awards may also include a Smith College loan. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and/or may make use of one of the plans described in Financing Your Smith Education. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

Campus Jobs
Student Financial Services administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students work an average of eight hours a week for 32 weeks, usually for Dining Services. Students in other classes hold regular jobs averaging ten hours a week for 32 weeks. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses, but some students use part of their earnings toward required fees. Short-term jobs are open to all students. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions and in the America Reads tutorial program. Smith College also provides a need-based employment program for those students eligible for need-based work, but not eligible for the federally subsidized Federal Work-Study Program.

No student, whether on federal work-study or not, is permitted more than the maximum 12-hours a week or one “full-time” position. First-year students work a maximum of nine hours per week. Students receiving a stipend for positions such as STRIDE, HCA, etc. are not
Grants
Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnae and friends of the college and by foundations and corporations. The federal and state governments also provide assistance through need-based grants such as the Federal Pell Grant and state scholarships. Smith receives an allocation each year for Federal Supplemental Educational Opportunity Grants and for state-funded Gilbert Grants for Massachusetts residents.

Outside Aid

Outside Aid Awarded on the Basis of Student Merit
For students whose federally calculated Expected Family Contribution (EFC) is lower than the Smith calculated EFC, outside merit-based aid will first reduce the EFC to the federally calculated level. Additional merit aid will reduce or eliminate the self-help portion (Federal Work Study and Subsidized Federal Loan) of a student’s award. Additional merit-based aid will reduce the Smith Grant dollar for dollar. For students whose Smith calculated EFC is already lower than the federally calculated EFC, outside merit-based aid will reduce the family contribution up to the amount of the self-help (campus work and subsidized or unsubsidized loan) in the award. For amounts greater than this, outside merit-based aid will reduce the Smith Grant dollar for dollar.

Note: GEARUP scholarships are considered within this category as outside scholarships.

Student Financial Services must be notified of all outside awards. If you notify us by June 1, the aid will be reflected in your official award and on your first bill. If you notify us after September 1, the outside aid may be used to reduce Smith Grant dollar for dollar.

Non-Merit Outside Awards
This type of award includes tuition subsidies based on parent employment, or state and federal grant assistance. These awards are not based on student merit and reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will first reduce the family contribution to the lowest federally allowable amount, and then reduce the self-help components of the award (loan and work). Need-based loans from state or outside agencies can be used to replace dollar for dollar either the suggested federal loan or the work study award.

Music Grants
Each year the college awards grants equal to $200 per semester for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music.

Ernst Wallfisch Scholarship in Music
A full-year music performance scholarship (vocal or instrumental), based on merit and commitment, may be granted by the Music Department to a Smith student (first-year, sophomore or junior) enrolled in a performance course at Smith College.

Scholarships for Northampton and Hatfield Residents—The Trustee Grant
At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. The Trustee Grant may only be used for study at the Northampton campus.

The Springfield/Holyoke Partnership
This partnership provides up to four full-tuition scholarships for students from Springfield and Holyoke, Massachusetts, public schools. All students who apply to Smith from these schools will be automatically considered.

ROTC
Air Force ROTC is available at most colleges and universities in western Massachusetts, including Smith College. Air Force ROTC offers two-, three- and four-year enlistment scholarships to qualified new and continuing college students. For more information, call (413) 545-2437, send e-mail to afrtoc@acad.umass.edu or visit www.umass.edu/afrtoc.
Admission

From the college’s beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 640 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from every state and 72 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board’s review are her secondary school record, the recommendations from her school, her essay and any other available information.

Smith College meets fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–40.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- three years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her. Candidates who are interested in our engineering major should pursue coursework in calculus, biology, chemistry and physics.

Smith College will accept college-level work completed prior to matriculation as a degree student, provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

SAT I or ACT scores are optional for U.S. citizens and U.S. permanent residents. Standardized tests (SAT I, ACT, TOEFL or IELTS as appropriate) are required for international students. SAT II subject tests are not required for any applicant. If a student wishes to submit a score or is required to do so, she should take the exams in her junior year to keep open the possibility of Early Decision. All examinations taken through December of the senior year are acceptable. The results of examinations taken after December arrive too late for us to include them in the decision-making process.

Whether required or optional, scores must come directly from the testing agency. Scores will not be accepted from the secondary school transcript. The College Board code number for Smith College is 3762. The ACT code is 1894.
Applying for Admission

A student interested in Smith has three options for applying—Early Decision I, Early Decision II and Regular Decision. Visit www.smith.edu/admission for information about requirements and deadlines.

Early Decision

Early Decision I and II Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. If they have applied for financial aid by the published deadlines, candidates will be notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should complete the Common Application online at www.commonapp.org. Included with the application are all the forms she will need, and instructions for completing each part of the application. A Common Application Supplement is also required.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 50) for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar’s office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should visit our Web site to obtain the name of an alumna interviewer in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission or a trained alumna volunteer.

Deferred Entrance

An admitted first-year Ada Comstock Scholar or transfer applicant who has accepted Smith’s offer and paid the required deposit may defer her entrance for one year to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1 who will review the request and notify the student within two weeks.

Deferred Entrance for Medical Reasons

An admitted first-year Ada Comstock Scholar or transfer applicant who has accepted Smith’s offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission prior to the first day of
classes. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student’s case. Readmission is not guaranteed.

**Transfer Admission**

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution.

For January entrance, she must submit her application and send all credentials by November 15. Decisions will be mailed by mid-December. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. The application deadline is May 15. Candidates whose applications are complete by March 1 will receive admission decisions by the first week in April. Students whose applications are complete by May 15 will receive decisions by June 1. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record. Her program should correlate with the general Smith College requirements given on pages 41–42 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying in off-campus programs.

**International Students**

We welcome applications from qualified international students and advise applicants to communicate with the Office of Admission at least one year in advance of their proposed entrance. The initial e-mail or letter should include information about the student’s complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.*

**Visiting Year Programs**

Smith College welcomes a number of guest students for a semester or a year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend all or part of their sophomore, junior or senior year at Smith.

International students may apply to spend one semester or a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendation, an adviser’s or dean’s reference and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. Financial aid is not available for these programs except the visiting program in mathematics.

Information and application material may be obtained by visiting www.smith.edu/admission or sending e-mail to admission@smith.edu.

**Readmission**

See Withdrawal and Readmission, page 53.

**Ada Comstock Scholars Program**

The admission process for Ada Comstock Scholars is competitive. Particular emphasis is placed on academic achievement, an autobiographical essay and an exchange of information in the interview. A candidate should schedule her interview appointment before submitting her application prior to the deadline, February 1. It is recommended that an applicant bring unofficial copies of her college transcripts to her interview appointment.
Ada Comstock Scholars are expected to have completed a minimum of 32 transferable liberal arts credits before matriculation at Smith. The average number of transfer credits for an admitted student is 50. Those students who offer little or no college-level work are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. Normally, an applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar until five years after she withdraws as a student of traditional age. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar if she also meets the federal government's guidelines defining independent students:

- at least 24 years old
- a veteran
- responsible for dependent(s) other than a spouse

A brief description of the program can be found on page 12. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Office of Admission.
Academic Rules and Procedures

Requirements for the Degree
The requirements for the degree from Smith College are completion of 128 credits of academic work and satisfactory completion of a major. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. For those entering as first-year students, satisfactory completion of a writing-intensive course in the first year is required.

Students earning a bachelor of arts degree must complete at least 64 credits outside the department or program of the major (56 credits for majors requiring the study of two foreign languages taught within a single department or program). The requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering.

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (For accelerated programs, see p. 11.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Course Program
The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits. A traditional-aged student who is enrolled in fewer than 12 credits in any semester is required to withdraw at the end of that semester. The student must remain away from the college for at least one semester and then may request readmission for the following semester.

Approved summer-school or interterm credit may be used to supplement a minimum 12-credit program or to make up a shortage of credits. Smith students may accrue a maximum of 12 summer-school credits and 12 interterm credits at Smith or elsewhere toward their Smith degree. An overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits may be applied toward the degree. See Academic Credit, pages 48–51.

A student enters her senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter the senior year with fewer than 96 credits: exceptions require a petition to the administrative board prior to the student’s return to campus for her final two semesters. A student in residence may carry no more than 24 credits per semester unless approved by the administrative board.

Admission to Courses
Instructors are not required to hold spaces for students who do not attend the first class meeting and may refuse admittance to students seeking to add courses who have not attended the first class meetings.

Permissions
Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a yearlong course with credit at midyear. The petition must be signed by the instructor of the course, the student’s adviser and the chair of the department concerned before it is submitted to the class dean.

Seminars
Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and
graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

**Special Studies**
Permission of the instructor, the department chair and in some cases the department is required for the election of Special Studies. Special Studies are open only to qualified sophomores, juniors and seniors. A maximum of 16 credits of special studies may be counted toward the degree.

Normally students may not change the designated number of credits for a variable credit special studies.

**Independent Study**
Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program.

**Internships**
An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program.

**Auditing**
A degree student at Smith or at the Five Colleges may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

**Auditing by Nonmatriculated Students**
A nonmatriculated student who has earned a high school diploma and who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar’s office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Records of audits are not maintained.

### Changes in Course Registration

#### Adding and Dropping Courses
During the first 10 class days, a student may enter or drop a course with the approval of the adviser and after consultation with the instructor. From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester:
1. after discussion with the instructor;  
2. with the approval of the adviser and the class dean; and  
3. if, after dropping the course, she is enrolled in at least 12 credits. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the end of the ninth week of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

A student should carefully consider the work load entailed in a seminar or course with limited enrollment before she enrolls. A student who wishes to drop a class of this nature should do so at the earliest possible moment so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Normally, students may not change the designated number of credits for a variable credit special studies. A course dropped for reasons of health after the fifth week of classes will be recorded on the transcript with a grade of “W,” unless the student has the option of a free drop.

A student registers for an Interterm course in November, with the approval of her adviser. In January, a student may drop or enter an Interterm course within the first three days with a class dean’s signature. Otherwise, the student who registers but does not attend will receive a “U” (unsatisfactory) for the course.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published online by the registrar’s office.
Fine for Late Registration

A student who has not registered for courses by the end of the first 10 days of classes will be fined $35, payable at the time of registration. In addition, a fine of $35 will be assessed for each approved petition to add or drop a course after the deadline. A student who has not registered by the end of the first four weeks of the semester will be administratively withdrawn.

Class Attendance and Assignments

Students are expected to attend all their scheduled classes. Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up.

Students are expected to spend at least two hours per week in preparation for every class hour.

Students are asked to introduce guests to the instructor of a class before the beginning of the class if there is an opportunity and at the end if there is not.

Absence does not relieve the student from responsibility for work required while she was absent. The instructor may require her to give evidence that she has done the work assigned. In courses in which the written examinations can test only a part of the work, the instructor may rule that a student who does not attend class with reasonable regularity has not presented evidence that she has done the work.

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the acceptable format, exact deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy. It is the student’s responsibility to check that work submitted by e-mail or fax has been received by the professor.

Deadlines and Extensions

Only the class dean may authorize an extension for any reason beyond the end of the final examination period. Such extensions, granted for reasons of illness, emergency or extenuating personal circumstances, will always be confirmed in writing with the faculty member, the registrar and the student. An individual faculty member, without authorization by the class dean, may grant extensions on work due during the semester through the last day of final exams.

Pre-Examination Period

The pre-examination study period, between the end of classes and the beginning of final examinations, is set aside for students to prepare for examinations. Therefore, the college does not schedule social, academic or cultural activities during this time. Deadlines for papers, take-home exams or other course work cannot be during the pre-examination study period.

Final Examinations

Most final exams at Smith are self-scheduled and administered by the registrar during predetermined periods. A student may choose in which period she wants to take each exam. Exams are picked up at distribution centers after showing a picture ID and must be returned to the same center no more than two hours and 20 minutes from the time they are received by the student. Extra time taken to write an exam is considered a violation of the Academic Honor Code and will be reported to the Academic Honor Board. A student who is late for an exam may write for the remaining time in the examination period but may not have additional time. Exams which involve slides, dictation or listening comprehension are scheduled by the registrar. Such examinations may be taken only at the scheduled time.

For information regarding illness during the examination period, call Health Services at extension 2800 for instructions. Students who become ill during an examination must report directly to Health Services.

Further details of the Academic Honor Code as they apply to examinations and class work are given in the Smith College Handbook (www.smith.edu/sao/handbook). Regulations of the faculty and the registrar regarding final examination procedures are published online at the registrar’s office Web site prior to the final examination period.

No scheduled or self-scheduled examination may be taken outside the regular examination period without prior permission of the administrative board. Written requests must be made to the administrative board through the class dean (not to individual faculty members). Requests to take final examinations early will not be considered; therefore, travel plans must be made accordingly.
Five College Course Enrollments

Students planning to enroll in a course at one of the other four institutions may submit their requests online through BannerWeb. Five College course requests should be submitted during the period for advising and election of courses for the coming semester. Course information is available online through the Five College online course guide or at the individual Web sites of the other four institutions. Free bus transportation to and from the institution is available for Five College students.

Students in good standing are eligible to take a course at one of the other institutions: first-semester first-year students must obtain the permission of the class dean. A student must: a) enroll in a minimum of eight credits at Smith in any semester, or b) take no more than half of her course program off campus. A student must register for an approved course at one of the other four institutions by the end of the interchange deadline (the first two weeks of the semester). Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 388–396 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same registration procedures and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review; however, Smith College does not accept all Five College courses for credit toward the Smith degree. Courses offered through the UMass Continuing Education Department are not part of the Five College Interchange. Students may not receive transfer credit for Continuing Education courses completed while in residence at Smith College, but may receive credit for those offered during Interterm and summer.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options and deadlines for completing coursework and taking examinations. Students follow the registration add/drop deadlines of their home institution. Regulations governing changes in enrollment in Five College courses are published online at the beginning of each semester at the registrar's office Web site.

Academic Credit

Grading System

Grades are recorded by the registrar at the end of each semester. Grade reports are made available online through BannerWeb at that time.

Grades at Smith indicate the following:

- A (4.0)
- A– (3.7)
- B+ (3.3)
- B (3.0)
- B– (2.7)
- C+ (2.3)
- C (2.0)
- C– (1.7)
- D+ (1.3)
- D (1.0)
- D– (0.7)
- E (0.0)
- S: satisfactory (C– or better)
- U: unsatisfactory
- X: official extension authorized by the class dean
- M: unreported grade calculated as a failure

Grades earned in Five College courses are recorded as submitted by the host institution. A Five College incomplete grade is equivalent to a failing grade and is calculated as such until a final grade is submitted. An incomplete grade will be converted to a failing grade on the student's official record if coursework is not completed by the end of the following semester.

Satisfactory/Unsatisfactory Option

Coursework in any one semester may be taken for a satisfactory (C– or better)/unsatisfactory grade, providing that:
1) the instructor approves the option;
2) the student declares the grading option for Smith courses by the end of the ninth week of classes.

Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution. The fall deadline also applies to yearlong courses designated by a “D” in the course number. In yearlong courses designated
by a “Y” students may elect a separate grading option for each semester. Students electing the S/U option for both semesters of a yearlong course must do so each semester.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for the satisfactory/unsatisfactory grading option, regardless of how many graded credits students are enrolled in per semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

Satisfactory/unsatisfactory grades do not count in the grade point average.

An Ada Comstock Scholar or a transfer student may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College.

**Repeating Courses**

Normally, courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

**Performance Credits**

Students are allowed to count a limited number of performance credits toward the Smith degree. The maximum number allowed is indicated in the Courses of Study section under the appropriate departments. Excess performance credits are included on the transcript but do not count toward the degree.

**Shortage of Credits**

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school or Interterm courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student’s available Advanced Placement or other pre-matriculation credits. Any student with more than a two-credit shortage may be required to complete the shortage before returning for classes in September.

A student enters the senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter her senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student’s return to campus for her final two semesters. A student may not participate in a Smith-sponsored or affiliated Junior Year Abroad or exchange program with a shortage of credit.

**Transfer Credit**

A student who attends another accredited college or university and requests credit toward a Smith College degree for the work done there:

a) should make her plans in accordance with the regulations concerning off-campus study and, in the case of seniors, in accordance with the regulations concerning academic residence;

b) should obtain, from the class deans office, the guidelines for transferring credit. Official transcripts should be sent directly to the registrar from the other institution;

b) must, if approved to study abroad, have her program approved in advance by the Committee on Study Abroad.

Final evaluation of credit is made after receipt of the official transcript showing satisfactory completion of the program.

A student may not receive credit for work completed at another institution while in residence at Smith College, except for Interterm courses and courses taken on the Five College interchange. Credit is not granted for online courses.

Transfer credit policies and guidelines are published online at the registrar’s office Web site and are available at the class deans’ office.

**Summer-School Credit**

Students may accrue a maximum of 12 approved summer-school credits toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. With the prior approval of the class dean, summer credit may be used to allow students to make up a shortage of credits.
or to undertake an accelerated course program. For transfer students and Ada Comstock Scholars, summer school credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

**Interterm Credit**

The college may offer courses for credit during the interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for-credit academic interterm courses taken at other institutions. The number of credits accepted for each interterm course (normally up to 3) will be determined by the registrar upon review of the credits assigned by the host institution. Any interterm course designated as 4 credits by a host institution must be reviewed by the class deans and the registrar to determine whether it merits an exception to the 3-credit limit. Students may accrue a maximum of 12 approved interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. Normally, students may not take more than 4 credits during any one interterm at Smith or elsewhere. For transfer students, interterm credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

The interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer noncredit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Students returning from a fall leave of absence or study elsewhere may participate in Interterm, but are not guaranteed housing.

**College Credit Earned Before Matriculation**

Smith College will accept college credit with a grade of B— or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Such credits must be taken on the college or university campus with matriculated degree students and must be taught by a college or university professor. The course may not be listed on the high school transcript as counting toward high school graduation. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin Honors. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

**Advanced Placement**

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the administrative board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major department or program but may not be used to fulfill the distribution requirements for Latin Honors.
International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate and 13th year programs outside the United States. The amount of credit is determined by the registrar upon review of the final results. Such credits may be used toward the Smith degree in the same manner as AP credits and may not be used to fulfill the distribution requirements for Latin Honors.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans’ offices during the period of probation. The administrative board will review a student’s record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected or selected office, either campuswide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics or club sports.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) for students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters. (2) for Ada Comstock Scholars, at least 75 percent of all credits attempted in any academic year must be completed satisfactorily. Students not meeting this criterion may be placed on academic probation or required to withdraw; if students are receiving financial aid, they will be placed on financial aid probation and may become ineligible for financial aid if the probationary period exceeds one year. Further information is available from the Dean of Ada Comstock Scholars and the Office of Student Financial Services.

Absence from Classes

A student who is absent from classes for more than four weeks in any semester will not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

Administrative Board

The administrative board administers the academic requirements defined by faculty legislation. In general, academic matters affecting students are referred to this board for action or recommendation. The board consists of the dean of the college (chair), the class deans, the dean of the Ada Comstock Scholars, the registrar and three faculty members appointed by the president.

Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only if new information is presented.

The board has the authority to take action with respect to the academic performance of individual students, including the requirement that a student must leave the college.

Student Academic Grievances

The Smith College community has always been dedicated to the advancement of learning and the pursuit of truth under conditions of freedom, trust, mutual
respect and individual integrity. The learning experience at Smith is rooted in the free exchange of ideas and concerns between faculty members and students. Students have the right to expect fair treatment and to be protected against any inappropriate exercise of faculty authority. Similarly, instructors have the right to expect that their rights and judgments will be respected by students and other faculty members.

When differences of opinion or misunderstanding about what constitutes fairness in requirements or procedures leads to conflict, it is hoped that these differences will be resolved directly by the individuals involved. When disputes cannot be resolved informally by the parties involved, procedures have been established to achieve formal resolution. These procedures are explained in detail in the Smith College Handbook (www.smith.edu/sao/handbook).

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that information from the educational records of students who are dependents of their parents for Internal Revenue Service purposes, may be disclosed to the parents without the student’s prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians. Students may authorize the release of information from their education records to their parents by completing the appropriate form at the registrar’s office.

Leaves, Withdrawal and Readmission

Off-Campus Study or Personal Leaves

A student who wishes to be away from the college for a semester or academic year must submit a request for approved off-campus study or personal leave. The request must be filed with the student’s class dean by May 1 for a fall semester or academic year absence; by December 1 for a second semester absence. Students in good academic standing who miss these deadlines and need to be away from campus for a semester or year may request a late leave through their class dean. A student who wants to be away from the college for more than one year must withdraw.

A student going on a Smith College Junior Year Abroad program or other approved study abroad program must file a request for approved off-campus study by the appropriate deadline.

A student who wishes to complete part or all of her senior year away from campus on a Smith or non-Smith program or at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major. The petition must be filed in the Office of the Class Deans by the deadline to request approval of off-campus study.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class deans’ office) for transferring credit. A student may request provisional approval of transfer credit through the class deans’ office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A student on approved off-campus study or personal leave is expected to adhere to the policies regarding such absences (available in the class dean’s office). A student’s account must be in good standing or the request will not be approved.

Medical Leave

If a student leaves the college on the advice of health services, confirmation will be sent to the student and her family by the registrar. Any student who leaves the
college for medical reasons is considered withdrawn and must request readmission through the registrar. The director of health services (or the associate director when specified) will request a full report from the student’s health care provider and may also request documentation of improved functioning and a personal interview. Clearance by health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also consider the student’s college record in the readmission process.

**Short-Term Medical Leave**

A student who is away from campus for an extended period of time (i.e., a week or more) for medical reasons may be placed on a short-term medical leave by health services. Instructors will be notified of the student’s status by the class deans office.

Any student who is placed on short-term medical leave, whether by health services or through her class dean, must receive clearance from health services before returning to campus. Health services may require documentation from her health care provider before the student can return. The student must notify her class dean of her intention to return to classes.

**Mandatory Medical Leave**

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

**Withdrawal and Readmission**

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student’s general deposit ($100) is refunded. Official confirmation of the withdrawal will be sent to the student by the registrar.

A withdrawn student must submit a request for readmission to the registrar. Readmission procedures and forms are available at the registrar’s office Web site. Readmission requests for return in September must be sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants meet with the class dean or director of Health Services before considering the request. Normally, students who have withdrawn from the college must be withdrawn for at least one full semester.

A student who was formerly enrolled as a traditional student may not return as an Ada Comstock Scholar unless she has been away from the college for at least five years. Any student who has been away from Smith College for five or more years should make an appointment to speak with the dean of Ada Comstock Scholars before applying for readmission.
Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts, master of education of the deaf and master of science. In addition, master of arts and doctoral programs are offered in the School for Social Work. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies.

Each year more than 100 men and women pursue such advanced work. Smith College is noted for its superb facilities, bucolic setting and distinguished faculty who are recognized for their scholarship and interest in teaching. Moreover, graduate students can expect to participate in small classes and receive personalized attention from instructors.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the availability and according to the provisions stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

Admission

To enter a graduate degree program, a student must have a bachelor’s degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All domestic applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program, and all financial aid forms before February 15 (refer to Financial Aid, page 58). The deadline for admission without financial aid to most graduate programs is April 1 of the proposed year of entry for the first semester, and November 1 for the second semester. (For the master of fine arts in dance, the only deadline is January 15.) All international applications for a master’s degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program.

Applicants must submit the following: the formal application, the application fee ($60), an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from the Graduate Record Examination (GRE). For the master of education of the deaf (M.E.D.) only, the Miller Analogies Test is an acceptable alternative to the GRE. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Applicants from English-speaking countries must submit the Graduate Record Examination. Candidates must also submit a paper written in an advanced undergraduate course, except for MFA playwriting candidates, who must also submit one or more full-length scripts or their equivalent. Address correspondence and questions to the address below.

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of his or her academic adviser and the director of graduate programs, a student may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer.
from outside of the Five Colleges. We strongly recom-
mend that work for advanced degrees be continuous; if
it is interrupted or undertaken on a part-time basis, an
extended period is permitted, but all work for a master's
degree normally must be completed within a period of
four years. Exceptions to this policy will be considered
by petition to the Administrative Board. During this
period a continuation fee of $60 will be charged for
each semester during which a student is not enrolled at
Smith College in course work toward the degree.

Leaves of Absence
A student who wishes to be away from the college for
a semester or academic year for personal reasons may
request a leave of absence. The request must be filed
with the director of graduate programs by May 1 for a
fall semester or academic-year leave; by December 1 for
a second-semester leave. No leaves of absence will be
approved after May 1 for the following fall semester or
academic year and December 1 for the spring semester,
and the student must withdraw from the college.

A leave of absence may not be extended beyond one
full academic year, and a student who wants to be away
from the college for more than one year must withdraw.

A student on a leave of absence is expected to ad-
here to the policies regarding such leaves. A student’s
tuition account must be in good standing or the leave
of absence will be canceled.

Degree Programs
For all degree programs, all work to be counted toward
the degree (including the thesis), must receive a grade
of at least B–, but the degree will not be awarded to a
student who has no grade above this minimum. Cours-
es for graduate credit may not be taken on a satisfac-
tory/unsatisfactory basis. The requirements described
below are minimal. Any department may set additional
or special requirements and thereby increase the total
number of courses involved.

Master of Science in Biological
Sciences
The Department of Biological Sciences maintains an
active graduate program leading to the master of sci-
ence in biological sciences. The program of study em-
phasizes independent research supported by advanced
course work. Candidates are expected to demonstrate a
strong background in the life sciences and a clear com-
mmitment to independent laboratory, field and/or theo-
retical research. The department offers opportunities
for original work in a wide variety of fields, including
animal behavior, biochemistry, cell and developmental
biology, ecology, environmental science, evolutionary
biology, genetics, marine biology, microbiology, mo-
lecular biology, neurobiology, plant sciences and physi-
ology. Students pursuing the M.S. degree are required
to participate in the Graduate Seminar (BIO 507) and
are expected to undertake a course of study, designed in
conjunction with their adviser, that will include appro-
priate courses both within and outside the department.

A thesis is also required of each candidate for this
degree. It may be limited in scope but must dem-
strate scholarly competence; it is equivalent to a
two-semester, eight-credit course. Two copies must be
presented to the committee for deposit in the library.
The thesis may be completed in absentia only by spe-
cial permission of the department and of the director of
graduate programs.

Master of Science in Exercise and
Sport Studies
The graduate program in exercise and sport studies
focuses on preparing coaches for women’s intercol-
legiate teams. The curriculum blends theory courses
in exercise and sport studies with hands-on coaching
experience at the college level. By design, the pro-
gram is a small one, with only 15 to 20 candidates in
residence. This makes it possible for students to work
independently with faculty and coaches. Smith has a
history of excellence in academics and a wide-ranging
intercollegiate program composed of 14 varsity sports.
Entrance into the two-year program requires a strong
undergraduate record and playing and/or coaching
experience in the sport in which a student will be
coaching. Individuals who do not have undergraduate
courses in exercise physiology and kinesiology should
anticipate work beyond the normal 51 credits. For more
information, contact Michelle Finley, Department of
Exercise and Sport Studies, Smith College, Northamp-
ton, MA 01063, (413) 585-3971; e-mail: mfinley@
smith.edu; www.smith.edu/ess.

Master of Arts in Teaching
The program leading to the degree of master of arts in
teaching is designed for students who are planning to
teach in elementary, middle or high schools and those wishing to do advanced study in the field of education. The M.A.T. program combines study in the field of the student’s academic interest; the specific teaching field for students preparing to teach at the secondary or middle school levels, broader liberal arts and sciences subjects for students preparing to teach at the elementary level; with experience in teaching and the study of education theory. The departments of biological sciences, chemistry, English, French, geology, history, mathematics, physics and Spanish actively cooperate with the Department of Education and Child Study in administering the various graduate programs.

The Department of Education and Child Study uses a variety of schools and settings to provide opportunities for observation, service learning and classroom teaching experiences. These include the laboratory elementary school operated by the college, the public schools of Northampton and other area communities, as well as several private schools.

Students who follow the Master of Arts in Teaching program will, in the course of an intensive five-week summer session and a full-time academic year, be able to complete the state-approved program in teacher education enabling them to meet requirements for licensure in various states.

Admission prerequisites and course requirements vary depending upon the specific program; more detailed information may be obtained from the director of graduate programs.

Prospective candidates should have a superior undergraduate record and should present evidence of personal qualifications for effective teaching. Those interested in the MAT in secondary or middle school teaching should also possess an appropriate concentration—normally a major—in the subject of the teaching field. Along with a resume, all applicants should submit a paper or other piece of work that is illustrative of their writing. Applicants with teaching experience should include a letter of recommendation concerning their teaching. We invite interested students to visit www.smith.edu/educ/ to learn more about our program and to find application materials.

To qualify for a degree, the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one 4-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. Rolling admissions for this program for entry in summer 2010 will begin after December 1, although applications will be accepted as late as April 1 of that year. Further information can be found at www.clarkeschool.org/content/professional.

Master of Fine Arts in Dance

The Dance Department offers a two-year M.F.A. degree program. All graduate theory courses are taught for graduate students only. Choreography and performance are the focus of the course of study, with additional work in the history and literature of dance, scientific principles applied to the teaching and performance of dance, seminars and production. Required technique courses may be taken at Smith or in any of the colleges in the Five College Dance Department. All M.F.A. students are teaching fellows and teach the equivalent of three studio courses at the undergraduate level each year. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. The thesis includes a public presentation of original choreography along with supporting production elements and a paper in support of the work.

An audition is required for entrance into the program. Interested students may consult the Smith and Five College Dance Web sites: www.smith.edu/dance and www.fivecolleges.edu/sites/dance, or contact the Dance Department directly: Dance Department, Smith College, Northampton, MA 01063; phone (413) 585-3232.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two
years of residence are required. In a two-year sequence, a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B−, but the degree will not be awarded to a student who has no grade above this minimum.

Interested students may consult the graduate advisor, Leonard Berkman, Department of Theatre, Smith College, Northampton, MA 01063; (413) 585-3206; e-mail: lberkman@smith.edu.

Cooperative Ph.D. Program
A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology, history and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003, (413) 545-0721.

Master/Ph.D. of Social Work
The School for Social Work offers a master of social work (M.S.W.) degree, which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research education and practice. It also has extensive postgraduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960 or e-mail at sswadmis@smith.edu. Information can also be found at the school’s Web site at www.smith.edu/ssw.

Nondegree Studies
Certificate of Graduate Studies
Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year’s program of study under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade of B− or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies
This is a highly competitive one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor’s degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555 (a special seminar for diploma students), 16 other credits in American studies or in one or more of the cooperating disciplines, including American Studies 570, the diploma thesis or an approved equivalent. A cumulative grade average of B in course work must be maintained.

Post-Baccalaureate Program: The Center for Women in Mathematics at Smith College
Supported by NSF Grant 0611020 and Smith College
The Post-Baccalaureate Program is for women strongly considering graduate school in the mathematical sciences but who did not major in mathematics or whose mathematics major was light. It provides an opportunity to study mathematics intensively at the advanced undergraduate level.

As part of the Center for Women in Mathematics, the program is nested in a mathematical community that is supportive, friendly, fun, and serious about
mathematics. The program builds the skills and confidence needed to continue to graduate school in the mathematical sciences. Each student has a faculty mentor. There are sessions on taking the GREs, applying to graduate school and surviving graduate school. Each student has the opportunity to join a research team supervised by a Smith faculty member.

The program is for one or two-semesters. Admission is competitive but open to all women who have graduated from college with coursework in mathematics that includes some upper level mathematics (usually, at least Linear Algebra and Vector Calculus). Full tuition and a living stipend is available to U.S. citizens and permanent residents who are admitted to the program.

Requirements
Students must take at least 12 math credits each semester including math 300 and math 301. A Certificate of Completion is awarded to students who successfully complete two semesters including or placing out of at least one course in algebra, one in analysis, and one at the level of 310 or higher. Students failing to make satisfactory progress in one semester will not be funded for a second semester. Passing 12 mathematics credits with grades of B- or higher constitutes satisfactory progress.

Applications and Contact Information
For more information, or to request application materials, please contact Ruth Haas, Department of Mathematics and Statistics, Smith College, Northampton, MA 01063, telephone: (413) 585-3872, e-mail: math-chair@smith.edu

Financial Aid
Post-baccalaureate students (American citizens or permanent residents) are eligible for fellowships, which include full tuition and a stipend of $12,500 for the academic year.

To apply
All applicants should include letters of recommendation from at least two mathematics professors, and a personal statement that describes how this program fits with the applicant’s background and goals.

Applications are reviewed on a rolling basis. The preferred deadline for January entrance is October 15, but applications are accepted through December 15. For September entrance, the preferred deadline is March 15, but applications are accepted through July 1. Students applying for financial aid are encouraged to apply by the preferred deadlines as funds are limited.

Applications are processed through the Office of Graduate and Special Programs.

Nondegree Students
Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Graduate and Special Programs office. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Tuition must be paid in full before a nondegree student is allowed to register. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reapply each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for Smith course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Health Services

Housing
A very limited amount of graduate student housing is available on campus. Smith offers a cooperative graduate house with single bedrooms, large kitchen and no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board. For further details, send e-mail to gradstdy@smith.edu.

For individuals wishing to check the local rental market, go to www.gazettenet.com/classifieds to find “Real Estate for Rent” and www.cshrc.org. It is advisable to begin looking for housing as soon as you have decided to enroll.

Health Services
Graduate students, both full-time and part-time, are eligible to use Smith’s health services and to participate in the Smith College health insurance program (see pp. 22 and 23 for complete information).


## Finances

### Tuition and Other Fees

- Application fee ........................................................... $60
- Full tuition, for the year ...................................... $37,510
  - 16 credits or more per semester
- Part-time tuition
  - Fee per credit ................................................... $1,170
- Summer Intern Teaching Program tuition for degree candidates ............................................ $2,500
- Continuation fee, per semester ................................. $60
- Room only for the academic year .............................. $6,320
- Health insurance estimate
  - (if coverage will begin August 15) ................. $2,034
  - (if coverage will begin June 15) ..................... $2,278

For additional information concerning fees for practical music and studio art see p. 35.

Statements for semester fees are mailed in July and December from the Office of Student Financial Services. Payment of charges for the first semester is due in early August and for the second semester in early January.

### Deposit

A general deposit of $100 is required from each student upon admittance. This is a one-time deposit that will be refunded in October, or approximately six months following the student’s last date of attendance, after deducting any unpaid charges or fees, provided that the graduate director has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.

### Refunds

Please refer to page 35 and 36 for full information on refunds.

### Financial Assistance

Financial assistance for graduate students at Smith College consists of fellowships, tuition scholarships, and federal loans. Students interested in applying for any type of financial aid should read this section carefully in its entirety; required materials and deadlines for application vary with the type of financial assistance requested.

All applicants for financial assistance (fellowships, scholarships) must complete their applications for admission by January 15 (new applicants). Applicants interested in federal student loans must complete an application for financial assistance by February 15, including all supplementary materials (required of both returning students and new applicants).

### Fellowships

*Teaching Fellowships:* Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies and dance. For the academic year 2009–10, the stipend for full teaching fellows is $11,910. Teaching fellows also receive assistance to reduce or eliminate tuition expenses.

*Research Fellowships:* Research fellowships are granted for work in various science departments as funds become available; stipends vary in accordance with the nature and length of the appointment. During the academic year, the research fellow usually carries a half-time graduate program.

The teaching and research fellowships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

The number of fellowships is limited, and all applicants are strongly urged also to apply for tuition scholarships and loans, as described below.

### Scholarships

The college offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. Applicants for scholarships must meet the January 15 deadline for submitting all materials for the admission application.
Loans
Loans are administered by Student Financial Services. Federal William D. Ford Direct Loans may be included in aid offered to graduate students on admission. Applicants for loans must meet all federal guidelines and must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In addition, the application for financial assistance, with all materials described on that form, is due by February 15 for both new applicants and returning students.

In an effort to encourage liberal arts graduates to enter the teaching professions, Smith College has instituted a forgivable loan program for M.A.T. candidates in the field of mathematics. Under this program, prospective students can apply for loans to meet tuition expenses not covered by scholarships. For each of the graduate’s first three years of teaching, the college will forgive a portion of that loan up to a total of 65 percent.

Applications for loans received by February 15 will be given top priority. The processing of later applications will be delayed.

Policy Regarding Completion of Required Course Work
A graduate student who is unable to complete required course work on time must submit to the director of graduate programs a written request for an extension before the end of the semester in which the grade is due. The request should include the reason the extension is needed and a specific date by which the student proposes to complete the work. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director, instructor and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student.

Changes in Course Registration
During the first 10 class days (September in the first semester and February in the second semester), a student may drop or enter a course with the approval of the adviser.

From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the director of graduate programs.

After the 10th day of classes, a student may drop a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester): 1) after consultation with the instructor, and 2) with the approval of the adviser and the director of graduate programs.

Instructions and deadlines for registration in Five College courses are distributed by the registrar’s office.
Courses of Study, 2009–10

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<th>Designation</th>
<th>Academic Division</th>
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<td>Interdepartmental Minor in African Studies</td>
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<tr>
<td>Major and Minor in the Department of Afro-American Studies</td>
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<td>Interdepartmental Major in American Studies</td>
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<tr>
<td>Interdepartmental Minor in Ancient Studies</td>
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<td>Majors and Minor in Anthropology</td>
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<tr>
<td>Interdepartmental Minor in Archaeology</td>
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<tr>
<td>Majors and Minors in the Department of Art</td>
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<tr>
<td>Art History</td>
<td>ARH</td>
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<tr>
<td>Graphic Art</td>
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<td>Studio Art</td>
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<td>Minor in Arts and Technology</td>
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<tr>
<td>Major and Minor in the Five College Department of Astronomy</td>
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<tr>
<td>Interdepartmental Major in Biochemistry</td>
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<tr>
<td>Major and Minor in the Department of Biological Sciences</td>
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<td>Major and Minor in the Department of Chemistry</td>
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<td>Majors and Minors in the Department of Classical Languages and Literatures</td>
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<tr>
<td>Major: Classical Studies</td>
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<td>Majors and Minors: Greek</td>
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<td>Classics</td>
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<tr>
<td>Interdepartmental Major in Comparative Literature</td>
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<td>Major and Minors in the Department of Computer Science</td>
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<td>Minors: Digital Art</td>
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<tr>
<td>Digital Music</td>
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<tr>
<td>Systems Analysis</td>
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<td>Computer Science and Language</td>
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<tr>
<td>Mathematical Foundations of Computer Science</td>
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<tr>
<td>Major and Minor in the Five College Dance Department</td>
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<tr>
<td>Major and Minor in the Department of East Asian Languages and Literatures*</td>
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<tr>
<td>Major: East Asian Languages and Cultures</td>
<td>EAC</td>
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<tr>
<td>Minor: East Asian Languages and Literatures</td>
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<tr>
<td>Interdepartmental Major and Minor in East Asian Studies</td>
<td>EAS</td>
</tr>
<tr>
<td>Major and Minor in the Department of Economics</td>
<td>ECO</td>
</tr>
<tr>
<td>Major and Minor in the Department of Education and Child Study</td>
<td>EDC</td>
</tr>
</tbody>
</table>

Key: Division I The Humanities  
Division II The Social Sciences and History  
Division III The Natural Sciences  
*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)
Major and Minor in the Department of Engineering  EGR  III
Major and Minor in the Department of English Language and Literature  ENG  I
Interdepartmental Minor in Environmental Science and Policy  EVS  III
Interdepartmental Minor in Ethics  ETH  I/II/III
Minor in the Department of Exercise and Sport Studies  ESS  III
Interdepartmental Minor in Film Studies  FLS  I/II
Major in the Department of French Studies  FRN  I
First-Year Seminars  FYS  I/II/III
Major and Minor in the Department of Geosciences  GEO  III
Major and Minor in the Department of German Studies  GER  I
Major and Minor in the Department of Government  GOV  II
Major and Minor in the Department of History  HST  II
Interdepartmental Minor in History of Science and Technology  HSC  I/II/III
Major and Minor in the Department of Italian Language and Literature  ITL  I
Major:  Italian Studies  ITL  I
Interdepartmental Major and Minor in Jewish Studies  JUD  I/II
Minor in Landscape Studies  LSS  I
Interdepartmental Major and Minor in Latin American and Latino/a Studies  LAS  I/II
Major:  Latino/a Studies  LATS  I/II
Interdepartmental Minor in Linguistics  LNG  I/II/III
Interdepartmental Minor in Logic  LOG  I/III
Interdepartmental Minor in Marine Science and Policy  MSC  III
Major and Minor in the Department of Mathematics and Statistics  MTH  III
Interdepartmental Major and Minor in Medieval Studies  MED  I/II
Interdepartmental Minor in Middle East Studies  MES  
Major and Minor in the Department of Music  MUS  I
Interdepartmental Major and Minor in Neuroscience  NSC  III
Major and Minor in the Department of Philosophy  PHI  I
Major and Minor in the Department of Physics  PHY  III
Presidential Seminars  PRS  I/II/III
Major and Minor in the Department of Psychology  PSY  III
Interdepartmental Minor in Public Policy  PPL  II/III
Major and Minor in the Department of Religion  REL  I
Majors in the Department of Russian Language and Literature  RUS  I
Majors:  Russian Literature  RUL  I
Russian Civilization  RUC  I
Major and Minor in the Department of Sociology  SOC  II
Majors and Minors in the Department of Spanish and Portuguese*  SPP  I
Majors:  Spanish  SPN  I
Portuguese-Brazilian Studies  SPB  I
Latin American Area Studies  SLS  
Minors:  Spanish  SPN  I
Portuguese-Brazilian Studies  SPB  I
Latin American Area Studies  SLS  
Interdepartmental Minor in Statistics  STS  III

*Portuguese language courses are designated POR.
Major and Minor in the Department of Theatre
Interdepartmental Minor in Third World Development Studies
Interdepartmental Minor in Urban Studies
Interdepartmental Major and Minor in Study of Women and Gender
Extradepartmental Course in Accounting
Interdepartmental Courses in Philosophy and Psychology
Other Extradepartmental Courses
Other Interdepartmental Courses
Five College Course Offerings by Five College Faculty
Five College Film Studies Major
Five College Certificate in African Studies
Five College Asian/Pacific/American Certificate Program
Five College Certificate in Buddhist Studies
Five College Certificate in Coastal and Marine Sciences
Five College Certificate in Cognitive Neuroscience
Five College Certificate in Culture, Health and Science
Five College Certificate in International Relations
Five College Certificate in Latin American Studies
Five College Certificate in Logic
Five College Certificate in Middle East Studies
Five College Certificate in Native American Indian Studies
Five College Certificate in Russian, East European and Eurasian Studies
Five College Self-Instructional Language Program
Foreign Language Literature Courses in Translation
Interterm Courses Offered for Credit
Science Courses for Beginning Students
American Ethnicities Courses
Quantitative Courses for Beginning Students

Deciphering Course Listings

Course Numbering
Courses are classified in six grades indicated by the first digit of the course number. In some cases, sub-categories are indicated by the second and third digits.

100 level  Introductory courses (open to all students)
200 level  Intermediate courses (may have prerequisites)
300 level  Advanced courses (have prerequisites)
400 level  Independent work, numbered as follows:
400     Special Studies (variable credit as assigned)
404     Special Studies (semester, four credits)
408d    Special Studies (full year, eight credits)
410     Internships (credits as assigned)
420     Independent Study (credits as assigned)
430d    Honors Project (full year, eight credits)
431     Honors Project (first semester only, eight credits)
432d    Honors Project (full year, 12 credits)
500 level   Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580     Special Studies
590     Thesis
900 level   Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

A “j” after the course number indicates a course offered for credit during Interterm, and a “d” or “y” indicates a full-year course in which credit is granted after two consecutive semesters. In “d” courses, the final
grade assigned upon completion of the second semester is cumulative for the year.

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated.

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only.

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110 or 111 and normally is a full-year course.
- Intermediate language courses are numbered 120 for low intermediate and 220 for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). “Fast track” courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and are described fully in that department’s course listings.

Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department’s course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

Proseminars are directed courses of study conducted in the manner of a graduate seminar but open to undergraduate students.

Instructors

The symbols before an instructor’s name in the list of members of a department indicate the following:

*1 absent fall semester 2009–10
*2 absent fall semester 2010–11
**1 absent spring semester 2009–10
**2 absent spring semester 2010–11
†1 absent academic year 2009–10
†2 absent academic year 2010–11
§1 director of a Junior Year Abroad Program, academic year 2009–10
§2 director of a Junior Year Abroad Program, academic year 2010–11

Visiting faculty and some lecturers are generally appointed for a limited term. The phrase “to be announced” refers to the instructor’s name.

Meeting Times

Course meeting times are listed in the “Schedule of Classes” distributed by the registrar before each semester. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Other Symbols and Abbreviations

dem.: demonstration course
lab.: laboratory
Lec.: lecture
sec.: section
dis.: discussion

( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor’s usual affiliation.

(E): An “E” in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.

(C): The history department uses a “C” in parentheses after the course number to designate colloquia that are primarily reading and discussion
courses limited to 20 students.

(L): The history department uses an “L” in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.

(MI): The anthropology department uses “MI” in parentheses after the course number to designate a course that is method intensive.

(TI): The anthropology department uses “TI” in parentheses after the course number to designate a course that is theory intensive.

L: The dance and theatre departments use an “L” to designate that enrollment is limited.

P: The dance and theatre departments use a “P” to designate that permission of the instructor is required.

AP: Advanced Placement. See p. 50.


WI: Writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course. See page 8 for a more complete explanation.

[ ] Courses in brackets will not be offered during the current year.

{ } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see pp. 7–8 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge; see page 7. (If a course is fewer than four credits but designated for Latin Honors, this will be indicated. This applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later.) Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a slash, e.g., {L/H/F}:

- L Literature
- H Historical studies
- S Social science
- N Natural science
- M Mathematics and analytic philosophy
- A The arts
- F A foreign language

The course listings on pp. 67–440 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalogue.
300 Capstone Colloquium in African Studies
This interdisciplinary Capstone Colloquium allows students to share their interests in Africa through probing readings and vibrant discussions. Incorporating African studies faculty from across the Five Colleges, the course will explore both Western perceptions and lived experience in Africa through such themes as African Historiographies, Governance and Political Conflict, Development and Environmental Issues, Health and Society, African Literature and the Arts, and Youth and Popular Culture. Students will be asked to write frequent short papers summarizing the different disciplinary approaches to the field. Prerequisites: at least three FC courses in African studies and junior/senior standing; or permission of the instructor. Enrollment limited to 20. (E) 4 credits
Offered Spring 2010 at Smith College with Joye Bowman

The African Studies Minor
The African studies minor at Smith allows students to complement their major with a program that provides a systematic introduction to the complex historical, political and social issues of the African continent. The minor is structured to give the student interdisciplinary training within key fields of knowledge: literature and the arts, social science, and historical studies.

Requirements: Six semester courses on Africa are required. One course must be drawn from each of the following three fields: Arts and Literature, Historical Studies, Social Sciences

No more than two courses from a student’s major may be counted toward the minor. At the discretion of the adviser, equivalent courses at other colleges may be substituted for Five College courses.

Language. Students interested in African studies are encouraged to study French or Portuguese. In addition, a student who has achieved intermediate-level competence in an African language may petition for this to count as one of the required courses in the field of Arts, Literature, and Humanities.

Students with required language component may apply for the Five College African Studies Certificate (see page 423).

Study Abroad. Students are encouraged to spend a semester or more in Africa. Information on current programs may be obtained from the African studies director and should be discussed with the minor adviser.
Courses:

AFS 300 Capstone Colloquium in African Studies

Arts, Literature and Humanities

ARH 130 Introduction to Art History: Africa, Oceania and Indigenous Americas
CLT 205 Twentieth-Century Literatures of Africa
CLT 266 South African Literature and Film
CLT 267 African Women’s Drama
CLT 271 Writing in Translation: Bilingualism in the Post Colonial Novel
CLT 315 The Feminist Novel in Africa
DAN 377 Interpretation and Analysis of African Dance
FRN 230 Women Writers of Africa and the Caribbean
FRN 244 Cities of Light: Urban Spaces in Francophone Film
FRN 392 Seminar: Locating “la francophonie”
FYS 165 Childhood in the Literatures of Africa and the African Diaspora
MUS 220 Topics in World Music: African Popular Music
PHY 254 African Philosophy

Historical Studies

AAS 218 History of Southern Africa (1600–1900)
AAS 370 Seminar: Modern Southern Africa
HST 101 Biography and History in Africa
HST 256 Introduction to West African History
HST 257 East Africa in the 19th and 20th Centuries
HST 258 History of Central Africa
HST 299 Ecology and Imperialism in African History

Social Sciences

AAS 202 Topics in Black Studies: Anthropology of the African Diaspora
ANT 230 Africa: Population, Health and Environment Issues
ANT 271 Globalization and Transnationalism in Africa
ANT 272 Women in Africa
ANT 348 Seminar: Health in Africa
ECO 214 Economies of the Middle East and North Africa
GOV 227 Contemporary African Politics
GOV 232 Women and Politics in Africa
GOV 233 Problems in Political Development
GOV 321 Seminar: The Rwanda Genocide in Comparative Perspective
GOV 347 Seminar: North Africa in the International System
111 Introduction to Black Culture
An introduction to some of the major perspectives, themes, and issues in the field of Afro-American studies. Our focus will be on the economic, social and political aspects of cultural production, and how these inform what it means to read, write about, view and listen to black culture. {S} 4 credits
Kevin Quashie
Offered Fall 2009

112 Methods of Inquiry
This course is designed to introduce students to the many methods of inquiry used for research in interdisciplinary fields such as Afro-American studies. Guided by a general research topic or theme, students will be exposed to different methods for asking questions and gathering evidence. {S} 4 credits
Adrianne Andrews
Offered Spring 2010

117 History of Afro-American People to 1960
An examination of the broad contours of the history of the Afro-American in the United States from ca. 1600–1960. Particular emphasis will be given to: how Africans influenced virtually every aspect of U.S. society; slavery and constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey and the rise and fall of racial segregation in the U.S. {H} 4 credits
Louis Wilson
Offered Fall 2009

202 Topics in Black Studies
Introduction to Black Feminist Theories
This course explores the ways in which race and gender intersect to inform black women’s articulations of self, identity and community. We will examine black women’s contestation of controlling images, their theories of social change and their perspectives. Scholarly texts will be accompanied by essays, film, forms of popular culture, presentations and music. {S} 4 credits
Riché J. Barnes
Offered Fall 2009

Race, Place and Identity
This course explores black identity as one that is rooted in the politics of space and place. Using the anthropological study of the African Diaspora, we will investigate the development of “race” as a category and the construction of political and cultural migrating identities. Scholarly texts will be accompanied by ethnography, film, guest lectures and music. {S} 4 credits
Riché J. Barnes
Offered Spring 2010
**Black Music and Literature**
The course will examine the interactions between different forms of African American music and literature. Music and literature will be considered in their historical and cultural contexts. Students will read works of fiction, poetry and drama that deal with or are inspired by black music, as well as theoretical discussions of American popular music and the formation of culture. A key part of the course will be listening to and seeking to understand key examples of several genres of black music, from spirituals and work songs, to blues and jazz, to calypso and beyond. Texts may include fiction and poetry by Jean Toomer, Zora Hurston, Langston Hughes, Ralph Ellison, James Baldwin, Gayle Jones, Toni Morrison, Jean "Binta" Breeze and Kamau Brathwaite as well as a selection of essays and critical pieces that theorize race, culture, writing and music. **4 credits**

_Daphne Lamothe_
_Spring 2011_

**209 Feminism, Race and Resistance: History of Black Women in America**
This interdisciplinary course will explore the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course will be the examination of how black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. **4 credits**

_Paula Giddings_
_Offered Fall 2009_

**212 Culture and Class in the Afro-American Family**
In this course we will examine contemporary African-American families from both a sociocultural and socioeconomic perspective. We will explore the issues facing African-American families as a consequence of the intersecting of race, class and gender categories of America. The aim of this course is to broaden the student’s knowledge of the internal dynamics and diversity of African-American family life and to foster a greater understanding of the internal strengths as well as the vulnerabilities of the many varieties of African-American families. **4 credits**

_Riché Barthes_
_Offered Fall 2009_

**237/ENG 236 Twentieth Century Afro-American Literature**
A survey of the evolution of African-American literature during the 20th century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. **4 credits**

_Kevin Quashie_
_Offered Fall 2009_

**278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970**
An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention will be given to the factors which contributed to the formative years of “Civil Rights Movements,” Black films and music of the era, the rise of “Black Nationalism,” and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Not open to first-year students. Prerequisite: 117 and/or 270, or permission of the instructor. Enrollment limited to 40. **4 credits**

_Louis Wilson_
_Offered Spring 2010_

**PRS 305 Cultural Literacy**
This seminar investigates the interdisciplinary knowledge and critical skills that we need in order to understand the cultures we inhabit. The heart of our work is to consider a selection of resonant artifacts and icons from U.S. cultural history, and learn, as a result, how shared social meanings are created, commodified and contested. Prerequisites: an introductory or methods course in AAS, AMS, SWG, and/or prior coursework in any department focusing on race, gender and culture. Enrollment limited to 15 juniors and seniors. **4 credits**

_Kevin Quashie (Afro-American Studies) and Susan Van Dyne (Study of Women and Gender)_
_Offered Spring 2010_

**335 Seminar: Free Blacks in the U.S. Before 1865**
A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised
by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the 13th amendment. Recommended background: 117. {H} 4 credits

Louis Wilson
Offered Spring 2010

366 Seminar: Contemporary Topics in Afro-American Studies

Classic Black Texts (Capstone Course)
This seminar will study closely a dozen or so classic texts of the black canon. The intent here will be to look at each text in its specific historical context, in its entirety, and in relation to various trajectories of black history and intellectual formation. Though this course will necessarily revisit some works that a student might have encountered previously, its design is intended to consider these works in a more complete context than is possible in survey courses. Authors might include W.E.B. DuBois, Jean Toomer, Zora Neale Hurston, Ralph Ellison, Alice Walker, Toni Morrison, Rita Dove, Patricia Hill Collins, bell hooks, Lorraine Hansberry, Malcolm X, Marlon Riggs and Audre Lorde. This seminar serves as the capstone course required for all majors including honors projects students. {L} 4 credits

Kevin Quashie
Offered Spring 2010

Black Women, Work and Family
Black women have always been in a precarious position as it pertains to work and family. They have been portrayed as hard workers and “lazy” welfare queens. They have held the position of cold, callous mothers to their own children, and loving mammies to white children. They have been hyper-sexualized, erotic jezebels and domineering, unfeminine matriarchs. And when the work and family sociological literature seeks answers to the ways in which Americans balance the challenges of work and family in the contemporary global economy, African American women and their families are invisible. This seminar will provide students with an analytic framework to understand the ways gender, race and class intersect in defining the world of work in our society and affect the available choices African American women have to best support their families. Utilizing ethnography, fiction, film and forms of popular culture, we will explore policies that affect both the family and institutions of work, explore the ways that black men and women balance the demands of family, and pay particular attention to the development of gender roles and strategies that affect African American women’s work and family decisions. {L/S} 4 credits

Riché Barnes
Offered Spring 2010

Ida B. Wells and the Struggle Against Racial Violence
Ida B. Wells (1862–1931) was a black investigative journalist who began, in 1892, the nation’s first anti-lynching campaign. In her deconstruction of the reasons for, and response to, violence—and particularly lynching—she also uncovered the myriad components of racism in a formative period of race relations that depended on ideas of emerging social sciences, gender identity and sexuality. The course will follow Wells’s campaign, and in the process study the profound intersections of race, class, gender and sexuality which have shaped American culture and history. {H} 4 credits

Paula Giddings
Offered Spring 2010

370 Seminar: Modern Southern Africa
In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948–2000. {H/S} 4 credits

Louis Wilson
Offered Fall 2009

400 Special Studies
By permission of the department, for junior and senior majors. 1–4 credits
Offered both semesters each year

Additional Courses Related to Afro-American Studies

As an interdisciplinary department, we encourage students to explore course opportunities in other departments and in the Five Colleges. Some examples are listed below. Students should check departmental entries to find out the year and semester particular courses are being offered.
AMS 102  Race Matters
ANT 232  Third World Politics: Anthropological Perspectives
DAN 142  Comparative Caribbean Dance I
ECO 230  Urban Economics
GOV 311  Seminar in Urban Politics
HST 266  The Age of the American Civil War
HST 267  The United States Since 1890
HST 265  Race, Gender and United States Citizenship, 1789–1861
HST 270  Aspects of American History: The Black Atlantic
HST 273  Contemporary America
HST 275  Intellectual History of the United States
MUS 206  Improvising History: The Development of Jazz*
PHI 210  Issues in Recent and Contemporary Philosophy
PHI 254  African Philosophy
PSY 247  Psychology of the Black Experience*
SOC 213  Ethnic Minorities in America*
SOC 218  Urban Politics*
THE 214  Black Theatre*
THE 215  Minstrel Shows*
*These courses are cross-listed with Afro-American Studies

The Minor

Requirements for the Minor
Six four-credit courses as follows:
1. Two of the three required courses: 111, 112, 117.
2. Four elective courses, at least one of which must be a seminar or a 300-level class; and at least one of which must have a primary focus on the African Diaspora.

Adviser for Study Abroad: Louis Wilson

Honors

Director: Kevin Quashie

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

The Major

Requirements for the Major
Eleven four-credit courses as follows:
1. Three required courses: 111, 112 and 117.
2. General concentration: four 100- and 200-level courses at least one of which must have a primary focus on the African Diaspora. Courses at the 300-level may also be used when appropriate.
3. Advanced concentration: three courses organized thematically or by discipline. Of the three courses, at least one must be at the 300-level; and at least one must have a primary focus on the African Diaspora.
4. The designated capstone seminar in the junior or senior year. The course is required of all majors including honors projects students.
The following courses have been revised or added to the curriculum as a result of the American Ethnicities (Diversity) Seminar held at Smith. They represent a sampling of courses in the curriculum that focus on ethnic diversity in the United States.

**AAS 245/ENG 282 The Harlem Renaissance**
A study of one of the first cohesive cultural movements in African-American history. This class will focus on developments in politics and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Enrollment limited to 40. \(\text{L}\) 4 credits  
Not offered 2009–10

**ANT 240 Anthropology of Museums**
This course critically analyzes how the museum enterprise operates as a social agent in both reflecting and informing public culture. The relationship between the development of anthropology as a discipline and the collection of material culture from colonial subjects will be investigated and contemporary practices of self-representation explored. Topics include the art/artifact debate, lynching photography, plantation museums, the formation of national and cultural identity, commodification, consumerism, repatriation and contested ideas about authenticity and authority. The relationship of the museum to a diverse public with contested agendas will be explored through class exercises, guest speakers, a podcast student project, field trips and written assignments. Prerequisite: 130 or permission of the instructor. \(\text{TI}\) \{\text{S/H}\} 4 credits  
Not offered 2009–10

**ARH 101 Approaches to Visual Representation (C)**

*Topic: Advertising and Visual Culture.* By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multi-media appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we’ll also explore the shifting parameters of “high” art and “low” art, the significance of advertising in contemporary art, and the structuring principles of visual communication. \(\text{H/A}\) 4 credits  
Not offered 2009–10

**ARH 289/LAS202 Talking Back to Icons: Latino/a Artistic Expression**
This class focuses upon Latino/a artistic cultures and the role of icons in representation. We examine visual images, poster and comic book art, music, poetry, short stories, theatre, performance art and film, asking: What is a cultural icon? Our perspective stretches across time, addressing the conquest of the Americas, the Treaty of Guadalupe Hidalgo, the annexation of Puerto Rico, the Chicano/a movement and contemporary transmigration of peoples from the Caribbean. Among the icons we discuss: Che Guevara, the Virgin of Guadalupe and Selena. Prerequisite: one course in Latino/a or Latin American Art or permission of the instructors. Reading knowledge of Spanish recommended. Enrollment limited to 35. \{\text{A/L}\} 4 credits  
Not offered 2009–10

**EDC 200 Education in the City**
The course explores how the challenges facing schools in America’s cities are entwined with social, economic and political conditions present within the urban environment. Our essential question asks how have urban educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we’ll investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes
testing, vouchers and privatization and at the local level by exploring the work of teachers, parents, youth workers and reformers. There will be fieldwork opportunities available for students. Enrollment limited to 35.

**ENG 239 American Journeys**
A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author’s treatment of the complex encounter between new or marginalized Americans and an established culture, and on definitions or interrogations of what it might mean to be or become “American.” Works by Willa Cather, Anzia Yezierska, Ralph Ellison, Frank Chin, Richard Rodrigues, Leslie Marmon Silko, Joy Kogawa, Junot Díaz, Tony Kushner and the filmmakers John Sayles and Chris Eyre. **{L} 4 credits**

**MUS 205 Topics in Popular Music**
*Topic: Ethnicity, Race and Popular Song in the United States from Stephen Foster to Elvis Presley.* From the early 19th-century Irish Melodies of Thomas Moore to contemporary hip hop, popular vocal music in the United States has been tied to processes of ethnic and racial formation. This course will examine how some ethnic and racial minorities in America (African, Jewish, Chinese, Latino) were portrayed through the medium of commercially published popular song in the period c. 1850–1950. Questions of historical and cultural context will be considered but the emphasis will be on the relationship (or nonrelationship) between music and text. Readings in history, sociology and cultural studies as well as music history. Listening, viewing videos and consultation of on-line resources. A reading knowledge of music is not required. **{A/H} 4 credits**

**PSY 313 Research Seminar in Psycholinguistics**
*Topic: Assessing Pragmatics in Child Language.* The seminar will explore the topic of pragmatics in child language: how language is used in the service of social discourse. How do children learn to take other’s points of view, to use language for different communicative purposes, to understand non-literal language such as sarcasm? We will explore a variety of topics, including new methods of assessment, and discuss throughout the special challenges of pragmatics in children with autism. Prerequisites: One of: PSY/PHI 213, PHI 236, PSY 233, EDC 235 or permission of instructor. **{H} 4 credits**

**REL 266 Buddhism in America**
Almost 50 different Buddhist groups can be found within a 20-mile radius of the Smith campus. This class will explore the way Buddhism is practiced and conceptualized by some of the more prominent and representative groups in the area as a perspective from which to reflect on the broader phenomenon of Buddhism in America. It will involve participant observation, field trips and class visits from some of the area teachers. Enrollment limited to 25 students. **{H} 4 credits**

**SOC 213 Ethnic Minorities in America**
The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. **{S} 4 credits**

**SOC 314 Seminar in Latina/o Identity**
*Topic: Latina/o Racial Identities in the United States.* This seminar will explore theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention will be paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course
will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. 4 credits

_Ginetta Candelario_
Offered Spring 2010

**SWG 260 The Cultural Work of Memoir**

This course will explore how queer subjectivity intersects with gender, ethnicity, race and class. How do individuals from groups marked as socially subordinate or nonnormative use life-writing to claim a right to write? The course uses life-writing narratives, published in the U.S. over roughly the past 30 years, to explore the relationships between politicized identities, communities and social movements. Students also practice writing memoirs. Prerequisites: SWG 150 and a literature course. _{L/H} 4_ credits

_Susan Van Dyne_
Offered Spring 2010

**THE 141 Acting I**

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. _{A} 4_ credits

Offered Fall 2009, Spring 2010

Sec. 1: _To be announced_, Fall 2009
Sec 2: _Ellen Kaplan_, Fall 2009

_Topic: Acting Fundamentals for Majors_
Sec. 1: _Holly Derr_, Spring 2010

**THE 213 American Theatre and Drama**

This course will trace the sometimes competing, sometimes complementary, forces of Puritanism and mercantilism on the American theatre. Beginning with the theatre of the colonies and the early days of independence; moving through Westward expansion, the Civil War, industrialization and workers’ rights movements; continuing through the Golden Age of Broadway, the Civil Rights movement, the identity politics-driven decades of the 1970s, 1980s and 1990s; and including the present day, the course will investigate the interplay of commercial and social realities in defining what makes American theatre American. _{L/H/A} 4_ credits

_Holly Derr_
Offered Fall 2009
201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women,
family structure, social class and urban experience. Open to all first- and second-year students, as well as to junior and senior majors. *(L/H)* 4 credits

Floyd Cheung, Alice Hearst, Daniel Horowitz, Spring 2010

Offered Spring 2010, Spring 2011

202 Methods in American Studies
A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies. Prerequisite: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. *(H/S)* 4 credits

Michael Thurston, Fall 2009
Steve Waksman, Spring 2010

Offered both semesters each year

221 Colloquium
Enrollment limited to 20. 4 credits

New England Material Culture, 1860–1940
Students will acquire a vocabulary and syntax for reading and interpreting the texts of material culture objects. They will study architecture, artifacts, clothing and textiles, furniture, photographs and paintings. Students will also research photographs, letters and diaries of contemporaries to interpret articles of clothing and accessories in terms of the shifts in social and economic roles during this period. They will identify, research and interpret material culture objects in light of their historical documentation and the conventions of current practice. The course will use the holdings of Historic Northampton Museum and Education Center, a collection of 50,000 objects and three historic buildings. *(H)*

Kerry Buckley
Offered Spring 2010, Spring 2011

235 American Popular Culture
An analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict. We examine theoretical texts that help us to “read” popular culture, even as we study specific artifacts from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire, and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Enrollment limited to 25. Admission by permission of the instructor. *(H/S)* 4 credits

Steve Waksman
Offered Fall 2009

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England’s history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. *(H/A)* 4 credits

Nan Wolverton
Offered Spring 2010, Spring 2011

PRS 307 Asian Americans and the Law
How has the legal system of the United States defined the category of people we know as Asians and Asian Americans? In this seminar we will explore Asian immigration, citizenship eligibility, and the development of Asian American identity by studying how Asians and Asian Americans themselves negotiated their status and rights as lawyers, judges, scholars or litigants. We will analyze judicial opinions, laws, historical writings, literary responses and academic studies. Previous coursework in Asian American history, sociology, literature or government is recommended, though any junior or senior with an interest in the law and American society would be welcome. Enrollment limited to 15. *(E)* *(H/L)* 4 credits

Floyd Cheung and Georgia Yuan
Offered Spring 2010

340 Symposium in American Studies
Limited to senior majors.

American Performing Race
This class will explore the sliding stories of racial identity that Americans have told themselves from early in the 19th century (Jim Crow, Yankee Pedlar) through the present (hip hop, biracial political oratory). We will read classic American Studies accounts of these issues (Constance Rourke’s American Humor; Eric Lott’s Love and Theft, Linda William’s Playing the Race Card) along with recent essays (Zadie Smith’s
“Speaking in Tongues” and Barack Obama’s “A More Perfect Union” [3/18/08]). Written texts and performed examples will provoke initial analyses: the Jim Crow plays of T.D. Rice, Melville’s “Benito Cereno,” Dan Emmett’s Barber Shop in an Uproar, Zora Neale Hurston’s Mules and Men, Chester Himes’s Cotton Comes to Harlem, Al Jolsen’s Wonder Bar and Bob Dylan’s Masked and Anonymous. During the second half of the term, students will present their research in class while they write—and revise—lively essays on what it is to act American. **H/A** 4 credits

**W.T. Lhamon**
Offered Fall 2009

**341 Symposium in American Studies**
Limited to senior majors.

**Why Did/Do Americans Feel That Way?**
This course will focus on how Americans have understood and understand their emotions and illnesses, especially those that somehow link mind and body. How have they seen, how do they see at present the mind/body problem and the nature of mental illness? We will work together to understand the ways that, guided by physicians, Americans have looked at the problem from the late 19th century until the present. We will consider the role that gender has played. Each student will develop an independent project dealing with some aspect of the question, past or present. Among the texts that we will consider are George Beard’s American Nervousness (1880) and Peter Kramer, Listening to Prozac (1993). **H** 4 credits

**Helen Lefkowitz Horowitz**
Offered Spring 2010

**351/ENG 384 Writing About American Society**
An examination of contemporary American issues through the works of literary journalists ranging from Elizabeth Hardwick to Joan Didion; Frances Fitzgerald to Adrian Nicole Le Blanc. Intensive practice in expository writing to develop the student’s own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited to 15. Admission by permission of the instructor. **L/S** 4 credits

**Hilton Als**
Offered Spring 2010

**400 Special Studies**
Admission by permission of the instructor and the director. 1 to 4 credits
Offered both semesters each year

**408d Special Studies**
Admission by permission of the instructor and the director. 8 credits
Full-year course; Offered each year

**Internship at the Smithsonian Institution**
To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods, and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale’s letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were residing in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

**410 Tutorial on Research Methods at the Smithsonian**
Individual supervision by a Smithsonian staff member. Given in Washington, D.C. **H/S** 4 credits

**Rosetta Marantz Cohen, Director**
Offered Fall 2009, Fall 2010
411 Seminar: American Culture—Conventions and Contexts

Exhibiting Culture: An Introduction to Museum Studies in America. This seminar examines the history, functions and meanings of museums in society, focusing primarily on the art museum in the United States. Drawing on the ever-growing literature on museology, we will look critically at the ways that museums—through their policies, programs, architecture and exhibitions—can define regional or national values, shape cultural attitudes and identities, and influence public opinion about both current and historical events. As the course is concerned with both theory and practice, and the intersection of the two, we will make use of the rich resources of the Smithsonian as well as other museums in Washington, D.C. Class discussion will be balanced with behind-the-scenes visits/field trips to museums, where we will speak with dedicated professionals who are engaged in innovative and often challenging work in the nation’s capital. (Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.). 4 credits

Dorothy Moss
Offered Fall 2009, Fall 2010

412 Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. 8 credits

Rosetta Marantz Cohen, Director
Offered Fall 2009, Fall 2010

Requirements for the American Studies Major


Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major. In order to structure their studies of American society and culture, majors will select a focus—such as an era (e.g. antebellum America, the 20th century) or a topical concentration (e.g. ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme. Because American studies courses are located primarily in two divisions, Humanities and Social Sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:
1. 201 and 202;
2. Eight courses in the American field. At least four must be focused on a theme defined by the student. At least two courses must be in the Humanities and two in the Social Sciences. At least two must be devoted primarily to the years before the 20th century. At least one must be a seminar, ideally in the theme selected. (340/341 does not fulfill the seminar requirement). Students writing honors projects are exempt from the seminar requirement;
3. International comparison. In order to foster international perspectives and to allow comparisons with the American experience, all majors must take a course dealing with a nation or society other than the United States, a course preferably in the area of the student’s focus;
4. 340 or 341.

Adviser for Study Abroad: Louis Wilson

Honors Director: Steve Waksman

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered Fall 2009, Fall 2010

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Diploma in American Studies

**Director:** James Hicks

A one-year program for foreign students of advanced undergraduate or graduate standing.

**Requirements:** American Studies 555; five additional courses in American studies or in one or more of the related disciplines. Students who choose to write a thesis, and whose projects are approved, will substitute American Studies 570, Diploma Thesis, for one of the additional courses.

**555 Seminar: American Society and Culture**

*Topic: The Unexceptional U.S.—Global Readings in U.S. Culture.* One of the most important trends in recent American historiography has been the growing movement to see U.S. history as part of world history. In this course, we will read and interpret in ways that move beyond national and nationalist readings of U.S. history. The course is divided into four clusters, each representing a different period and focusing on different aspects of U.S.–American society and culture in relation to world history. Each cluster will be organized around an interdisciplinary investigation of a single text: Mary Rowlandson’s captivity narrative, Benjamin Franklin’s autobiography, Nella Larsen’s *Quicksand* and Tim O’Brien’s *The Things They Carried.* Normally for Diploma students only. 4 credits

*James Hicks*

Offered Fall 2009, Fall 2010

**570 Diploma Thesis**

4 credits

*James Hicks*

Offered Spring 2010, Spring 2011
Ancient Studies

The minor in ancient studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

The Minor

Requirements: Six courses, in no fewer than three departments, selected from the list of related courses below. (Other courses may count toward the minor with permission of the student’s adviser.)

Related Courses

Please see home department for complete course descriptions.

ARH 208 The Art and Architecture of Ancient Greece
Barbara Kellum
Offered Spring 2010

ARH 315 Studies in Roman Art
Topic: Augustan Rome
Barbara Kellum
Offered Fall 2009

CLS 190 The Trojan War
Justina Gregory
Offered Spring 2010

FYS 180 Cleopatra: Histories, Fictions, Fantasies
Nancy Shumate
Offered Spring 2010

GOV 261 Ancient and Medieval Political Theory
Patrick Coby
Offered Fall 2009

HST 202 Ancient Greece
Richard Lim
Offered Fall 2010

HST 203 Alexander the Great and the Hellenistic World
Richard Lim
Offered Spring 2011

HST 204 The Roman Republic
Richard Lim
Offered Fall 2009

HST 205 The Roman Empire
Richard Lim
Offered Spring 2010

PHI 124 History of Ancient and Medieval Philosophy
Susan Levin
Offered Fall 2009

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers
†1 Scott Bradbury, Professor of Classical Languages and Literatures
†2 Patrick Coby, Professor of Government
†1 Joel Kaminsky, Professor of Religion
†2 Barbara Kellum, Professor of Art
Susan Levin, Associate Professor of Philosophy, Director
Richard Lim, Professor of History
Suleiman Mourad, Associate Professor of Religion
PHI 324 Seminar in Ancient Philosophy  
*Susan Levin*  
Offered Spring 2010

REL 210 Introduction to the Bible I  
*To be announced*  
Offered Fall 2009

REL 215 Introduction to the Bible II  
*To be announced*  
Offered Fall 2009

REL 216 Topics in Biblical Studies: Archaeology and the Bible—From Ancient Israel to Early Judaism and Christianity  
*Gregg Gardner*  
Offered Fall 2009

REL 247 The Qur’an  
*Suleiman Mourad*  
Offered Spring 2010

REL 310 Seminar: Hebrew Bible  
*Joel Kaminsky*  
Offered Fall 2010

Courses that count toward the minor but are not offered in 2009–10

- ARH 212 Ancient Cities and Sanctuaries
- ARH 216 The Art and Architecture of the Roman World
- ARH 285 Great Cities: Pompeii
- ARH 352 Hellenistic Art and Architecture
- CLS 227 Classical Mythology
- CLS 233 Gender and Sexuality in Greco-Roman Culture
- CLS 235 Life and Literature in Ancient Rome
- FYS 163 The Holy Land
- HST 206 Aspects of Ancient History
- REL 211 Wisdom Literature and Other Books in the Bible
- REL 213 Prophecy in Ancient Israel
- REL 219 Christian Origins: Archaeological and Socio-Historical Perspectives
- REL 345 The Making of Muhammad
Anthropology

Professors
*1 Donald Joralemon, Ph.D., Chair
Elliot Fratkin, Ph.D., Acting Chair, Fall
Associate Professors
†1, ‡2 Ravina Aggarwal, Ph.D.
*†1, *‡2 Suzanne Z. Gottschang, Ph.D.
Assistant Professors
Fernando Armstrong-Fumero, Ph.D.
Caroline Melly, Ph.D.
Elizabeth Klarich, Ph.D.

Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130 Introduction to Cultural Anthropology
The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, Asia and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Total enrollment of each section limited to 25.
4 credits
S
Suzanne Z. Gottschang, Fernando Armstrong-Fumero, Nadia Guesous, Fall 2009
Elliot Fratkin, Caroline Melly, Spring 2010
Donald Joralemon, Fernando Armstrong-Fumero, To be announced, Fall 2010
Elliot Fratkin, Caroline Melly, Spring 2011
Offered both semesters each year

135 Introduction to Archaeology
The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Enrollment limited to 30. 4 credits
Elizabeth Klarich
Offered Fall 2009, Fall 2010

200 Colloquium in Anthropology
This course is designed to introduce students to the variety of methods of inquiry used for research in the field of anthropology. Students will be introduced to methods of locating and analyzing information and sources, developing research questions and writing in the course of the semester. Normally taken in the sophomore or junior year. Prerequisite: ANT 130. Enrollment limited to anthropology majors and minors. 4 credits
Pets
The relationship between humans and select animals treated as companions is explored, with attention to the evolutionary history of domestication, the cultural variability in how human/animal relationships are

Lecturers
Nadia Guesous
Katherine Lemons
Associated Faculty
Adrienne Andrews, Ph.D.
Margaret Sarkissian, Ph.D.
Riché Barnes, M.A.

Visit www.smith.edu/catalog for current course information.
defined, and contemporary American pet culture. The class will develop a collective ethnography of pets in the vicinity of Northampton, applying a full range of research methods. {S} 4 credits

Donald Joralemon
Offered Spring 2010

Internet Connections and Digital Divides
The course will critically examine the transformative impact of the Internet and related technological innovations from an anthropological perspective. We will explore these issues from various geographical locations in order to better understand how the Internet is reshaping ideas about participation, geography and space, global access to information and mobility. We will pay particular attention to the emergent inequalities, opportunities and identities that are created as certain people and places become “wired.” {S} 4 credits

Caroline Melly
Offered Fall 2010

ANT 216 The Inca and Their Ancestors
This course explores the archaeology and history of the Inca Empire and earlier prehistoric cultures in the Andean region of South America. Readings and lectures will explore how artifacts such as pottery, stone tools and food remains plus regional and site-level data are used to understand major political, economic and social processes in the past. Particular attention will be paid to the development of early states on the Peruvian coast, the role of ceremonial centers in the highlands, and continuities in the political and social structures between the Inca and their ancestors. {S} 4 credits

Elizabeth Klarich
Offered Fall 2009 at Mount Holyoke College

ANT 24 Archaeological Method, Theory and Practice
This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice will address the roles and responsibilities of archaeologists in heritage management, museum development and community outreach. {S} 4 credits

Elizabeth Klarich
Offered Spring 2010 at Amherst College

230 Africa: Population, Health and Environment Issues
This course looks at peoples and cultures of Africa with a focus on population, health and environmental issues on the African continent. The course discusses the origin and growth of human populations; distribution and spread of language and ethnic groups; the variety in food production systems (foraging, fishing, pastoralism, agriculture, industrialism); demographic, health, environmental consequences of slavery, colonialism and economic globalization; and contemporary problems of drought, famine and AIDS in Africa. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. {S/N} 4 credits

Elliot Fratkin
Offered Fall 2009

233 History of Anthropological Theory
This course reviews the major theoretical approaches and directions in cultural anthropology from late 19th century to the present. These approaches include social organization and individual agency; adaptation and evolution of human culture, culture and personality, economic behavior, human ecology, the anthropology of development and change and post-modern interpretation. The works of major anthropologists are explored including Franz Boas, Bronislaw Malinowski, Margaret Mead, Evans-Pritchard, Claude Levi-Strauss, Marvin Harris, Eric Wolf, Clifford Geertz, Sherry Ortner and others. Prerequisite: ANT 130 or permission of the instructor. (TI) 4 credits

Fernando Armstrong-Fumero
Offered Spring 2010, Spring 2011

234 Culture, Power and Politics
This course is a general introduction to anthropological analysis of politics and the political. Through a broad survey of anthropological texts and theories, we will explore what an ethnographic perspective can offer to our understandings of power and government. Special emphasis is placed on the role of culture, symbols and social networks in the political life of local communities. Examples will be drawn from a number of case studies in Africa, East Asia, Latin America and the United States, and range in scale from studies of local politics in small-scale societies to analyses of nationalism.
and political performance in modern nation-states. Permission of the instructor required. Enrollment limited to 30. {S} 4 credits

Fernando Armstrong-Fumero
Offered Spring 2010

236 Economy, Ecology and Society
This course examines materialist approaches to the study of society including cultural ecology, political economy, Marxist, formalist and substantivist perspectives. Topics include production, exchange and consumption in non-Western societies; cultural evolution and historical change among tribal societies; early states, mercantilist, capitalist and socialist polities. Enrollment limited to 30. Preference given to anthropology majors and environmental science and policy minors. Not open to first-year students. Prerequisite: 130 or permission of the instructor. {S} 4 credits

Elliot Fratkin
Offered Fall 2009

237 Native South Americans
The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. {H/S} 4 credits

Donald Joralemon
Offered Spring 2011, Fall 2010

241 Anthropology of Development
The Anthropology of Development compares three explanatory models—modernization theory, dependency theory, and indigenous or alternative development—to understand social change today. Who sponsors development programs and why? How are power, ethnicity and gender relations affected? How do anthropologists contribute to and critique programs of social and economic development? The course will discuss issues of gender, health care, population growth and economic empowerment with readings from Africa, Asia, Oceania and Latin America. Not open to first-year students. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. {S} 4 credits

Elliot Fratkin
Offered Fall 2009

248 Medical Anthropology
The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. {S/N} 4 credits

Donald Joralemon
Offered Spring 2010, Fall 2010

249 Visual Anthropology
This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus both on the production of visual materials (photographs and films, in particular) by anthropologists, as well as the anthropological analysis of visual artifacts produced by other people. We will consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention will be paid to issues of representation, authority, authenticity and circulation of visual materials. Enrollment limited to 30. {S} 4 credits

Caroline Melly
Offered Fall 2009, Fall 2010

251 Women and Modernity in East Asia
This course explores the roles, representations and experiences of women in 20th-century China, Korea, Vietnam and Japan in the context of the modernization projects of these countries. Through ethnographic and historical readings, film and discussion this course examines how issues pertaining to women and gender relations have been highlighted in political, economic and Western cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, gendered aspects of work, and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. {S} 4 credits

Suzanne Gottschang
Offered Fall 2009

255 Dying and Death
Death, the “supreme and final crisis of life” (Malinowski), calls for collective understandings and communal responses. What care is due the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions, and to determine just how
unusual are the circumstances surrounding dying in
the contemporary Western world. Prerequisite: ANT 130
or permission of the instructor. Enrollment limited to 30.

\[\text{H/S}\] 4 credits

Donald Joralemon
Offered Spring 2011

258 Performing Culture
This course analyzes cultural performances as sites for
the expression and formation of social identity. Students
study various performance genres such as rituals,
festivals, parades, cultural shows, music, dance and
theater. Topics include expressive culture as resistance;
debates around authenticity and heritage; the perfor-
manance of race, class and ethnic identities; the construc-
tion of national identity; and the effects of globalization
on indigenous performances. Enrollment limited to 30.
Prerequisite: 130 or permission of the instructor. \[\text{A/S}\]
4 credits

Margaret Sarkissian
Offered Spring 2010, Spring 2011

267 Self and Society in South Asia
This course introduces students to the culture, politics
and everyday life of South Asia. Topics covered will
include religion, community, nation, caste, gender
and development, as well as some of the key conceptual
problems in the study of South Asia, such as the colo-
nial construction of social scientific knowledge, and de-
bates over “tradition” and “modernity.” In this way, we
will address both the varieties in lived experience in the
subcontinent, and the key scholarly, popular and politi-
cal debates that have constituted the terms through
which we understand South Asian culture. Along with
ethnographies, we will study and discuss novels, his-
torical analysis, primary historical texts and popular
(Bollywood) and documentary film. \[\text{S}\] 4 credits

Katherine Lemons
Offered Spring 2010

269 Indigenous Cultures and the State in Mesoamerica
This course is a general introduction to the relationship
between indigenous societies and the state in Meso-
america. Taking a broad historical perspective, we will
explore the rise of native state-level societies, the trans-
formations that marked the process of European colo-
nization, and of the relationship of local indigenous
communities to post-colonial states and transnational
social movements. Texts used in the course will place
special emphasis on continuities and changes in lan-
guage, social organization, cosmology and identity that
have marked the historical experience of native groups
in the region. \[\text{S}\] 4 credits

Fernando Armstrong-Fumero
Offered Fall 2010

271 Globalization and Transnationalism in Africa
This course considers the shifting place of Africa in a
global context from various perspectives. Our goal will
be to understand the global connections and exclu-
sions that constitute the African continent in the new
millennium. We will explore topics such as historical
connections, gender, popular culture, global economy,
development, commodities, health and medicine,
global institutions, violence and the body, the postcolo-
nial state, religion, science and knowledge, migration
and diaspora, the Internet and communications and
modernity. Prerequisites: ANT 130 or permission of the
instructor. Enrollment limited to 30. \[\text{S}\] 4 credits

Caroline Melly
Offered Spring 2010

272 Women in Africa
This course will focus on the experiences and situations
of women in contemporary Africa. We aim to interro-
gate and complicate both popular and scholarly rep-
resentations that present African women as the West’s
“other.” The course will be organized around various
topics—such as marriage and family, economy and
markets, health and reproduction, and politics and
participation—and will present ethnographic insights
from various locations on the African continent. En-
rollment limited to 30. \[\text{S}\] 4 credits

Caroline Melly
Offered Spring 2011

2XX Women and Islam in the Modern Middle East
PENDING CAP APPROVAL
An exploration of women’s religious identities, dis-
courses and practices. What does it mean to take Islam
as an object of anthropological analysis? How is gender
mediated by religious discourses and practices? How
has feminist theory grappled with the question of reli-
gion? Readings include ethnographic, historical West-
ern fictional texts written by and about Muslim women
in Egypt, Iran, Turkey, Lebanon, Yemen and Morocco.
The goal is a comparative and critical perspective on
the varieties of ways in which Muslim women fashion,
inhabit and conceptualize their gendered, religious
and secular identities in the modern Middle East and
North Africa. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. {S} 4 credits

Nadia Guessous
Offered Spring 2010

Seminars

340 Seminar: Topics in Anthropology

Topic: Anthropology of Contemporary Issues. How anthropology helps us understand contemporary debates and controversies in the United States and around the world. Topics are chosen from current national and global events and processes. Cultural analysis—both historical and ethnographic—will be used to investigate the way newspaper and other media represent contemporary issues such as the head scarf debate in France, the Danish cartoon controversy, the religious right in the U.S., “illegal” immigration, and the relationship between rights and culture in Western feminist thought. {S} 4 credits

Nadia Guessous
Offered Spring 2010

342 Seminar: Topics in Anthropology

Topic: Traditional Chinese Medicine—Transformations and Transitions in China, Japan and the U.S. With a history of over 4,000 years, Traditional Chinese Medicine (TCM) is often perceived as a timeless, unchanging medical tradition. TCM, however, has undergone numerous transitions and transformations throughout its history. TCM has also traveled throughout the world where its principles and theories have been adopted in the development of medical systems in Japan and Korea among others. In the past 30 years, TCM has gained increasing popularity and credibility in the U.S. and Europe. This course examines how Traditional Chinese Medicine, much as any medical system of theory and practice, responds to historical and contemporary social, economic and political forces within China and in countries such as Japan and the U.S. Students will explore the broad question as to what constitutes TCM through time and across cultures as a means to better understand the processes of translation and transformation of theories, beliefs and practices in different cultural, political, economic and social contexts. {S} 4 credits

Elizabeth Klarich
Offered Spring 2010

347 Seminar: Topics in Anthropology

Topic: Prehistory of Food. This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food. {S} 4 credits

Elliot Fratkin
Offered Spring 2010

348 Seminar: Topics in Development Anthropology

Systems of Healing in Africa

This seminar focuses on the variety of healing systems in Africa. We approach healing from an anthropological perspective where concepts of health, illness and therapies are embedded in cultural, social and historical contexts of the particular societies practicing them. Topics include the internal logic and practices of indigenous healing systems; empirical practices of herbal medicines and midwifery; spiritually based therapies including divination and trance, ancestor worship, sorcery and witchcraft. The course will also examine the integration of, and contradictions between, traditional and Western approaches to healing, particularly in areas of reproductive health, mental illness and HIV/AIDS. Prerequisite: ANT 230 or permission of the instructor. {S} 4 credits

Elliot Fratkin
Offered Fall 2010

Health in Africa

This seminar focuses on issues of demography, health, nutrition and disease on the African continent, contextualized in the social, economic and political activities of human populations. The course discusses the distribution and food production systems of human groups in particular environments, the incidence and prevalence of infectious diseases including malaria, tuberculosis, river blindness, measles and HIV/AIDS, and varying approaches to health care including traditional medicine and the availability of Western
treatment. Background in African studies or medical anthropology preferred. {S} 4 credits
Elliot Fratkin
Offered Spring 2010

352 Seminar: Topics in Anthropology

Anthropology and History
This course explores the intersections between anthropology and history. The interdisciplinary reading list will consist of historical and ethnohistorical texts written by anthropologists, social and cultural analyses written by historians, and theoretical discussions that explore the intersections between the two disciplines. Special emphasis will be placed on how we can understand culture in historical terms, or on how we can use insights from anthropology to understand the cultures of the past. Other topics will include the relationship between oral and written forms of history, processes of cultural change, and how material culture and other nonlinguistic symbols can serve as a means of preserving collective memory. {S} 4 credits
Fernando Armstrong-Fumero
Offered Fall 2009

The Anthropology of Multiculturalism
In the United States, the idea of multiculturalism has come to symbolize the right of communities with distinct cultures to maintain their own ways of living in a diverse national society. Similar politics of difference have developed in other countries in the world. But is multiculturalism the same idea in every national context? How do the different histories of countries in North or South America, Europe, Asia or Africa influence the way that these different national multiculturalisms develop? How do transnational trends in the politics of culture and diversity get adapted to work in these different contexts? The course will focus on specific historic and ethnographic studies that document the relationship between the culture and history of different national and local communities and trends of contemporary multicultural traditions. A range of readings will introduce general topics which students will apply to specific contexts for their own research. {S} 4 credits
Fernando Armstrong-Fumero
Offered Spring 2011

353 Seminar: Urban Anthropology
This course considers the city as both a setting for anthropological research and as an ethnographic object of study in itself. We aim to think critically about the theoretical and methodological possibilities, challenges and limitations that are posed by urban anthropology. We will consider concepts and themes such as urbanization and migration; urban space and mobility; gender, race and ethnicity; technology and virtual space; markets and economies; citizenship and belonging; and production and consumption. Enrollment limited to 30. {S} 4 credits
Caroline Melly
Offered Fall 2009

Cross-listed and Interdepartmental Courses

MUS 220 Topics in World Music
Topic: Popular Music of the Islamic World
Margaret Sarkissian
Offered Fall 2009

General Courses

400 Special Studies
By permission of the department, for junior and senior majors. 2 to 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; Offered each year

The Major in Anthropology

Advisers: Elliot Fratkin, Donald Joralemon, Suzanne Gottschang, Fernando Armstrong-Fumero, Caroline Melly

Advisers for Study Abroad: Africa and other areas: Elliot Fratkin and Caroline Melly; Asia: Suzanne Gottschang; Latin America: Donald Joralemon and Fernando Armstrong-Fumero
**Requirements:** Eight (8) courses in anthropology including Introduction to Cultural Anthropology (130), History of Anthropological Theory (233) and Colloquium in Anthropology (200), preferably taken in the sophomore year and a Smith anthropology seminar. The remaining three courses for the major may be more anthropology classes or courses in related fields, including language, math or science (if these are linked to the student’s anthropological interests). Students must show either a) competency in a foreign language equivalent to four semesters of college level or b) two courses in a mathematical (M) and/or natural science (N) category above the 100 level, chosen in consultation with the student’s adviser. A maximum of two language courses or quantitative/science courses may count towards the three related courses category for the major.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in Chile, China, Costa Rica, Ecuador, India, Kenya, Mexico, Nepal, Senegal and South Africa. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year. Students should discuss their study abroad plans with advisers, particularly if they wish to do a special studies or senior thesis upon their return.

Majors interested in biological archaeology or additional courses in archaeology may take advantage of the excellent resources in this area at the University of Massachusetts and Hampshire College.

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**Honors**

**Director:** Fernando Armstrong-Fumero

**430d Honors Project**
8 credits
Full-year course; Offered each year

**432d Honors Project**
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

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**The Minor in Anthropology**

**Advisers:** Elliot Fratkin, Donald Joralemon, Suzanne Gottschang, Fernando Armstrong-Fumero, Caroline Melly

**Requirements:** Six courses in anthropology including: Introduction to Cultural Anthropology (130).
The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

ANT 135 Introduction to Archaeology
The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Enrollment limited to 30. 4 credits

Elizabeth Klarich
Offered Fall 2009, Fall 2010

PRS 306 Beowulf and Archaeology
The Old English poem Beowulf survives in a single fire-scorched manuscript copied around the year 1000, telling of the last king of a lost tribe once living in southern Sweden. It may be the most expressive document we possess for the cultural world of northern Europe after the fall of Rome, but no one knows when, where, by whom or for whom it was first composed, whether it reflects ancient legendary traditions or more recent literary art. Our confidence in the historicity of Beowulf has been greatly enhanced in recent years by the discovery of a rich ship burial at Sutton Hoo in East Anglia, a huge timber hall at Lejre in Denmark and other finds. We will examine the obscure world of this old poem in the light of its emerging material context. Enrollment limited to 12 juniors and seniors. (E)

{L/H/A} 4 credits
Craig R. Davis (English)
Offered Spring 2010

REL 216 Topics in Biblical Studies
Topic: Archaeology and the Bible. This course explores the material culture of the peoples who lived in ancient Palestine from the Israelite through Roman-Byzantine eras (c.1000 B.C.E. to 640 C.E.). We will consider the latest archaeological finds from Israel and the Mediterranean basin, including the ruins of great cities, temples, ancient churches and synagogues and colorful mosaic artwork. Special attention will be given to a critical evaluation of the ways that archaeology can—and cannot—illuminate the key people, places and events mentioned in biblical and post-biblical texts.

{L/H} 4 credits
Gregg Gardner
Offered Fall 2009

400 Special Studies
By permission of the Archaeology Advisory Committee, for junior or senior minors. 2 or 4 credits
Offered both semesters each year
The Minor

Requirements:
1. ANT 135 (prior to 2009–10, ARC 211).
2. Five additional courses (if the archaeological project, see below, carries academic credit, only four additional courses are required.) These are to be chosen in consultation with the student’s adviser for the minor. We encourage students to choose courses from at least two different departments, and to study both Old World and New World materials. A list of approved courses is available on the program Web site at www.smith.edu/arch.
3. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by her adviser. The project may be done in a variety of ways and places; for example, it may be excavation (field work), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests. This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the advisory committee, it may count as one of the six courses required for this minor.

No more than two courses counting toward the student’s major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.
Art

The faculty of the Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages is useful for historical courses. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

The History Of Art

Introductory Courses

Courses at the 100 level are open to all students; there are no prerequisites.

ARH 101 Approaches to Visual Representation (C)

Emphasizing discussion and short written assignments, these colloquia have as their goal the development of art historical skills of description, analysis and interpretation. Unless otherwise indicated, each section is limited to 18, normally first years and sophomores.

Home as a Work of Art

Using examples of domestic design throughout the world and the ages, we will examine in detail various examples...
facets of the setting and the building, its spatial organization, materials and accoutrements, and the way it serves and represents ideas about gender, the family as a social and productive unit, and moral and aesthetic values. Enrollment limited to 18. \{A/H\} 4 credits

Linda Kim
Offered Fall 2009

Writing Art/Art Writing
In this museum-based, writing-intensive class, students will encounter firsthand a range of art objects from different periods and cultures, primarily in the Smith College Museum of Art. Students will be introduced to a variety of ways of writing about these objects—descriptive, contextual, interpretive—considering especially their setting in the museum. You will work closely with objects in the museum and will learn how they circulate through different institutional contexts. We will assess what is at stake in different ways of writing about art, in relation to the contexts in which both the art and the writing appear. Enrollment limited to 16. WI \{A/H\} 4 credits

Frazer Ward
Offered Fall 2009

Advertising and Visual Culture
By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multi-media appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we’ll also explore the shifting parameters of “high” art and “low” art, the significance of advertising in contemporary art, and the structuring principles of visual communication. \{H/A\} 4 credits

Laura Kalba
Offered Spring 2010

Art and Death
Through an examination of key architectural, sculpted and painted monuments from a variety of different cultures we will study funerary beliefs and rituals, asking how art has been mobilized across the ages to frame the disruptive experience of death. Enrollment limited to 18. WI \{A/H\} 4 credits

Brigitte Buettner
Offered Spring 2010

ARH 120 Introduction to Art History: Asia
This course presents a survey of the art of Asia by exploring the major periods, themes, monuments of architecture, painting and sculpture and the philosophical and religious underpinnings from the earliest times to the 18th century. Study will be centered on the art of India, China and Japan with some attention given to Central Asia, Tibet, Sri Lanka, Indonesia and Korea. Enrollment limited to 40. \{A/H\} 4 credits

Marylin Rhie
Offered Fall 2009

ARH 140 Introduction to Art History: Western Traditions
This course examines a selection of key buildings, images and objects created from the prehistoric era, the ancient Mediterranean and medieval times, to European and American art of the last 500 years. Over the semester we will study specific visual and cultural traditions at particular historical moments and become familiar with basic terminology, modes of analysis and methodologies in art history. \{A/H\} 4 credits

Craig Felton
Offered Fall 2009, Spring 2010

ARH 150 Introduction to Art History: Architecture and the Built Environment
What kinds of places do people call home, and where do they choose to bury their dead? How have communities marked their territories or cities reshaped landscapes? What does it mean to enshrine the sacred, to nurture civic gardens or to create a consumer paradise—in 8th-century Spain or 11th-century New Mexico, 19th-century Beijing or contemporary Dubai? Working across cultures, and from antiquity to the present, this class highlights both global and distinct, local perspectives on the history of architecture and the built environment. \{A/H\} 4 credits

Dana Leibsohn
Offered Spring 2010

FYS 151 Making Sense of the Pre-Columbian
What is the pre-Columbian past, and how has it been constructed, reconstructed and represented—both in antiquity and in the present? We will study sites famous today, such as Machu Picchu, and cultures such as the Maya, but also places and practices less well known, from Chaco Canyon to Nazca. Working with materials from across the Americas, this seminar will consider: what is under excavation today and how archeological practice produces knowledge of the past; how museums shape current thinking about pre-Columbian cultures; and how sacrifice and other ritual practices from the past have been interpreted across history. We will visit
museum exhibitions, work with manuscript paintings, online archaeological and mapping data, and wrestle with political issues that bind the past to the present.

4 credits

Dana Leibsohn
Offered Fall 2009

Lectures and Colloquia

Group I. Before 1200 CE

ARH 204 Ancient America: Art, Architecture and Archaeology (L)
What is “antiquity” in the Americas? This class explores this question by focusing on pre-Hispanic visual culture. We will cross both Mesoamerica and the Andes, giving particular attention to the Aztecs, Inca and Maya. Along with architecture, textiles, sculpted works and book arts, we will consider current debates in art history and archaeology. Among the themes we will discuss: collecting and cultural patrimony; tourism and its ties to archaeology; relationships between national identities and ancient cultures; and the differences between art historical and anthropological modes of interpretation. {A/H} 4 credits

Dana Leibsohn
Offered Fall 2009

ARH 208 The Art and Architecture of Ancient Greece (L)
An introduction to the sculpture, architecture, painting and minor arts made by ancient Greek artists from the time of the Minotaur to the fall of Cleopatra. Emphasis on analyzing artistic expressions of changing cultural values with attention to social, religious and political ideas and ideals. Prerequisite: One 100-level course in art history. {A/H} 4 credits

Barbara Kellum
Offered Spring 2010

ARH 226 The Art of India (L)
The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period, and the Mughal-Rajput period, as expressed in the architecture, sculpture and painting of the Buddhist, Hindu, Jain and Muslim religions. Recommended background: ARH 101 or 120. {A/H} 4 credits

Marilyn Ribe
Offered Spring 2010

EAS 270 Colloquium in East Asian Studies
Topic: Art of Korea. Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. {A/H} 4 credits

Marylin Ribe
Offered Fall 2009

Group II. 1200–1800 CE

ARH 234 The Age of Cathedrals (L)
Architectural, sculpted and pictorial arts from the 12th through the early 15th century north of the Alps. Gothic art in its relationship with urbanization, patronage, rise of literacy, changes in devotional attitudes, and new kinds of visual experiences. {A/H} 4 credits

Brigitte Buehner
Offered Fall 2009

ARH 240 Art Historical Studies (C)
The Role of Women in Islamic Visual Cultures
This reading-intensive course focuses on women—as patrons, subjects of representation and artists—associated with Muslim communities across various time periods and regions. Weaving various documents, including religious texts, historical documents and literary works, with architectural and artistic production, this course will endeavor to analyze women’s contributions to and presence within this corpus of visual material. This course will also explore debates surrounding the depiction of Muslim women in Orientalist painting and Western media. Permission of the instructor required. Enrollment limited to 18. {A/H} 4 credits

Saleema Waraich
Offered Fall 2009

ARH 245 Image, Text and Narrative in Islamic Arts (1200–1800 CE)
This interdisciplinary course studies the illustrated manuscripts associated with Muslim patrons not only for their prominence as an artistic endeavor but also for what they illuminate about the histories and literary texts they initially accompanied. In addition to examining how these paintings visualized narrative, the course will consider the relationship between these images and their relevance in contemporary narratives. This class will further expand the investigation of image and text to include historic sites, tourist destinations and the urban landscape. Enrollment limited to 18. {A/H} 4 credits

Saleema Waraich
Offered Spring 2010
ARH 242 Early Italian Renaissance Art (L)
The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units will be studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani, and followed by the revolutionary achievements in painting of Giotto (in Padua and Florence) and Duccio (in Siena) which will inform the art of generations to come. A revival of interest in the liberal arts tradition and the classical past beginning at the end of the 14th Century in Florence, leading to the period known as the Renaissance during the following century in which such architectural designers as Brunelleschi and Alberti, sculptors such as Donatello and Verrocchio and the painters Masaccio, Fra Angelico, Piero della Francesca and Botticelli, among others, will be examined within the context of the flowering of humanist courts in Florence, Urbino, Mantua and Ferrara. (A/H) 4 credits
Craig Felton
Offered Fall 2009

ARH 244 Italian 16th-Century Art (L)
The giants of the Italian Renaissance: Leonardo da Vinci, Michelangelo and Raphael will be studied against the backdrop of shifting political tides and the emergence of Pope Julius II, whose patronage to the arts in Rome—with such projects as the Sistine Chapel and the Stanze of the Papal Apartments—gave particular meaning to the term Renaissance. This Julian Renaissance or the High Renaissance in Rome will be compared with the development in painting from 1450 to 1575 in the courts of Mantua, Ferrara and the Republic of Venice, with the significant artists Andrea Mantegna, Giovanni Bellini, Giorgione, Titian, Tintoretto and Veronese. The course concludes with an examination of the later works of Michelangelo, both in painting and architecture, and those artists of the Florentine “Mannerist” period, including Andrea del Sarto, Pontormo and Rosso, as well as the artists Correggio and Parmigianino in Parma. (A/H) 4 credits
Craig Felton
Offered Spring 2010

ARH 253 The Arts in Britain, 1714–1820 (L)
Artistic production under the first three Hanoverian kings of Great Britain. Topics include royal patronage; urban developments (London, Bath, Edinburgh); the English landscape garden; the English country house and its fittings; collecting and display; the Grand Tour; aesthetic movements (Gothic Revival, the Sublime, the Picturesque, Neoclassicism); artists’ training and careers (among others, the brothers Adam, Gainsborough, Hawksmoor, Hogarth, Reynolds, Roubiliac and Wright of Derby); maps, prints and books; center vs. periphery; city vs. country. Reading assignments culled from primary- and secondary sources; including travel and epistolary literature. (A/H) 4 credits
John Moore
Offered Spring 2010

Group III. After 1800 CE

ARH 240 Art Historical Studies (C)
PENDING CAP APPROVAL
The Making of Modern Visual Culture (1750s–present) (C) (A/H) 4 credits
Laura Kalba
Offered Fall 2009

ARH 260 Art Historical Studies (C)
PENDING CAP APPROVAL
In Camera: Photography and the Law
From its very inception, photography has been embroiled in law courts, as various early inventors and practitioners attempted to define photography’s legal status before its cultural identity was yet formed. Thus, it is no small coincidence that the first documents we have concerning photography are legal documents: the contract between Niepce and Daguerre, the patent applications, and ensuing legal disputes over infringements of these very patents. In this course, we will do a close reading of landmark legal cases in the history of photography and study them for what they tell us about the medium: how it was conceived by the litigants as well as courts, and how, over time, the law came to shape what is today’s photography. This course will explore the ways in which photography went through multiple conceptualizations in the courts, and how law has had a defining role in our understanding of photography, its potential and its limits. However, these cases will be considered not in terms of narrow legal decisions or even in terms of juridical history but in terms of what these cases highlight about photography historically and culturally: in other words, photography’s stake in privacy and property or propriety (censorship), authorship and artistic labor, and authenticity and evidence. Thus, the course will be subdivided into
five sections, each exploring a different set of legal cases that foreground a specific concern of photography. Prerequisites: a photography history or studio course, but can be substituted for with significant art history course work. Enrollment limited to 18. (A/H) 4 credits
Linda Kim
Offered Spring 2010

ARH 264 Colonial American Art & Architecture (L)
Art and architecture of the English colonies, the early U.S. republic, and the antebellum period. Emphasis on the cultural significance of portraiture, the development of national and regional schools of genre and landscape painting, and the changing stylistic modalities in architecture. Prerequisite: one 100-level art history course or permission of the instructor. (A/H) 4 credits
Linda Kim
Offered Fall 2009

ARH 272 Art and Revolution in Europe, 1789–1889 (L)
This course surveys the major trends in European painting and sculpture—including some urbanism and visual culture—of the tumultuous century following the French Revolution of 1789. Starting with Jacques-Louis David and revolutionary iconoclasm, we will end with Post-Impressionism and the spectacular cast-iron construction of the Eiffel Tower for the 1889 Paris World’s Fair. Throughout, we will recover the original radicality of art’s formal and conceptual innovations during the 19th century: confidently overt brush-work; a mingling of high and low; and an aesthetization of politics, empire, sexuality, technology and modernity. Prerequisite: one 100-level course in art history or permission of the instructor. (A/H) 4 credits
Laura Kalba
Offered Spring 2010

ARH 273 Modern Architecture and Design in Europe, 1789–1945 (L)
This course spans the history of European architecture, urban development and design from the French Revolution to WWII. What did it mean to ascend the first immense iron structures or to wipe ornament from the surface of that deemed modern? How was the Gothic made newly relevant, and why did handicraft reemerge during the Industrial Revolution? We will study the period’s most important developments (Historicism, Bauhaus, etc., to iconoclastic measures undertaken during war and revolution) in relation to socio-cultural debates about space and utility. Prerequisite: one 100-level course in art history or permission of the instructor. (A/H) 4 credits
Laura Kalba
Offered Spring 2010

ARH 283 Architecture Since 1945 (L)
This course presents a global survey of architecture and urbanism since 1945, from post–World War II reconstruction and planning, through critiques of modernism, to postmodernism, deconstruction, critical regionalism and beyond. Major buildings, projects, movements and tendencies are examined in their historical, theoretical and rhetorical contexts. Prerequisite: ARH 101 or 140. (A/H) 4 credits
Frazer Ward
Offered Spring 2010

Advanced 200-Level Colloquia

These courses address methodological and theoretical questions as well as the histories of particular cultures, objects and moments. All of these colloquia involve sustained discussion and independent research. They are recommended for students who have taken at least one 200-level art history course. Enrollment limited to 18.

ARH 287 Degenerate Art
On 19 July 1937 in Munich, the exhibition Degenerate Art opened. The exhibition marked the climax of a restrictive cultural policy against modern art in Germany—one that had begun with the “Machtübernahme,” the seizure of power, by the National Socialist, on 30 January 1933. Artists like Emil Nolde, Franz Marc, Max Beckmann, Kurt Schwitters or Ernst Barlach got defamed and their works of art banned from public collections, confiscated and sold. In this colloquium we will discuss the repressive cultural policies of the National Socialist Regime in the 1930/1940s and the implications for artists, architecture and the cultural life in Germany. Besides discussing “degenerate art” we will also have a look on the “new” German art and architecture the National Socialists wanted to establish. German skills requested. To be offered once only. (E) 2 credits
Maike Steinkamp (Hamburg Visiting Lecturer)
Offered Fall 2009
Art

ARH 294 Art History—Methods, Issues, Debates (C)
The meanings we ascribe to art works of any culture or time period are a direct result of our own preoccupations and methods. This colloquium will give both a broad overview of contemporary debates in the history of art—including such issues as technologies of vision, feminism, sexuality studies, globalism or material culture—and locate these methods within art history’s own intellectual history. The course will consist of wide-ranging weekly readings and discussion, and clarify such key terms as iconography, formalism, connoisseurship and the Frankfurt and Vienna Schools. Recommended for junior and senior majors. Prerequisites: One 200-level art history course or permission of the instructor. Enrollment limited to 18. 4 credits
Brigitte Buettner
Offered Fall 2009

ARH 297 Topics in Contemporary Art (C)
This class examines current issues in contemporary art, suggested by critical debates and significant exhibitions. The class will be particularly interested in practices and debates that offer the following: analyses of the global condition of art; demonstrations of the influence of new technologies; reflections on institutional frameworks; excavations of earlier art-historical moments; accounts of the shifting status of art, artists and audiences in the contemporary public sphere. Prerequisites: ARH 279, 281 or 282 or permission of instructor. Enrollment limited to 18. 4 credits (Group III)
Frazer Ward
Offered Fall 2009

ARH 298 Northern European Art, 1400–1550: Images and Interpretations (C)
A study of both a select group of major Northern Renaissance works of art and interpretative texts. Artists range from Van Eyck and Roger van der Weyden to Dürer and Bosch; readings draw on different, often conflicting methodologies, from formal and stylistic analyses to social and feminist approaches. Prerequisite: one 100-level course in art history or permission of the instructor. 4 credits (Group II)
Brigitte Buettner
Offered Spring 2010

ARH 299 Cities, Gardens, Utopias: 1400–1900 (C)
Characteristic forms and the ritual, social, political, economic and cultural significance of the built environment in Europe and the Americas. Capital cities (among them Amsterdam, Berlin, Florence, Karlsruhe, London, Madrid, Mannheim, Paris, Rome, St. Petersburg, Stockholm, Washington, D.C.); colonial cities (among them Boston, Cuzco, Philadelphia) communities founded by the religiously persecuted or the religiously inspired; garrison towns; industrial towns; urban infrastructure (streets, squares, provisioning of water and other utilities, public transportation, public amenities); garden design in England, France and Italy; Utopian thought and planning; city vs. country. Recommended background: ARH 140. Enrollment limited to 40. 4 credits (Groups I and II)
John Moore
Offered Spring 2010

Other 200-Level Courses

ARH 285 Great Cities (L)
Topic: Rome. Urban and architectural history of the Eternal City, comprising seven famous hills whose summits and slopes (and the valleys in between) are a cradle of Western civilization. Extensive readings in primary sources and the analysis of works of art of all types will help us understand why Rome has constituted such an indispensable and inexhaustible point of emulative reference from the traditional date of its founding (21 April 753 BCE) to the fascist era and beyond. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. 4 credits
John Moore
Offered Fall 2009

ARH 292/ENG 293 The Art and History of the Book (C)
A survey of the book—as vehicle for the transmission of both text and image—from the manuscripts of the middle ages to contemporary artists’ books. The course will examine the principal techniques of book production—calligraphy, illustration, papemaking, typography, bookbinding—as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade, and the book as an agent of change. In addition, there will be labs in printing on the hand-press and bookbinding. Admission limited to 20 by permission of the instructor. 4 credits
Martin Antonetti
Offered Fall 2009
Seminars

Seminars require advanced-level research and students are expected to bring to class a solid and relevant background in the general field and period of study. All seminars require an oral presentation and a research paper. Enrollment limited to 12 students.

PRS 301 Translating New Worlds
This course investigates how New World explorations were translated into material culture and patterns of thought in early modern Europe and the Americas (1500–1750). Focusing upon geographies, “anthropologies,” material objects, and pictorial and written records, students analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (chocolate and silver, sugar and feathers) to published narratives and collections of objects made in New Spain, New England and New France. In addition to initial 16th-century contacts, we discuss cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. This seminar welcomes students who are interested in art history, literature, history, anthropology or the history of science and who can read one relevant European language (French, German, Italian, Portuguese or Spanish). Enrollment limited to 15 juniors and seniors. May be taken for art history seminar credit. (E) [A/H/L] 4 credits

Dana Leibsohn (Art) and Ann Jones (Comparative Literature)
Offered Spring 2010

ARH 315 Studies in Roman Art: Augustan Rome (S)
The first emperor Augustus claimed to have found Rome a city of mud brick and left it clothed in marble. This seminar will focus on the transformation of the city into a world capital considering the archaeological evidence for its building complexes and the representation of the Rome in the literature of the time. This historical analysis of the Augustan city and its polyvalent meanings will also consider the perspectives offered by contemporary urban theory, mapping and virtual reality modeling. [A/H] 4 credits

Barbara Kellum
Offered Fall 2009

ARH 350 The Arts in England, 1485–1714 (S)
 Constitutional limits on monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, revolution and regicide, and a much-vaunted (when not exaggerated and misleading) insularity, set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of “the Englishness of English art,” we shall study the careers of the painters, printmakers, sculptors, architects and landscape designers whose collective efforts made English art, at long last, one to be reckoned with. [A/H] 4 credits

John Moore
Offered Fall 2009

ARH 360 Studies in American Art (S)
Mannequins and Monuments: American Sculpture, 1800–1945
This course will study how sculpture developed in America from the Revolutionary War to the end of WWII. Priority will be given to the development of academic sculpture in bronze and stone in the United States, but these developments will be placed in the context of a variety of related three-dimensional media, including wax and cloth effigies, woodcarvings, scrimshaw, cast-iron figures, hand-formed or molded ceramics, and found-object constructions. Students will understand the range of materials, techniques, and processes employed by American sculptors before WWII. Undergirding these disparate forms of sculpture will be a consideration of sculpture’s relationship to the body and space; in other words, this course will investigate sculpture’s dual roles, as surrogate to the human body and as part of the built environment. [A/H] 4 credits

Linda Kim
Offered Spring 2010

ARH 374 Studies in 20th-Century Art (S)
Performance, Video, New Media
Beginning with the emergence of performance and video in the 1960s and 1970s, this seminar will examine art practices, issues, and ideas which have driven the development of new media into the 21st century. Key topics include duration, forms of presence, relations to technology, and questions of audience address and community formation. [A/H] 4 credits

Frazer Ward
Offered Spring 2010
Cross-Listed and Interdepartmental Courses

The following courses in other departments, are particularly good supplements to the art major and minor.

**AMS 302 The Material Culture of New England 1630–1860**
Not for seminar credit.

**ANT 135 Introduction to Archaeology**

**LSS 105 Introduction to Landscape Studies**

Special Studies

**ARH 400 Special Studies**
Written project description required.
1 to 4 credits
Offered both semesters each year

**ARH 408d Special Studies**
Written project description required.
8 credits
Full-year course; Offered each year

B. Studio Courses

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional required supplies. The department reserves the right to retain examples of work done in studio courses.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 18 per section, unless otherwise indicated. Two 100-level courses are generally considered the prerequisites for 200 and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor. Priority will be given to entering students and plan B and C majors.

**ARS 162 Introduction to Digital Media**
An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 14. {A} 4 credits
John Slepian, Paola Ferrario, Fraser Stables, Lynne Yamamoto
Offered both semesters

**ARS 163 Drawing I**
An introduction to visual experience through a study of the basic elements of drawing. {A} 4 credits
Carl Caivano, Dwight Pogue, Katherine Schneider, To be announced
Offered both semesters

**ARS 164 Three-Dimensional Design**
An introduction to design principles as applied to three-dimensional form. {A} 4 credits
Lynne Yamamoto
Offered Spring 2010

**ARS 171 Introduction to the Materials of Art**
An introduction to materials and methods used historically in the various arts. The emphasis will be on the two dimensional arts. Enrollment limited to 12. {A} 4 credits
Phoebe Dent Weil, Sarah Belchetz-Swenson, Martin Antonetti, David Dempsey
Offered Spring 2010

Intermediate Courses

Intermediate courses are generally open to students who have completed two 100-level courses, unless otherwise stated. Priority will be given to plan B & C majors. Students will be allowed to repeat courses numbered 200 or above provided they work with a different instructor.

**ARS 264 Drawing II**
Advanced problems in drawing, including study of the human figure. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
To be announced
Offered Spring 2010

**ARS 266 Painting I**
Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163 or permission
of the instructor. Enrollment limited to 15.  

4 credits

Gary Niswonger, Katherine Schneider
Offered both semesters

ARS 269 Offset Printmaking I
Introduction to the printmaking technique of hand drawn lithography, photographic halftone lithography through Adobe Photoshop and linocut. May be repeated once for credit. Prerequisites: 161 or permission of the instructor. Enrollment limited to 12.  

[A] 4 credits

Gary Niswonger, Katherine Schneider
Offered both semesters

ARS 270 Offset Monoprinting
Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161, 162 or 163 or by permission of the instructor. Enrollment limited to 16.  

[A] 4 credits

Dwight Pogue
Offered Fall 2009

ARS 273 Sculpture I
The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161 and 163 or permission of the instructor. Enrollment limited to 16.  

[A] 4 credits

A. Lee Burns
Offered Fall 2009

ARS 274 Projects in Installation I
This is a course that introduces students to different installation strategies (e.g., working with multiples, found objects, light, site-specificity). Coursework includes a series of projects, critiques, readings and a paper. Prerequisite: ARS 164 or permission of the instructor. Enrollment limited to 15.  

[A] 4 credits

Lynne Yamamoto
Offered Fall 2009

ARS 275 The Book: Theory and Practice I
Investigates (1) the structure and history of the Latin alphabet, augmenting those studies with brief lessons in the practice of calligraphy, (2) a study of typography that includes the composing of type by hand and learning the rudiments of printing type, and (3) an introduction to digital typography. Prerequisite: Design (ARS 161 or equivalent) or permission of the instructor. Enrollment limited to 12.  

[A] 4 credits

Barry Moser
Offered Fall 2009

ARS 281/LSS 250 Landscape Studies Introductory Studio
This hands-on studio will ask students to consider the landscape a location of evolving cultural and ecological patterns, processes and histories. Beginning from this set of assumptions, students will work through a series of projects (research, interpretive, documentary, as well as proposal-based), that encourage an engagement with the landscape, prodding us to critically consider the environment as a socially and culturally constructed space/place as well as a manageable resource. We will work in a variety of media including drawing, writing, photography, and digital image manipulation. Prerequisites: LSS 100 and 105. Admission by permission of the instructor. Priority given to LSS minors (starting with seniors), and then to students with one or no previous studios. Enrollment limited to 12.  

[A/S] 4 credits

Reid Bertone-Johnson
Offered Fall 2009

ARS 282 Photography I
An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: ARS 162 (recommended) or any other 100-level course. Each section will be either traditional film darkroom practice, or digital output from scanned negatives. Enrollment limited to 15 per section.  

[A] 4 credits

Paola Ferrario
Offered both semesters

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in the architectural design process as a mode of discovery and investigation. Design does not require innate spontaneous talent. Design is a process of discovery based on personal experience, the joy of exploration and a spirited intuition. Gaining skills in graphic communication and model making, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12.  

[A] 4 credits

James Middlebrook
Offered Fall 2009
ARS 285 Introduction to Architecture: Language and Craft
The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in graphite, pen, watercolor and other media. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. Note: LSS 255 can substitute for ARS 285 in the studio art major. (A) 4 credits

James Middlebrook
Offered Spring 2010

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise. Priority is given to Plan A, B and C majors.

PRS 309 Art/Math Studio (S)
This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) (A/M) 4 credits

Pau Atela (Mathematics) and John Gibson (Studio Art)
Offered Spring 2010

ARS 361 Interactive Digital Multimedia
This art studio course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production)—developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art will augment this studio course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. (A) 4 credits

John Slepian
Offered Spring 2010

ARS 362 Painting II
Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266 and permission of the instructor. Enrollment limited to 15. (A) 4 credits

John Gibson
Offered Spring 2010

ARS 369 Offset Printmaking II
Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photolithography. Prerequisite: 269 or permission of the instructor. Enrollment limited to 12. (A) 4 credits

Dwight Pogue
Offered Spring 2010

ARS 370 Projects in Installation II
An advanced course for students already familiar with basis strategies involved in making installations. Students work in a range of media (object oriented, performative, audio/video or combinations). Projects will be driven by a selection of topics (e.g., time and narrative, the body, history and memory, exchange and commerce, audience engagement, the spectacle). The topic(s) will change from year to year. Coursework includes conceptualizing and executing projects, critiques, readings and a paper. Prerequisite: ARS 274. (A) 4 credits

Lynne Yamamoto
Offered Spring 2010

ARS 375 The Book: Theory and Practice II
An opportunity for a student already familiar with the basic principles of the book arts and the structure of the book to pursue particular interests, such as a manuscript or printed book based on the skills learned in The Book: Theory and Practice I or commensurate studies elsewhere. All studies will be thoroughly augmented...
with study of original historical materials from the Mortimer Rare Book Room. Prerequisite ARS 275 and/or permission of the instructor. Enrollment limited to 12. (A) 4 credits

Barry Moser
Offered Spring 2010

ARS 385 Seminar in Visual Studies
An intensive examination of a theme in studio work. Students will work within the medium of their area of concentration. Each class will include students working in different media. Group discussion of readings, short papers and oral presentations will be expected. The course will culminate in a group exhibition. Enrollment limited to 15 upper-level studio majors. Prerequisites: Two or more courses in the student’s chosen sequence of concentration and permission of the instructor.

Topic Fall: Between Extremes
Topic Spring: Real Life

(A) 4 credits

Gary Niswonger, Fraser Stables
Offered both semesters

ARS 386 Topics in Architecture
This course will explore a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include preservation and nostalgia, vernacular architecture and landscapes, urban design and planning, architectural theory and practice, material culture methods or other themes. Prerequisites: ARS 163, 283, 285, (or equivalent LSS studio) and two art history courses or permission of the instructor. This course may be repeated for credit with a different topic. Enrollment limited to 12. (A) 4 credits

James Middlebrook
Offered Fall 2009

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This course considers architecture as a socially constructed place. We will examine the built environment through readings, slide presentations and film. A final project, involving either the manipulation/examination/interpretation of place and space through modeling and graphic communication or a multi-media research project exploring a socially constructed place will be required. Prerequisites: ARS 163, 283, 285 and two art history courses or permission of the instructor. Enrollment limited to 12. (A) 4 credits

James Middlebrook
Offered Spring 2010

ARS 390 Five College Drawing Seminar
This course, limited to junior and senior art majors from the five colleges, based on the assumption that drawing is central to the study of art and is an ideal way to investigate and challenge that which is important to each student. Particular emphasis will be placed on thematic development within student work. Sketchbook, written self-analysis and participating in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 15, three students from each of the five colleges. (E) (A) 4 credits

To be announced

ARS 398 Senior Exhibition Workshop Development
This is a one-semester capstone course required for senior Plan B majors who graduate in January. Its purpose is to help students develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B major. Its primary focus will be development of the critical judgment necessary for evaluating the art work they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. Course material will include installation or distribution techniques for different media, curation of small exhibitions of each others’ work, and development of critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith museum staff may occasionally present topics of conceptual and/or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. (A) 1 credit

Members of the department
Offered Fall 2009

ARS 399 Senior Exhibition Workshop
This is a one-semester capstone course required for senior Plan B majors who graduate in May. Its purpose is to help students develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B major. Its primary focus will be development of the critical judgment necessary for evaluating the art work they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. Course material will include installation or distribution techniques for different media, curation of small exhibitions of each others’ work, and development of critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith museum staff may occasionally present topics of conceptual and/or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. (A) 1 credit

Members of the department
Offered Fall 2009
critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith museum staff may occasionally present topics of conceptual and/or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. (A) 1 credit

Members of the department
Offered Spring 2010

ARS 400 Special Studies
Normally for junior and senior majors. Written project description required. 1 to 4 credits
Offered both semesters each year

ARS 408d Special Studies
Written project description required. 8 credits
Full-year course; Offered each year

Cross-listed and Interdepartmental Courses
The following courses in other departments, are particularly good supplements to the art major and minor:

FLS 280 Introduction to Video Production

IDP 118 The History and Critical Issues of Museums

Honors

Co-directors of the Honors Committee:
Art History: Dana Leibsohn; Studio Art: Lynne Yamamoto

ARH 430d Honors Project
8 credits
Full-year course; Offered each year

ARS 430d Honors Project
8 credits
Full-year course; Offered each year

Requirements and Presentation: ARH 294 is recommended for art history majors. All candidates will present their work to the Art Department, in a public presentation, late in April or early May. Guidelines and further details can be found at the art department Web site.

The Major

Advisers: Martin Antonetti, Brigitte Buettner, Lee Burns, John Davis, Craig Felton, Paola Ferrario, John Gibson, Susan Heideman, Barbara Kellum, Linda Kim, Dana Leibsohn, John Moore, Gary Niswonger, Dwight Pogue, Marylin Rhie, John Slepian, Fraser Stables, Frazer Ward, Lynne Yamamoto

Art History Adviser for Study Abroad: John Moore

Art Studio Adviser for Study Abroad:
A. Lee Burns, Fall 2009
Fraser Stables, Spring 2010

There is one art major, which may be taken in one of three variations: Plan A (history of art), Plan B (studio art) or Plan C (architecture).

Areas of Study

Courses in the history of art are divided into areas that reflect breadth in terms of both geography and chronology. The geographical divisions of the curriculum are: the Americas; Asia/Islamic World; and Europe. The chronological divisions are: Group I (before 1200); Group II (1200–1800); and Group III (after 1800).

Group I: 204, 212, 216, 222, 226, 230, 232, 285

Group II: 205, 220, 224, 228, 234, 240, 242, 244, 246, 250, 252, 254, EAS 270, EAS 279

Group III: 264, 265, 272, 273, 276, 281, 282, 283, 284

No course counting toward the fulfillment of the major or minor may be taken for an S/U grade, except ARS 398 and ARS 399.

Students entering Smith College in the fall 2009 semester (or after) are subject to the following requirements. All others have the option of following this set of requirements or the one in effect when they arrived at the college or declared their major.
Plan A. The History of Art

Requirements: Eleven courses, at least one of which must address the Americas, one Asia/Islamic world and one Europe. Requirements thus include:
1. Two 100-level courses, to be taken before the junior year:
   a: Introduction to Art History: Western Traditions (ARH 140) and
   b: Colloquium in Art History (ARH 101) or a First-Year Seminar taught by a member of the art history faculty.
   Students who take additional 100-level courses may count ARH 120 Introduction to Art History: Asia towards their Asia/Islamic World requirement. ARH 140, because it is a basis of the major, does not fulfill any geographical or chronological requirement.
2. One course in studio art
3. Seven courses in the history of art at the 200-level, such that:
   a. two courses are from Group I: Before 1200
   b. two courses are from Group II: 1200–1800
   c. two courses are from Group III: After 1800
   d. one is a methodological colloquium, at the ARH 290-level; to be taken in the sophomore or junior year (before the seminar)
   Normally, five of the history of art courses counted toward the major must be taken at Smith.
4. One seminar in the history of art (to be taken at Smith). Seminars do not count toward chronological or geographical distribution requirements.

Plan B. Studio Art

Requirements: Thirteen courses, which will include:
1. Two 100-level courses selected from the following: ARS 161, ARS 162, ARS 163 and ARS 164. Note that certain upper-level courses indicate specific 100-level course prerequisites.
2. Two 100-level art history courses selected from two of the following categories:
   a: colloquia (ARH 101) or (ARH 150)
   b: non-Western survey (ARH 120 or ARH 150)
   c: Western survey (ARH 140)
3. Two additional art history courses, at least one of which must be in Group I or II.
4. Five additional studio art courses, which must normally include the full sequence of courses available (usually three) in one of the following five areas of concentration:
   a: electronic media. Smith or Five-College digital or video production may count as upper-level digital courses.
   b: graphic arts
   c: painting
   d: photography
   e: sculpture
   f: drawing
5. ARS 385
6. ARS 398 or ARS 399. Only J-term graduates take ARS 398; it must be taken in their last fall semester. All other seniors must take ARS 399 in the spring semester of their Senior year.

In addition, in their senior year studio art majors will be required to install an exhibition during the last half of the spring semester or the fall semester for J-term graduates.

To fulfill this requirement, Plan B majors will enroll in ARS 398–399.

Declaring the Plan B major
A student may declare a Plan B major anytime after she has completed the introductory (100 level) studio art requirements and one additional studio art course. She must submit a portfolio of work to the Portfolio Review Committee. Portfolios will be reviewed each semester, just before the advising period. Students who receive a negative evaluation will be encouraged to take an additional studio course or courses, and resubmit their portfolio at a subsequent review time. Students who receive a negative evaluation may resubmit their portfolios in subsequent reviews up to and including the last portfolio review available during their sophomore year. These students will be offered suggestions for strengthening their portfolios through additional studio coursework in the same or other media represented in the portfolio. The additional studio courses will count toward fulfilling the major requirements.

Mapping the Plan B major
Upon receiving a positive portfolio evaluation, a student should select and meet with a Plan B adviser. Together they will discuss her interests, review her studio work to date and select an area of studio in which she will concentrate. In exceptional cases, the student and her adviser may design a sequence of studio courses that draws from several areas of concentration.
Plan C. Architecture

Requirements: Twelve courses, which will include:
1. Two 100-level courses selected from two of the following categories:
   a. colloquia (ARH 101)
   b. non-Western survey (ARH 120 or 150)
   c. Western survey (ARH 140)
2. ARS 163, 283, 285 and 388 (or their equivalent)
3. One other upper-level course in three-dimensional architectural design, such as ARS 386.
4. One studio course in another medium.
5. Three 200-level courses in history of art that focus on architectural monuments, urban environments or spatial experience. Students must take one course in at least two areas of study (Groups I–III). For 2009–10, the 200-level courses that focus on architecture are for the fall semester: ARH 204, 234, 264, 273, 285. For the spring semester: ARH 208, 226, 253, 265, 283, 299.
6. One seminar in the history of art normally taken at Smith, with the research paper written on an architectural topic.

Students who contemplate attending a graduate program in architecture should take one year of physics and at least one semester of calculus.

The Minors

Plan 1. History of Art

Designed for students who, although a major in another department, wish to focus some of their attention on the history of art. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Martin Antonetti, Brigitte Buettnner, John Davis, Craig Felton, Barbara Kellum, Linda Kim, Dana Leibsohn, John Moore, Marylin Rhie and Frazer Ward

Requirements: Six courses, which will include two 100-level courses, three additional courses in history of art (two of which must be in different areas of study [Groups I–III]); and one seminar (to be taken at Smith).

Plan 2. Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art or she may design a more general minor which encompasses several areas of studio art.

Advisers: A. Lee Burns, Paola Ferrario, John Gibson, Susan Heideman, Gary Niswonger, Dwight Pogue, John Slepian, Fraser Stables and Lynne Yamamoto

Requirements: 163 and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3. Architecture

Designed for students who wish to focus some attention on architecture although they are majors in another department. Seeks to introduce students to the history, design, and representation of the built environment.

Advisers: Brigitte Buettner, John Davis, Barbara Kellum, Dana Leibsohn, John Moore, Frazer Ward

Requirements:
1. One 100-level art history course
2. ARS 163, 283 and 285
3. Two art history courses above the 100-level that focus on architectural monuments, urban environments or spatial experience: ARH 202, 204, 206, 208, 212, 214, 216, 222, 224, 226, 228, 232, 234, 246, 250, 264, 265, 270, 272, 274, 276, 283, 285, 288, 359. For 2009–10, the 200-level courses that focus on architecture are for the fall semester: ARH 204, 234, 264, 273, 285. For the spring semester: ARH 208, 226, 253, 265, 283, 299.

Plan 4. Graphic Arts

Advisers: Dwight Pogue, Gary Niswonger

Graphic Arts: Seeks to draw together the department’s studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) ARS 163 (basis); (2) ARH 292 or 293; and (3) any four ARS from: 269, 270, 272, 275, 369, 372, 375 of which one should be at the 300 level or a continuation of one medium.
The Arts and Technology minor engages students and faculty from across the campus and from all three academic divisions. The emphasis is on arts plural, including art, music, dance, theater and film and on technology broadly conceived, including computer science, engineering, mathematics and statistics, physics and other interested departments.

This interdisciplinary minor provides students with a strong foundation in media arts and technology studies, while laying the groundwork for more advanced work in this area. Two primary strengths of the minor are the broad range of topics and approaches to which students are exposed, and the individualized nature of each student’s trajectory through the minor. The field of arts and technology is by nature diverse and rapidly changing, and therefore requires broad exposure, and self-direction and high motivation from the student. With careful and attentive advising, our students are able to navigate this complex field successfully, while developing the background and experience necessary for more advanced work.

While each student’s path through the minor will be unique, all students must meet certain core requirements. The requirements are structured into three layers: a specific foundation level, a flexible intermediate level and a culminating Special Studies. Students will take one or more of the foundation-level courses to discover how technology is employed in various fields of art, to experience the process of art critique and to identify the areas of creativity in which they are interested.

The intermediate-level courses provide a progressive interdisciplinary structure that guides students to embrace at least two disciplines, at increasingly advanced levels of artistic and technological stages. The sixth course is a Special Studies the student designs with her advisers. There are many exciting possibilities, including collaborations with other students, venues for public performances, exhibitions and demonstrations and publication.

**Requirements**

Six semester courses: at least one foundational course, at least three intermediate courses and a culminating Special Studies. Students are also encouraged to utilize appropriate Five-College courses, and will design their intermediate course plan in consultation with an arts and technology minor adviser.

1. One or more **Foundational Courses:**

   - ARS 162 Introduction to Digital Media
   - CSC 106 Introduction to Computing and the Arts
   - THE 100 The Art of Theater Design

2. At least three **Intermediate Courses**, from at least two different departments, at least two at the 200-level or above:

   - EGR 100 Engineering for Everyone
   - CSC 111 Computer Science I
   - CSC 112 Computer Science II
FYS 164  Issues in Artificial Intelligence  
PHY 108  Optics is Light Work  
MUS 205  Popular Music and Technology  
PHY 224  Electronics  
MTH 227  Topics in Modern Mathematics:  
Mathematical Sculptures  
ARS 263  Intermediate Digital Media  
CSC 240  Computer Graphics  
THE 253  Lighting Design I  
FLS 280  Introduction to Video Production  
CSC 260  Programming Techniques for the  
Interactive Arts  
CSC 290  Introduction to Artificial Intelligence  
MUS 345  Electro-Acoustic Music  
CSC 354  Seminar in Digital Sound and Music  
Processing  
ARS 361  Interactive Digital Multimedia  
DAN 377  Expressive Technology and Movement  
THE 318  Movements in Design  

3. **Culminating Special Studies** on a topic approved by  
an arts and technology minor adviser:  

ATC 400  Special Studies, 4 credits
Students who are considering a major in astronomy should complete PHY 115 or 117 and 118 and the mathematics sequence up to Calculus II (MTH 112) at their first opportunity.

Good choices for first-year astronomy courses for science majors are AST 111 and AST 113. Courses designed for non-science majors who would like to know something about the universe are AST 100, AST 102, AST 103, AST 109, AST 220.

The astronomy department is a collaborative Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. Because of differences among the academic calendars of each school, courses designated “FC” may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College Astronomy office (545-2194) for the time of the first class meeting.

100 A Survey of the Universe
Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. {N} 4 credits
Suzan Edwards
Offered Fall 2009

102 Sky I: Time
Explore the concept of time, with emphasis on the astronomical roots of clocks and calendars. Observe and measure the cyclical motions of the sun, the moon and the stars and understand phases of the moon, lunar and solar eclipses, seasons. Designed for non-science majors. Enrollment limited to 25 per section. {N} 3 credits
Suzan Edwards, Meg Thacher
Offered Fall 2009
103 Sky II: Telescopes
View the sky with the telescopes of the McConnell Rooftop Observatory, including the moon, the sun, the planets, nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinates and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section. {N} 3 credits
James Lowenthal, Meg Thacher
Offered Fall 2009

FYS 183 The Big Bang and Beyond
According to modern science the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evidence supports this “big bang model”? Throughout this course we will focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. Designed for non-science majors. Enrollment limited to 25. (E) {N} 4 credits
Gary Felder
Offered Fall 2009

111 Introduction to Astronomy
A comprehensive introduction to the study of modern astronomy, covering planets (their origins, orbits, interiors, surfaces and atmospheres) stars (their formation, structure and evolution) and the universe (its origin, large-scale structure and ultimate destiny). This introductory course is designed for students who are comfortable with mathematics. Prerequisite: MTH 102 or the equivalent. {N} 4 credits
James Lowenthal
Offered Fall 2009

113 Telescopes and Techniques
A beginning class in observational astronomy for students who have taken or are currently taking a physical science class or the equivalent. Become proficient using the telescopes of the McConnell Rooftop observatory to observe celestial objects, including the moon, the sun, the planets, stars, nebulae and galaxies. Learn celestial coordinate and time-keeping systems. Find out how telescopes and digital cameras work. Take digital images of celestial objects and learn basic techniques of digital image processing. Become familiar with measuring and classification techniques in observational astronomy. Enrollment limited to 20 students. {N} 3 credits
Suzan Edwards, Meg Thacher
Offered Spring 2010

220 FC20 Topics in Astronomy
Topic: Bringing Astronomy Down to Earth—The Art of Communicating Science Through Electronic Media. Integrating creative science writing with visualization through various forms of electronic media (podcasts/vodcasts, animated gifs, interactive java applets, etc.) to communicate astronomy to the general public. Prerequisite: one science course in any field. {H/N} 4 credits
Hugh Crowl, at Hampshire
Offered Spring 2010

223 FC23 Planetary Science
An introductory course for physical science majors. Topics include planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. {N} 4 credits
To be announced, at Mount Holyoke
Offered Fall 2009

224 FC24 Stellar Astronomy
Discover the fundamental properties of stars from the analysis of digital images and application of basic laws of physics. Extensive use of computers and scientific programming and data analysis. Offered in alternate years with 225. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N} 4 credits
Suzan Edwards
Not offered in 2009–10

225 FC25 Galactic and Extragalactic Astronomy
The discovery of dark matter and the role of gravity in determining the mass of the universe will be explored in an interactive format making extensive use of computer simulations and independent projects. Offered in alternate years with 224. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N} 4 credits
Suzan Edwards
Offered Spring 2010
226 FC26 Cosmology
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 the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course.

George Greenstein, at Amherst
Offered Fall 2009

228 FC26 Astrophysics I: Stars and Galaxies
A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics and atomic physics provide a basis for understanding observed properties of stars, interstellar gas and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors and evolution, the interstellar medium and the Milky Way and other galaxies. Prerequisites: two semesters of college-level physics (concurrent enrollment is acceptable) and second-semester calculus.

Salman Hameed, at Hampshire
Offered Spring 2010

330 FC30a Seminar: Topics in Astrophysics
Topic: The Moon. This course will survey the past, present and future of lunar exploration and science. We will focus on the evolution of the Moon as a paradigm for terrestrial planets, with specific units on interiors, heat flow, thermal evolution, magnetism, volcanism, volatiles, impacts, crustal composition and mineralogy, regoliths and spectroscopy of its surface. This is a discussion-based interactive seminar with students and faculty reading current papers from the literature. Prerequisite: any intermediate level astronomy or geology course; AST 223 recommended.

Darby Dyar, at Mount Holyoke
Offered Fall 2009

335 FC35 Astrophysics II: Stellar Structure
How astronomers determine the nature and extent of the universe. Following the theme of the “Cosmic Distance Ladder,” we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. Topics include direct distance determinations in the solar system and nearby stars, 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, and quasars and the Lyman-alpha forest. Prerequisites: at least one physics course and one astronomy course at the 200-level or above.

Min Yun, at UMass
Offered Spring 2010

337 FC37 Observational Techniques in Optical and Infrared Astronomy
An introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on observations related to determining the size scale of the universe. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Prerequisites: at least one of AST 224, 225, 226 or 229 and one physics course at the 200-level.

Robert Gutermuth
Offered Spring 2010

352 FC52 Astrophysics III: Galaxies and the Universe
The application of physics to the understanding of astrophysical phenomena. Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei; synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics beyond PHY 118.

Houjun Mo, at UMass
Offered Spring 2010

400 Special Studies
Independent research in astronomy. Admission by permission of the department. The student is expected to define her own project and to work independently, under the supervision of a faculty member. 1 to 4 credits

Offered both semesters each year
The Major

**Advisers:** Suzan Edwards, James Lowenthal

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with a major in physics, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer. Advanced courses in mathematics and a facility in computer programming are strongly encouraged.

**Requirements:** 44 credits, including 111 or the equivalent; 113; three astronomy courses at the 200 level, including 224 or 225; one astronomy course at the 300 level; PHY 115 or 117 and 118. In advance consultation with her adviser, a student may select the remaining credits from 200 or 300 level courses in astronomy or from an appropriate selection of intermediate-level courses in closely related fields such as mathematics, physics, engineering, geology, computer science or the history or philosophy of science.

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The Minor

**Advisers:** Suzan Edwards, James Lowenthal

The minor is designed to provide a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, that could include history of science, scientific writing or editing or science education.

**Requirements:** 24 credits, including 111; 224 or 225; and PHY 115. The remaining courses may be selected from at least one more astronomy course plus any astronomy or physics offerings.

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Minor in Astrophysics

**Advisers:** Suzan Edwards, James Lowenthal

The astrophysics minor is designed for a student who is considering a career as a professional astronomer. Central to this approach is a strong physics background, coupled with an exposure to topics in modern astrophysics. Students are advised to acquire a facility in computer programming. Especially well-prepared students may enroll in graduate courses in the Five College Astronomy Department.

**Requirements:** Completion of physics major plus any 3 astronomy classes except AST 100, 102, 103.

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Honors

**Director:** James Lowenthal (Fall 2009), Suzan Edwards (Spring 2010)

**430d Honors Project**
8 credits
Full-year course; Available to qualified students ready for rigorous independent work.
Biochemistry

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses (BIO 150 and 151, CHM 111 or 118, 222, 223) as well as BIO 202, 203 and CHM 224 before the junior year.

252 Biochemistry I: Biochemical Structure and Function
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. [N] 3 credits
David Bickar
Offered Spring 2010

253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. [N] 2 credits
Amy Burnside
Offered Spring 2010

352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors; optional for others. [N] 3 credits
David Bickar
Offered Fall 2009

353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. [N] 2 credits
Amy Burnside
Offered Fall 2009

380 Seminar: Topics in Biochemistry
Biochemical Bases of Neurological Disorders
Following the decade of the brain there has been a surge in understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases including spongiform encephalopathies (e.g. “mad cow”), Lou Gehrig’s, Alzheimer’s
and Parkinson’s. Prerequisite: Cell Biology, BIO 202. {N} 3 credits
Adam Hall
Offered Spring 2010

400 Special Studies
Variable credit (1 to 5) as assigned
Offered both semesters each year

400d Special Studies
Variable credit (2 to 10) as assigned
Full-year course; Offered each year

Courses required for the major:

BIO 150 Cells, Physiology and Development
Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multi-cellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. {N} 4 credits
Michael Barresi, Carolyn Wetzel
Offered Fall 2009, Spring 2010

BIO 151 Cells, Physiology and Development Laboratory
Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). {N} 1 credit
Members of the department
Offered Fall 2009, Spring 2010

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisite: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} 4 credits
Stylianos Scordilis
Offered Fall 2009

BIO 203 Cell Biology Laboratory
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} 1 credit
Graham Kent
Offered Fall 2009

BIO 230 Genomes and Genetic Analysis
An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. {N} 4 credits
Steven Williams
Offered Spring 2010

BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} 1 credit
Lori Saunders
Offered Spring 2010
CHM 111 Chemistry I: General Chemistry
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 60 per lecture section, 16 per lab section. (N) 5 credits
Members of the department
Laboratory Coordinator: Maria Bickar
Offered Fall 2009, Fall 2010

CHM 118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 as well as replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. (N) 5 credits
Robert Linck
Laboratory Coordinator: Heather Shafer
Offered Fall 2009, Fall 2010

CHM 222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. (N) 5 credits
Members of the department
Laboratory Coordinator: Rebecca Thomas
Offered Spring 2010, Spring 2011

CHM 223 Chemistry III: Organic Chemistry
Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols, ethers, aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. (N) 5 credits
Members of the department
Laboratory Coordinator: Rebecca Thomas
Offered Fall 2009, Fall 2010

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry
This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include coordination chemistry of transition metals and quantitative treatment of thermochemistry, chemical equilibria, Electrochemistry and kinetics of reactions. Prerequisite: 111 and 223; MTH 111 or equivalent; or permission of the instructor. Enrollment limited to 16 per lab section. (N) 5 credits
Members of the department
Laboratory Coordinator: Heather Shafer
Offered Spring 2010, Spring 2011

One physiology lecture and lab course from:

BIO 200 Animal Physiology
Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. (N) 4 credits
Richard Briggs
Offered Fall 2009

BIO 201 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. (N) 1 credit
Richard Briggs
Offered Fall 2009

BIO 204 Microbiology
This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology
and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 150 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. **Christine White-Ziegler**

**Offered Spring 2010**

**BIO 205 Microbiology Laboratory**

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently.

**2 credits**

**Christine White-Ziegler**

**Offered Spring 2010**

**BIO 312 Plant Physiology**

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: BIO 150 and CHM 111 or CHM 118.

**4 credits**

**Carolyn Wetzel**

**Offered Spring 2010, Spring 2011**

**BIO 313 Plant Physiology Laboratory**

Processes that are studied include plant molecular biology, photosynthesis, growth, uptake of nutrients, water balance and transport and the effects of hormones. Prerequisite: BIO 312 (should be taken concurrently).

**1 credit**

**Carolyn Wetzel**

**Offered Spring 2011**

**One elective from:**

**BIO 306 Immunology**

An introduction to the immune system covering the molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required.

**4 credits**

**Christine White-Ziegler**

**Offered Fall 2009**

**BIO 310 Cellular and Molecular Neuroscience**

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202 or BIO 230 or permission of the instructor. Enrollment limited to 20.

**4 credits**

**Adam C. Hall**

**Offered Fall 2009**

**BIO 332 Molecular Biology of Eukaryotes**

Advanced molecular biology of eukaryotes and their viruses. Topics will include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a paper.
on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. (N) 4 credits

Steven A. Williams  
Offered Spring 2010

**CHM 328 Bio–Organic Chemistry**

This course deals with the function, biosynthesis, structure elucidation and total synthesis of the smaller molecules of nature. Emphasis will be on the constituents of plant essential oils, steroids including cholesterol and the sex hormones, alkaloids and nature’s defense chemicals, molecular messengers and chemical communication. The objectives of the course can be summarized as follows: To appreciate the richness, diversity and significance of the smaller molecules of nature, to investigate methodologies used to study and synthesize these substances, and to become acquainted with the current literature in the field. Prerequisite: 223. Offered in alternate years. (N) 4 credits

Lâle Burk  
Offered Spring 2010

**CHM 338 Bio–NMR Spectroscopy and Imaging**

This course is designed to provide an understanding of the general principles governing 1D and 2D Nuclear Magnetic Resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc. will be analyzed and discussed. A basic introduction to Magnetic Resonance Imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Offered in alternate years. (N) 4 credits

Cristina Suarez  
Offered Spring 2011

**CHM 347 Instrumental Methods of Analysis**

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Critical evaluation of data and error analysis. Prerequisite: 224 or permission of the instructor. (N/M) 5 credits  
Not offered in 2009–10

**CHM 357 Selected Topics in Biochemistry**

*Topic: Pharmacology and Drug Design.* An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture, and use will also be considered. Prerequisite: BCH 352 or permission of the instructor. Offered in alternate years. (N) 4 credits

David Bickar  
Offered Fall 2009

**CHM 369 Bioinorganic Chemistry**

This course will provide an introduction to the field of bioinorganic chemistry. Students will learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. Offered in alternate years. (N) 4 credits

Elizabeth Jamieson  
Offered Spring 2011

### The Major

**Requirements:** BCH 252 and 253, 352 and 353; BIO 150 and 151, 202 and 203, 230 and 231; CHM 111, 222 and 223, 224 or 118, 222 and 223.

One physiology course from: BIO 200 and 201, 204 and 205 or 312 and 313.

One physical chemistry course from: CHM 332 or 335.

One elective from: BCH 380; BIO 306, 310, 332; CHM 328, 338, 357, 369.

Students planning graduate study in biochemistry are advised to include a year of calculus and a year of physics in their program of study.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses (BIO 150, 151, CHM 111 or 118, 222, 223) as well as BIO 202, 203 and CHM 224 before the junior year.
Advisers: Lâle Burk, David Bickar, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Carolyn Wetzel, Christine White-Ziegler, Steven Williams

Honors Director: Elizabeth Jamieson

430d Honors Project
8 credits
Full-year course; Offered each year

432d Honors Project
12 credits
Full-year course; Offered each year

Requirements: Same as for the major, with the addition of a research project in the senior year culminating in a written thesis, an oral examination in biochemistry, and an oral presentation of the honors research. Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Courses in the biological sciences are divided into five main sections.

1) Introductory and non-majors courses  
   (See pp. 118–120)
2) Core courses, required of all biology majors  
   (See pp. 121)
3) 200 and 300 level courses, organized by core area  
   (See pp. 122–130)
4) Independent research  
   (See pp. 130–131)
5) Graduate courses  
   (See pp. 131–132)

Prospective majors are encouraged to refer to the description of the major in this catalog, and to contact biology faculty to discuss appropriate paths through these courses.

**Introductory and non-major courses**

**101 Modern Biology for the Concerned Citizen**

A course dealing with current issues in biology that are important in understanding today’s modern world. Many of these issues present important choices that must be made by individuals and by governments. Topics will include cloning of plants and animals, human cloning, stem cell research, genetically modified foods, bioterrorism, emerging infectious diseases...
such as Ebola, SARS and West Nile, gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity and others. The course will include guest lectures, outside readings and in-class discussions. {N} 4 credits

Steven Williams
Offered Fall 2009

103 Economic Botany: Plants and Human Affairs
A consideration of the plants which are useful or harmful to humans; their origins and history, botanical relationships, chemical constituents which make them economically important, and their roles in prehistoric and modern cultures, civilizations and economies. Classes of plants surveyed include those that provide food, timber, fiber, spices, essential oils, medicines, stimulants and narcotics, oils and waxes and other major products. Topics include the history of plant domestication, ethnobotany, biodiversity issues, genetic engineering and biotechnology. No prerequisites. Enrollment limited to 25. 3 credits

Robert Nicholson
Offered Spring 2010

110 Introductory Colloquia: Life Sciences for the 21st Century
These colloquia provide entering and non-majors students with interactive, small group discussion courses focused on particular topics/areas of current relevance in the life sciences. Their writing-intensive and/or quantitative-intensive small class formats are meant to foster discussion and encourage active participation. Students engage with the topic of the colloquium using the many styles of inquiry and tools available to contemporary biologists. While the emphasis will be on subject matter, we will also be concerned with developing the fundamental skills necessary for success in the sciences, including reading and analysis of primary literature, writing about science, data presentation and analysis, and hypothesis construction and testing. A number of concepts introduced in these colloquia are relevant to the 200-level courses intended for majors in the biological sciences. Individual colloquia are designed to emphasize a variety of skills: the designations listed after the title of the colloquium indicate if the course will emphasize quantitative work (Q), written work (W), laboratory exercises (L) and/or reading of primary literature (R). Certain of these colloquia will also fulfill the college requirement for a “writing-intensive” course indicated by the WI designation. May be repeated for credit with a different subject. Enrollment limited to 20 unless otherwise indicated. {N} 4 credits

Women and Exercise—What Is Really Going On in Our Muscles (Q, R, L)
Muscle is a very plastic tissue and responds to environmental changes and stresses in ways we don’t even notice. It atrophies from disuse, hypertrophies from weight lifting, and is constantly changing in response to daily exercise. In this course we will explore the effects of exercise on ourselves. With the aid of various microscopies, we will examine different muscle cell types. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. {N}

Stylianos Scordilis
Offered Fall 2011

Your Genes, Your Chromosomes (Q, R, L)
A study of human genetics at the level of molecules, cells, individuals and populations. Topics covered will include Mendelian genetics, sex determination, pedigree analysis, genetic diseases, genetic counseling and screening, inheritance of complex characters and population genetics. Students will have the opportunity to study their own genes and chromosomes in a week devoted to laboratory exercises. {N}

Robert Merritt
Offered Fall 2009

Island Biology (W, Q, R)
Islands represent hospitable environments surrounded by areas that challenge living organisms. Using islands as the context, we will explore several topics in basic biology including evolution, genes and gene flow, reproduction, physiology, biogeochemical cycles of nutrients and energy and ecology. Three island contexts will be covered: classical oceanic islands (the Hawaiian archipelago), islands of specific environments (fragmented landscapes), and islands in outer space (space stations and spaceships). Class time will be spent on a combination of discussion, lecture, activities and short field trips. {N}

Carolyn Wetzel
Offered Spring 2011
The Biology and Policy of Breast Cancer (W, Q, R)
This colloquium examines the genetic and environmental causes of cancer, focusing on the molecular biology and epidemiology of this suite of diseases. We will pay particular attention to the health and policy implications of recent discoveries concerning the genetic causes of predisposition to breast cancer. We will also examine the social and political context of this illness, and the ways in that context shapes our understanding of this disease. {N} WI
Robert Dorit
Offered Fall 2011

Origins (W, Q, R)
This course focuses on (1) the origin of life; (2) the origin of modern humans; and (3) the genetic basis, if any, of human races. The first part of the course will focus on the diverse theories (scientific, Christian, etc.) to explain the origin of life, with discussion of the evidence and philosophy behind each theory. Parts two and three will cover theories and evidence relating to the origin and diversification of humans. We will end with discussion on race and intelligence. Readings will combine primary literature with sections from biology textbooks. Students will be required to research topics and to produce several written works. WI {N}
Laura Katz
Offered Fall 2011

Conservation Biology (W, Q, R)
Conservation biology integrates ecological, genetic and evolutionary knowledge to address the global crisis of biodiversity loss and environmental degradation. Topics include threats to biodiversity, the value of biodiversity, and how populations, communities and ecosystems can be managed sustainably. {N}
Paul Wetzel
Offered Spring 2010

Bacteria: The Good, the Bad and the Absolutely Necessary (W, Q, L)
This course will focus on topics of disease, on bacteria involved in biogeochemical cycles, and the use of bacteria in bioremediation and industry. Some of the concepts will include prokaryotic cell structure, diversity, metabolism and growth. {N}
Esteban Monserrate
Offered Spring 2011

120 Horticulture: Landscape Plants and Issues
Identification, culture and use of ornamental landscape plants including annuals, perennials, shrubs, trees and plants for interior design. Topics include introduction to landscape maintenance and design, garden history and current issues such as invasive species and wetland restoration. Course requirements include class presentations and papers. Laboratory (BIO 121) must be taken concurrently. Enrollment limited to 30. {N} 3 credits
Michael Marcotrigiano
Offered Fall 2009

121 Horticulture: Landscape Plants and Issues Laboratory
Identification, morphology and use of landscape plants including annuals, perennials, woody shrubs and trees, evergreens and groundcovers. Topics include horticultural practices including pruning, division, pollination, bulb planting, plant identification and landscape design. Field trips are an important component of the course. Course requirements include a design project and field guide. BIO 120 must be taken concurrently. Enrollment limited to 15 per section. {N} 1 credit
Gabrielle Immerman
Offered Fall 2009

122 Horticulture
An overview of horticulture with background material on plant structure and function. Methods for growing plants, plant nutrition, seed biology, asexual propagation, plant pests and diseases, soils, compost and an introduction to biotechnology. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. {N} 3 credits.
Michael Marcotrigiano
Offered Spring 2010

123 Horticulture Laboratory
Practical lab experiences in plant propagation, development and physiology, identification and nomenclature of plant parts, identification and treatment of diseases and insect pests, soils, seeds and floral design. The course involves use of the Lyman Conservatory plant collection, field trips and winter/spring observation of outdoor plants. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. {N} 1 credit
Gabrielle Immerman
Offered Spring 2010
Core Courses

BIO 150, 152 and 154 are all required for the biological sciences major, and may be taken in any order.

150 Cells, Physiology and Development
Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. {N} 4 credits

Michael Barresi, Carolyn Wetzel
Offered Fall 2009, Spring 2010

151 Cells, Physiology and Development Laboratory
Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). {N} 1 credit

Members of the department
Offered Fall 2009, Spring 2010

152 Genetics, Genomics and Evolution
Students in this course will achieve a basic knowledge of genetics, genomics and evolution. Principles to be covered include RNA world, Central Dogma, prokaryotic genetics and genomics, molecular techniques, eukaryotic cell cycle, eukaryotic genomics, transmission genetics, population genetics. These principles will be illustrated using four central themes: (1) HIV and AIDS; (2) The making of a fly; (3) A matter of taste; (4) Origin of Species. In addition to lectures, each student will participate in discussion sections that will focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. Enrollment limited to 60. {N} 4 credits

Laura Katz, Robert Merritt, Steven Williams, Bronwyn Bleakley
Offered Fall 2009, Spring 2010

153 Genetics, Genomics and Evolution Laboratory
Laboratory sessions in this course will combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories will include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 152 (normally taken concurrently). {N} 1 credit

Lori Saunders
Offered Fall 2009, Spring 2010

154 Biodiversity, Ecology and Conservation
Students in this course will investigate the origin, nature and importance of the diversity of life on Earth; key ecological processes and interactions that create and maintain communities and ecosystems; principle threats to the biodiversity; and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, we will emphasize the relevance of diversity and ecological studies in conservation. Assessment is based on a combination of quizzes, exams and discussions. Laboratory (BIO 155) is recommended but not required. Enrollment limited to 40 students. {N} 4 credits

Jesse Bellemare, Laura Katz, Stephen Tilley
Offered Fall 2009, Spring 2010

155 Biodiversity, Ecology and Conservation Laboratory
Laboratory sessions in this course will combine observational and experimental protocols both in the lab and in the field. Students will gain familiarity with the diverse lineages of life and will design and conduct research to address specific hypotheses about a subset of lineages. There will also be field trips to local sites where students will engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 154 (normally taken concurrently). {N} 1 credit

Members of the department
Offered Fall 2009, Spring 2010

Upper-level offerings in the biological sciences are classified into three categories, corresponding to the areas treated by the core courses listed above.
Courses on Cells, Physiology and Development

200 Animal Physiology
Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. {N} 4 credits
Richard Briggs
Offered Fall 2009

201 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. {N} 1 credit
Richard Briggs
Offered Fall 2009

202 Cell Biology
The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} 4 credits
Stylianos Scordilis
Offered Fall 2009

203 Cell Biology Laboratory
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} 1 credit
Graham Kent
Offered Fall 2009

204 Microbiology
This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 150 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. {N} 3 credits
Christine White-Ziegler
Offered Spring 2010

205 Microbiology Laboratory
Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently. {N} 2 credits
Christine White-Ziegler
Offered Spring 2010

206 Cell Physiology
Survey of fundamental cell processes with a medical and disease pathology perspective. Topics will include, but are not limited to, cellular diversity, structure and function of cellular compartments and components, and regulation of cellular processes such as energy generation, information transfer (transcription and translation), protein trafficking, cell signaling and cell movement. Particular emphasis will be placed on how misregulation of these cellular processes leads to disease. Prerequisite: BIO 110 or 150 and CHM 111 or CHM 118. This course does not serve as a prerequisite for BCH 252. Laboratory (BIO 207) is recommended but not required. {N} 4 credits
Michael Barresi
Not offered 2009–10

207 Cell Physiology Laboratory
Instructed and self-designed experimentation of single cells and multicellular tissues focused on investigating how cells are structured and function. During the first half of the semester students will be introduced to a variety of microscopy techniques such as bright field, darkfield, phase contrast, epifluorescence, confocal and scanning electron microscopy and time-lapse video microscopy. For the remaining semester, students will focus on visualizing the molecular components of single cells using direct immunofluorescence, and test how those components regulate cell function using the cell culture model system. Students will learn the valuable methodology of cell culture and sterile techniques.
123 Biological Sciences

Prerequisites: BIO 151 and BIO 236 (normally taken concurrently). \{N\} 1 credit
Michael Barresi, Graham Kent
Not offered 2009–10

300 Neurophysiology
The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. \{N\} 4 credits
Richard Olivo
Offered Spring 2011

301 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. \{N\} 1 credit
Richard Olivo
Offered Spring 2011

302 Developmental Biology
The field of developmental biology tries to address the age-old question of how a single cell can give rise to the complexity and diversity of cells and forms that make us the way we are. Developmental biology spans all disciplines from cell biology and genetics to ecology and evolution. Therefore, this course should appeal to a wide range of student interests, and serve as a chance to unify many of the principles discussed in other courses. Observations of the remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. In addition to textbook reading assignments, students will learn to read and present primary literature, design visual representations of developmental processes, and compose an abbreviated grant proposal. In order to fully engage students with the research being presented in class, prominent developmental biologists will Web conference with our class. Prerequisites: All three Core Courses are suggested, at least BIO 150 and BIO 152 are required. An upper-level course in cell biology (BIO 202 or 206) or genetics (BIO 230) is required. \{N\} 4 credits
Michael Barresi
Offered Spring 2010

303 Developmental Biology Laboratory
Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will be embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. Your data will be constructed into a poster that will be presented at Smith and may be presented at an undergraduate developmental biology conference with participating local colleges and universities. Prerequisite: BIO 302 (must be taken concurrently). Enrollment limited to 12. \{N\} 1 credit
Michael Barresi
Offered Spring 2010

304 Histology
A study of the microscopic anatomy of animal tissues, including their cellular and extracellular specializations and how these tissues are arranged into organs, is central to this course, along with exploring how each tissue contributes its own function to the overall coordinated functions of the organ or organ system. The course provides a foundation for understanding the integration of structure and function (and occasionally dysfunction) on many levels and develops connections to several other disciplines, including diverse microscopes, cell biology, biochemistry, anatomy and physiology. Prerequisite: BIO 202 or 206. Laboratory (BIO 305) is strongly recommended but not required. \{N\} 4 credits
Richard Briggs
Offered Spring 2010

305 Histology Laboratory
This lab provides an introduction to microtechnique, the preparation of tissues and organs for light microscopic examination; this includes fixation, embedding and sectioning, and various staining techniques for bright field, fluorescence and confocal microscopy, as well as cytochemistry, immunocytochemistry and digital photomicrography. (Student work culminates in the generation of a portfolio to be published on the course Web page.) Lab also includes the study of cell, tissue, and organ morphology through examination of prepared material. Minimum enrollment: 6 students. Prerequisite: BIO 304 (should be taken concurrently). \{N\} 1 credit
Richard Briggs, Judith Wopereis
Offered Spring 2010
306 Immunology
An introduction to the immune system covering the molecular, cellular and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. (N) 4 credits
Christine White-Ziegler
Offered Fall 2009

307 Immunology Laboratory
This course focuses on the use of immunological techniques in clinical diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Prerequisite: BIO 306 (may be taken concurrently). Enrollment limited to 16 students. (N) 1 credit
Christine White-Ziegler
Offered Fall 2009

308 Introduction to Biological Microscopy
This course will focus on theory, principles and techniques of light (fluorescence, confocal, DIC) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design and operational parameters. Associated equipment and techniques for specimen preparation and image recording will also be considered, along with discussions of elucidating biological structure/function relationships. Admission by permission of the instructor. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 6. (N) 3 credits
Richard Briggs
Offered Spring 2011

309 Introduction to Biological Microscopy Laboratory
The laboratory includes practical techniques for light (fluorescence, confocal, DIC) microscope operation and a more thorough introduction to the scanning and transmission electron microscopes. Selected techniques of biological specimen preparation (fixation, embedding, sectioning and staining) for the different microscopies, as well as associated data recording processes, will also be emphasized. In addition to the formal laboratory period, students will need to arrange blocks of time to practice the techniques and work on self-designed investigations.

310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230 or permission of the instructor. Enrollment limited to 20. (N) 4 credits
Adam C. Hall
Offered Fall 2009

311 Cellular and Molecular Neuroscience Laboratory
This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g., extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the *Xenopus* oocyte expression system to study molecular structure-function. Oocytes (frog eggs) are injected with DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 must be taken concurrently. Enrollment limited to 20 (N) 1 credit
Adam C. Hall
Offered Fall 2009

312 Plant Physiology
Plants as members of our ecosystem; water economy; photosynthesis and metabolism; growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: BIO 150 and CHM 111 or CHM 118. (N) 4 credits
Carolyn Wetzel
Offered Spring 2010, Spring 2011

313 Plant Physiology Laboratory
Processes that are studied include plant molecular biology, photosynthesis, growth, uptake of nutrients, water balance and transport and the effects of hormones. Prerequisite: BIO 312 (should be taken concurrently). (N) 1 credit
Carolyn Wetzel
Offered Spring 2011
**320 Colloquium on Molecular Medicine**
A study of cells and their diseased states in humans. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology, inflammation, metabolic, musculoskeletal and neurological disorders, as well as the clinical symptomology and therapeutic possibilities. Several topics will be given by pathologists at Baystate Medical Center. Prerequisite: BIO 202. (N) 4 credits
Stylianos Scordilis
Offered Fall 2010

**322 Seminar: Topics in Cell Biology**
Topic: Cancer: Cells Out of Control. Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar will consider chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in cancers, as well as the pathologies of the diseases. Prerequisites: BIO 202 and BIO 203. (N) 3 credits
Stylianos Scordilis
Offered Spring 2011

**323 Seminar: Topics in Developmental Biology**
This seminar is designed to introduce students to the variety of research areas in developmental biology. Normally taken in the junior or senior year by biology, biochemistry and neuroscience majors and minors. Prerequisites: BIO150, BIO152, one 200 or 300 level course in the area of Cells, Physiology and Development as well as a similarly upper-level course in the area of Genetics, Genomics and Evolution or permission of instructor. May not be repeated for credit. Enrollment limited to 12. (N) 3 credits

**Courses on Genetics, Genomics and Evolution**

**230 Genomes and Genetic Analysis**
An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA, protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. (N) 4 credits
Steven Williams, Robert Merritt
Offered Spring 2010

**231 Genomes and Genetic Analysis Laboratory**
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). (N) 1 credit
Lori Saunders
Offered Spring 2010

**232 Evolutionary Biology**
The processes of organic evolution are central to understanding the attributes and diversity of living things.
This course deals with the mechanisms underlying change through time in the genetic structures of populations, the nature of adaptation, the formation of species and methods of inferring evolutionary relationships. Prerequisite: BIO 152 and a course in statistics or permission of the instructor. (N) 4 credits

Stephen Tilley
Offered Spring 2010

330 Behavior Genetics
PENDING CAP APPROVAL
Understanding the underlying causes and evolution of behavior in both humans and other animals has been a focus of myriad fields of research including evolutionary biology, behavioral ecology, psychology and cognitive and neuroscience. All of these fields utilize approaches to describe genetic and environmental influences on observed behavior. This discourse often occurs in the public-science arena through debates about nature vs. nurture, particularly as the public seeks to understand human behavior. This course will introduce genetic theories and tools used to study behavior with an emphasis on quantitative genetic approaches to describing variation in populations and the underlying causes of variation. Prerequisite: BIO 152. An understanding of basic genetics is required. (N) 4 credits

Bronwyn Bleakley
Offered Spring 2010

332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses. Topics will include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. (N) 4 credits

Steven A. Williams
Offered Spring 2010

333 Molecular Biology of Eukaryotes Laboratory
A laboratory course designed to complement the lecture material in 332. Advanced techniques used to study the molecular biology of eukaryotes will be learned in the context of a semester-long project. These methods will include techniques for studying genomics and gene expression including: RNA interference, DNA sequence analysis, microarray analysis, RT-PCR, bioinformatics and others. Enrollment limited to 16. Prerequisite: BIO 332 (should be taken concurrently) and BIO 231. (N) 1 credit

Lori Saunders
Offered Spring 2010

334 Bioinformatics and Comparative Molecular Biology
This course will focus on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Topics will include the quantitative examination of genetic variation; selective and stochastic forces; shaping proteins and catalytic RNA; data mining; comparative analysis of whole genome data sets; comparative genomics and bioinformatics; and hypothesis testing in computational biology. We will explore the role of bioinformatics and comparative methods in the fields of molecular medicine, drug design, and in systematic, conservation and population biology. Prerequisite: BIO 152, or BIO 230, or BIO 232 or permission of the instructor. Laboratory (BIO 335) is strongly recommended but not required. (N) 3 credits

Robert Dorit
Offered Spring 2011

335 Bioinformatics and Comparative Molecular Biology Laboratory
This lab will introduce the computational and quantitative tools underlying contemporary bioinformatics. We will explore the various approaches to phylogenetic reconstruction using molecular data, methods of data mining in genome databases, comparative genomics, structure-function modeling, and the use of molecular data to reconstruct population and evolutionary history. Students will be encouraged to explore datasets of particular interest to them. Prerequisite: BIO 334 (normally taken concurrently) or permission of the instructor. Enrollment limited to 14. (N) 2 credits

Robert Dorit
Offered Spring 2011

350 Topics in Molecular Biology
Application of New Molecular Technologies to the Study of Infectious Disease
The focus of this seminar will be on the study of newly emerging infectious diseases that are of great concern
in the public health community. The bird flu (H5N1) is currently causing the greatest apprehension; however, the spread of diseases such as SARS, Ebola, Dengue Fever, West Nile, malaria and many others is also a worrisome trend. What can we learn from the great pandemics of the past (the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21 and others)? How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future? In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great but new tools of molecular biology (genomics, proteomics, RNA interference, microarrays and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. (N) 3 credits

Steve A. Williams
Offered Fall 2009

Genetic Recombination and Repair
Cells have an amazing ability to repair damage to their DNA and, in meiosis, to reshuffle genetic information between homologous chromosomes. This seminar will focus on the molecular biology of (a) crossing over between homologs to produce reciprocal recombinants, (b) gene conversion to produce nonreciprocal recombinants, (c) repair of environmental damage to DNA and errors in replication, and (d) the relationship between these phenomena. The role of unequal crossing over in gene duplication, evolution and human disease will also be emphasized. Prerequisite: BIO 152 or permission of the instructor. (N) 3 credits

Robert Merritt
Offered Spring 2010

351 Topics in Evolutionary Biology

Epigenetics
There is increasing evidence of epigenetic phenomena influencing the development of organisms and the transmission of information between generations. These epigenetic phenomena include the inheritance of acquired morphological traits in some lineages and the apparent transmission of RNA caches between generations in plants, animals and microbes. This seminar explores emerging data on epigenetics and discusses the impact of these phenomena on evolution. Participants will write an independent research paper on a topic of their choice. Prerequisite: BIO 152 or permission of the instructor. (N) 3 credits

Laura Katz
Offered Fall 2009

Antibiotics and Antibiotic Resistance
This seminar will focus on (a) the molecular biology of antibiotics; (b) the role of antibiotics and antimicrobials in microbial ecosystems; (c) the history and future of antibiotic design and use and (d) the evolution, mechanisms and medical implications of emerging antibiotic resistance. The course will rely on primary literature in various fields and will take an explicitly multidisciplinary approach (molecular and evolutionary biology, genetics, ecology, epidemiology and biochemistry) as we address this critical public health threat. Prerequisite: BIO 152 or permission of the instructor. (N) 3 credits

Robert Dorit
Offered Fall 2010

Courses on Biodiversity, Ecology and Conservation

260 Invertebrate Diversity
Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products, and aesthetic value to humans. Today, many invertebrate populations are threatened by human activities. To protect and manage invertebrate diversity, we must understand its nature and scope. This course is designed to survey the extraordinary diversity of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. One required weekend field trip to the New England coast. (N) 4 credits

L. David Smith
Offered Fall 2009

261 Invertebrate Diversity Laboratory
Examination of a wide variety of live invertebrates with emphasis on the relationship between form and function. Observations on aspects of invertebrate structure, locomotion, feeding and other behaviors. BIO 260 must
be taken concurrently. One required weekend field trip to the New England coast. \{N\} 1 credits

**L. David Smith**

Offered Fall 2009

**262 Plant Biology**

Plants are a significant presence on the planet and contribute to our biological existence as well as our enjoyment of life. This course is an exploration of the diversity and evolution of plants, including comparative morphology, reproduction, physiology and development. Plants will be examined at the cell, organismal and community levels. Laboratory (BIO 263) is strongly recommended but not required. \{N\} 4 credits

**Denise Lello**

Offered Fall 2009

**263 Plant Biology Laboratory**

Labs will focus on hands-on examination of plant anatomy, morphology, development and diversity using living and preserved plants. We will emphasize some of the amazing plant structure/function relationships, life cycles, interactions with the environment (abiotic and biotic). There will be several field trips and one group service learning project. Prerequisite: BIO 262 (should be taken concurrently). \{N\} 1 credit

**Carolyn Wetzel**

Offered Fall 2009

**266 Principles of Ecology**

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities and the dynamics of ecosystems. Prerequisites: BIO 154 and a course in statistics or permission of the instructor. Laboratory (BIO 267) recommended but not required. A weekend field trip will be included. \{N\} 4 credits

**Stephen Tilley**

Offered Fall 2009

**267 Principles of Ecology Laboratory**

Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work and statistical analysis. Prerequisite: BIO 266 (normally taken concurrently). \{N\} 1 credit

**Stephen Tilley**

Offered Fall 2009

**268 Marine Ecology**

The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we will study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities, and short writing assignments to develop vital skills such as effective oral, graphical and written communication; critical thinking; and problem solving. Prerequisite: any introductory biology course, or GEO 108 or permission of the instructor. Enrollment limited to 20. Laboratory (BIO 269) must be taken concurrently and includes two field trips. \{N\} 3 credits

**Paulette Peckol**

Offered Fall 2009

**269 Marine Ecology Laboratory**

The laboratory applies concepts discussed in lecture, and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students will learn to design and analyze experiments and to write in the scientific style. Field trips to Maine and Cape Cod, MA, provide hands-on experience with marine organisms in their natural habitats. Prerequisite: BIO 268, which must be taken concurrently. \{N\} 2 credits

**Paulette Peckol**

Offered Fall 2009

**272 Vertebrate Biology**

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (BIO 273) is recommended but not required. \{N\} 4 credits

**Virginia Hayssen**

Offered Spring 2010

**273 Vertebrate Biology Laboratory**

A largely anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates. Enrollment limited to 20 students. BIO 272 is normally taken with or prior to BIO 273. \{N\} 1 credit

**Virginia Hayssen**

Offered Spring 2010

**276 Colloquium: Plant Evolution in Time and Space**

PENDING CAP APPROVAL

This colloquium will survey the origin and evolution of the “higher” plants, from the emergence of the first land plants in the Paleozoic to present-day speciation and adaptive radiation. The diversity of higher plants
will be considered from ecological, biogeographical and evolutionary perspectives, with particular consideration of how co-evolution with animals, continental drift and climate change may have affected plant diversification. The New England flora will be an important focus for the course, with field trips to see representative species in local plant communities. Prerequisite: Bio 152 or Bio 154. Enrollment limited to 20. \(\{N\} 4\) credits


362 Animal Behavior
Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. \(\{N\} 3\) credits

Virginia Hayssen
Offered Fall 2011

363 Animal Behavior: Methods
Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course or permission of the instructor. Enrollment limited to 15 students. \(\{N\} 3\) credits

Virginia Hayssen
Offered Fall 2010

364 Plant Ecology
This course surveys the environmental factors, historical processes and ecological interactions that determine the distribution and abundance of plant species in the landscape. The class will examine how plant communities are assembled and what processes drive their structure. We will focus in particular on plant communities of the Northeast, using examples from the landscape around Western Massachusetts to investigate key ecological concepts in the field and to provide students with hands-on experience in research techniques. Prerequisite: a course in plant biology, ecology or environmental science or permission of the instructor. \(\{N\} 4\) credits

Jesse Bellemare
Offered Fall 2009

365 Plant Ecology Laboratory
This course involves field and laboratory investigations of plant ecology, with emphasis on Northeastern plant species and plant communities. The class will visit bogs, floodplain forests glacial outwash sandplains, old growth forests, and agricultural sites around Western Massachusetts. Students will learn to use descriptive and experimental research approaches to document the processes that drive ecological patterns in plant communities. BIO 364 must be taken concurrently. \(\{N\} 1\) credit

Jesse Bellemare
Offered Fall 2009

366 Biogeography
A study of major patterns of distribution of life and of the environmental and geological factors underlying these patterns. The role of phenomena such as sea-level fluctuations, plate tectonics, oceanic currents, biological invasions and climate change in determining past, present and future global patterns of biodiversity will be considered. Fundamental differences between terrestrial and marine biogeography will be highlighted. Prerequisite: a course in ecology, evolution, or organismal biology or permission of the instructor. \(\{N\} 4\) credits

Paulette Peckol
Offered Spring 2011

370 Microbial Diversity
This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic cells (cells with nuclei). The first weeks of lecture will cover the basics of evolutionary analyses, and the origin and diversification of prokaryotic microbes. From there, we will focus on the diversification of microbial eukaryotes, with specific lectures on topics such as microbes and AIDS, and the origins of plants, animals and fungi. Evaluation is based on a combination of tests, discussions and a research paper on a topic chosen by each student. Prerequisite: BIO 152 or 154. Laboratory (BIO 371) is recommended but not required. \(\{N\} 4\) credits

Laura Katz
Offered Spring 2010

371 Microbial Diversity Laboratory
The laboratory assignments allow students to observe microorganisms from diverse habitats. Students use microscopy and molecular techniques for experimentation with these organisms. Emphasis is on completion of an independent project. A one-day field trip is scheduled. BIO 370 must be taken concurrently. \(\{N\} 1\) credit

Judith Woopereis
Offered Spring 2010
390 Seminar: Topics in Environmental Biology
Topic: Ecology of Coral Reefs—Past, Present and Future. Coral reefs occupy a relatively small portion of the earth’s surface, but their importance to the marine ecosystem is great. This seminar will examine coral reefs in terms of their geologic importance, both past and present, and their ecological interactions. Emphasis will be placed on the status of modern coral reefs worldwide, with a focus on effects of environmental and anthropogenic disturbances (e.g., sedimentation, eutrophication, overfishing). Prerequisite: permission of the instructor. (N) 3 credits
Paulette Peckol
Offered Spring 2011

Independent Study

400 Special Studies
Independent investigation in the biological sciences. Variable credit (1 to 5) as assigned
Offered both semesters each year

The Major

Advisers: Students should choose their advisers, according to their interests.

Adviser for Study Abroad: Paulette Peckol

The major in biological sciences is designed to provide (1) a strong basis for understanding biological perspectives on various issues, (2) conceptual breadth across several major disciplines in biology, (3) depth in one or more specialized fields in biology, (4) experience with modern tools and techniques of biological research and (5) the opportunity to experience personally the excitement and process of scientific investigation. Within this general framework, students can construct course programs that serve their individual interests and plans after graduation, while insuring that they acquire a broad background in the biological sciences and exposure to related fields such as chemistry, physics, geology, environmental science, engineering, mathematics and computer science.

Prospective majors should consult with biology faculty in choosing their courses. In their first semesters, students are encouraged to enroll in one of the introductory courses (BIO 100–149) and/or an appropriate core course (BIO 150–156) as well as chemistry (CHM 111 or 118).

The following requirements for the major apply to students declaring their major in the spring of 2007 and beyond. Students from other class years should consult with their advisers concerning major requirements.

The major requires 56 credits.

The core course requirement:
BIO 150/151: Cells, Physiology and Development/lab
BIO 152/153: Genetics, Genomics and Evolution/lab
BIO 154/155: Biodiversity, Ecology and Conservation/lab
CHM 111/118 and a course in statistics are also required. MTH 245 is strongly recommended for biological sciences majors.

The distribution requirement:
All majors must take at least one upper-level course in each of the following three core areas:

Cells, Physiology and Development:
BIO 200–207, 300–322

Genetics, Genomics and Evolution:
BIO 230–235, 332–351

Biodiversity, Ecology and Conservation:
BIO 260–273, 362–390

The advanced course requirement:
At least three 300-level courses are required, one of which must be a laboratory course; courses from other departments/programs may be counted, with approval of the adviser.

The laboratory course requirement:
At least six laboratory courses are required, two of which must be core courses laboratories (BIO 151, 153 or 155) and one of which must be at the 300 level. The remaining three laboratories must be chosen from among 200- and 300-level offerings.
With the adviser's approval, a semester of Special Studies (400) may count as a 200-level laboratory course, and a semester of Honors research (430, 431 or 432) may fulfill the 300-level laboratory requirement.

**Elective courses:**
Any departmental course at the 200-level or above may be used for elective credit. Students may also count one introductory-level course (BIO 100–149).

Up to two courses from other departments or programs may be counted as electives, provided that these relate to a student's particular interests in biology and are chosen in consultation with her adviser. Such courses might include, but are not limited to BCH 252 and 253; CHM 222 and 223; ESS 215; EVS 300; GEO 231; NSC 230; NSC 311.

**Independent research:**
Independent research is strongly encouraged but not required for the biological sciences major. Up to two semesters of Special Studies (400) or Honors research (430, 431 or 432) may be counted toward completion of the major.

**Options for majors with Advanced Placement credit:**
Majors with scores of 4 or 5 on the Advanced Placement examination in biology may receive four credits toward the major in lieu of one core course (BIO 150, 152 or 154). Students should choose the appropriate core course in consultation with their major advisers or other members of the department.

**Honors**

**Director:** To be announced

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

**430d Honors Project**
8 credits
Full-year course; Offered each year

**431 Honors Project**
8 credits
Offered Fall 2009

**432d Honors Project**
12 credits
Full-year course; Offered each year

**Biochemistry**
See p. 112–117

**Environmental Science and Policy**
See pp. 215–217

**Marine Science and Policy**
See pp. 305

**Neuroscience**
See p. 326–330

**Graduate**

The Department of Biological Sciences maintains an active graduate program leading to the Master of Science Degree in Biological Sciences. The program of study emphasizes independent research supported by
advanced course work. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507); and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

Adviser: Steven Williams

507 Seminar on Recent Advances and Current Problems in the Biological Sciences
Students in this seminar discuss articles from the primary literature representing diverse fields of biology and present on their own research projects. Journal articles will be selected to coordinate with departmental colloquia. In alternate weeks, students will present talks on research goals, data collection and data analysis. This course is required for graduate students and must be taken in both years of graduate residence. 2 credits
Bronwyn Bleakley
Offered Fall 2009

510 Advanced Studies in Molecular Biology
3 to 5 credits
Members of the department
Offered both semesters each year

520 Advanced Studies in Botany
3 to 5 credits
Members of the department
Offered both semesters each year

530 Advanced Studies in Microbiology
3 to 5 credits
Members of the department
Offered both semesters each year

540 Advanced Studies in Zoology
3 to 5 credits
Members of the department
Offered both semesters each year

550 Advanced Studies in Environmental Biology
3 to 5 credits
Members of the department
Offered both semesters each year

590d Research and Thesis
8 credits
Steven Williams
Full-year course; Offered each year

Prehealth Professional Programs
Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics and biology. The science courses must include laboratories. Biology courses should be selected in consultation with the adviser, taking into consideration the student’s major and specific interests in the health professions. Other courses often required or recommended include biochemistry, mathematics including calculus and/or statistics, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements.

Preparation for Graduate Study in the Biological Sciences
Graduate programs that grant advanced degrees in biology vary in their admission requirements, but often include at least one year of mathematics (preferably including statistics), physics and organic chemistry. Many programs stress both broad preparation across the biological sciences and a strong background in a specific area. Many institutions require scores on the Graduate Record Examination, which emphasizes a broad foundation in biology as well as quantitative and verbal skills. Students contemplating graduate study beyond Smith should review the requirements of particular programs as early as possible in the course of their studies and seek advice from members of the department.
Students who are considering a major in chemistry should consult with a member of the department early in their college careers. They are advised to take General Chemistry (CHM 111 or 118) as first-year students and to complete MTH 112 or MTH 114 as early as possible.

All intermediate courses require as a prerequisite CHM 111 or 118 or an Advanced Placement score of 4 or 5. Students who begin the chemistry sequence in their second year can still complete the major and should work with a department member to chart an appropriate three-year course.

100 Perspectives in Chemistry
*Topic: Chemistry of Art Objects.* In this museum-based course, chemistry will be discussed in the context of art. We will focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices will be discussed with examples from the Smith College Museum of Art. Three hours of lecture, discussion and demonstrations. Class meetings will take place in the museum and in the Clark Science Center. *(A/N)* 4 credits

Lâle Aka Burk, David Dempsey
Offered Spring 2010, Spring 2011

108 Environmental Chemistry
An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, the greenhouse effect, the ozone layer, photochemical smog, pesticides and waste treatment. Chemical concepts will be developed as needed. *(N)* 4 credits

Members of the department, Spring 2010
Shizuka Hsieh, Spring 2011
Offered Spring 2010, Spring 2011

111 Chemistry I: General Chemistry
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 60 per lecture section, 16 per lab section. *(N)* 5 credits

*Members of the department*
*Laboratory Coordinator: Maria Bickar*
Offered Fall 2009, Fall 2010

118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed
analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 as well as replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. (N) 5 credits

Robert Linck
Laboratory Coordinator: Heather Shafer
Offered Fall 2009, Fall 2010

222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. (N) 5 credits

Members of the department
Laboratory Coordinator: Rebecca Thomas
Offered Spring 2010, Spring 2011

223 Chemistry III: Organic Chemistry
Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols, ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. (N) 5 credits

Members of the department
Laboratory Coordinator: Rebecca Thomas
Offered Fall 2009, Fall 2010

224 Chemistry IV: Introduction to Inorganic and Physical Chemistry
This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include coordination chemistry of transition metals and quantitative treatment of thermochemistry, chemical equilibria, Electrochemistry and kinetics of reactions. Prerequisite: 111 and 223; MTH 111 or equivalent; or permission of the instructor. Enrollment limited to 16 per lab section. (N) 5 credits

Members of the department
Laboratory Coordinator: Heather Shafer
Offered Spring 2010, Spring 2011

321 Organic Synthesis
An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds with a focus on the current literature. Prerequisite: 223. Offered in alternate years. (N) 4 credits

Kevin Shea
Offered Spring 2011

326 Synthesis and Structural Analysis
Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization with a focus on NMR spectroscopy, mass spectrometry and chromatography. Recommended especially for sophomores. Prerequisite: 223. (N) 4 credits

Kevin Shea, Spring 2010
Members of the department, Spring 2011
Offered Spring 2010, Spring 2011

328 Bio–Organic Chemistry
This course deals with the function, biosynthesis, structure elucidation and total synthesis of the smaller molecules of nature. Emphasis will be on the constituents of plant essential oils, steroids including cholesterol and the sex hormones, alkaloids and nature’s defense chemicals, molecular messengers and chemical communication. The objectives of the course can be summarized as follows: To appreciate the richness, diversity and significance of the smaller molecules of nature, to investigate methodologies used to study and synthesize these substances, and to become acquainted with the current literature in the field. Prerequisite: 223. Offered in alternate years. (N) 4 credits

Lâle Burk
Offered Spring 2010

331 Physical Chemistry I
Quantum chemistry: the electronic structure of atoms and molecules, with applications in spectroscopy. An introduction to statistical mechanics links the quantum world to macroscopic properties. Prerequisites: 224 and MTH 112 or MTH 114. MTH 212 or PHY 210 and
PHY 115 or 117 are strongly recommended.  

Robert Linck, Fall 2009  
Members of the department, Fall 2010  
Offered Fall 2009, Fall 2010

332 Physical Chemistry II
Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures of the above). Prerequisite: MTH 112 or MTH 114. 

[N] 4 credits  
Cristina Suarez, Spring 2010  
Members of the department, Spring 2011  
Offered Spring 2010, Spring 2011

335 Physical Chemistry of Biochemical Systems
A course emphasizing physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor and MTH 112. 

[N] 5 credits  
David Bickar, Spring 2010  
Members of the department, Spring 2011  
Offered Spring 2010, Spring 2011

336 Light and Chemistry
The interaction of light with molecules is central to studies of molecular structure and reactivity. This course builds on students’ understanding of molecular structure from the core sequence (CHM 111-CHM 224) to show how many types of light can be used to interrogate molecules and to shed some light on their behavior. The combined classroom/laboratory format allows students to explore light-based instruments in short, in-class exercises as well as in longer, more traditional labs. The course culminates with an independent project that allows students to explore some of the ways light is used in cutting-edge chemical research. Prerequisites: CHM 224 or permission of the instructor. 

[N] 4 credits  
Kate Queeney, Spring 2010  
Members of the department, Spring 2011  
Offered Spring 2010, Spring 2011

338 Bio–NMR Spectroscopy and Imaging
This course is designed to provide an understanding of the general principles governing 1D and 2D Nuclear Magnetic Resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc., will be analyzed and discussed. A basic introduction to Magnetic Resonance Imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Offered in alternate years. 

[N] 4 credits  
Cristina Suarez  
Offered Spring 2011

346 Environmental Analytical Chemistry
An introduction to some common environmental chemical processes (sources, reactions, transport, effects and fates) in air, soil and water and the effect of human activity on these, coupled with a study of the crucial role of accurate chemical measurement, and an introduction to the interdisciplinary biogeochemical nature of environmental science and engineering. Lecture and laboratory featuring modern chemical instrumentation for spectroscopy (atomic and molecular) high performance chromatographic separations (both gas and liquid), electrochemistry as well microwave- and ultrasound assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports will be required. Prerequisite: CHM 224 or permission of the instructor. 

4 credits  
Members of the department  
Offered Fall 2009, Fall 2010

357 Selected Topics in Biochemistry
Topic: Pharmacology and Drug Design. An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use will also be considered. Prerequisite: BCH 352 or permission of the instructor. Offered in alternate years. 

[N] 4 credits  
David Bickar  
Offered Fall 2009
363 Advanced Inorganic Chemistry
Topics in inorganic chemistry. Application of group
to coordination compounds, molecular orbital
tory of main group compounds and organometallic
compounds. Prerequisite: {N} 331. {N} 4 credits
Elizabeth Jamieson
Offered Spring 2010

369 Bioinorganic Chemistry
This course will provide an introduction to the field of
bioinorganic chemistry. Students will learn about the
role of metals in biology as well as about the use of
inorganic compounds as probes and drugs in biological
systems. Prerequisites: CHM 223 and 224. Offered in
alternate years. {N} 4 credits
Elizabeth Jamieson
Offered Spring 2011

395 Advanced Chemistry
A course in which calculational techniques are illus-
trated and used to explore chemical systems without
regard to boundaries of subdisciplines. Topics include
molecular mechanics, semi-empirical and ab initio
computations. Prerequisite: 331. Offered in alternate
years. {N} 4 credits
Robert Linck
Offered Spring 2010

Cross-listed and
Interdepartmental Courses

BCH 352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mecha-
nisms, metabolism and its regulation, energy produc-
tion and utilization. Prerequisites: BCH 252 and CHM
224. Laboratory (BCH 353) must be taken concurrently
by biochemistry majors; optional for others. {N} 3 credits
David Bickar, Fall 2009
Offered Fall 2009, Fall 2010

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using experimen-
tal techniques in current biochemical research. Emphasis
is on independent experimental design and execution. BCH 352
is a prerequisite or must be taken concurrently. {N} 2 credits
Amy Burnside
Offered Fall 2009, Fall 2010

400 Special Studies
1 to 4 credits as assigned
Offered both semesters each year

The Major

Advisers: Members of the department

Adviser for Study Abroad: Lâle Burk

Students planning graduate study in chemistry are
advised to include PHY 115 or 117 and 118 and MTH
212 or 211 in their programs of study. A major program
that includes these courses, one semester of biochemis-
try and additional laboratory experience in the form of
either (a) two semesters of research (400, 430 or 432),
or (b) one semester of research and one elective course
with laboratory, or (c) three elective courses with labo-
atory meets the requirements of the American Chemical
Society for eligibility for professional standing.

Required courses: 111, 222 and 224 (or 118 and 222); three out of four of the following courses: 223, 331,
332 and 363; two out of the three following advanced
lab courses: 326, 336 and 346 and additional elective
courses (options listed below) to a total of 10 courses.

Elective courses may be selected from:
any CHM course at the 300 level or above, or any course
from the following list: BCH 252, BCH 352, GEO 301,

Independent research (CHM 400, 450 or 432) worth 4
or more credits may be used as one (only) of the elec-
tives required for the major.

Courses fulfilling the major requirements may not be
taken with the S/U option.

The Minor

Advisers: Members of the department

The courses specified below constitute a four-semester
introduction to chemistry. The semesters are sequential,
giving a structured development of chemical concepts
and a progressive presentation of chemical informa-
tion. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

**Required courses:** 111, 222 and 224 (or 118 and 222), one additional course with a laboratory component (223, 332, 326, 336 or 346) and enough electives (one or two) to fulfill a total of five chemistry courses. The electives may be chosen from CHM courses at the 300 level, BCH 252 or BCH 352.

Courses fulfilling the minor requirement may not be taken with the S/U option.

**Honors**

**Director:** Kevin Shea

**430d Honors Project**
8 credits
Full-year course; Offered each year

**432d Honors Project**
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

**Lab Fees**
There is an additional fee for all chemistry courses with labs. Please see the Fees, Expenses and Financial Aid section in the beginning of the catalogue for details.
Classical Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors
†2 Justina W. Gregory, Ph.D.
Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
†1 Scott A. Bradbury, Ph.D.
Nancy J. Shumate, Ph.D., Chair

Lecturer
Maureen B. Ryan, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome.

Students planning to major in classics are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester only of an introductory language course.

Greek

GRK 100y Elementary Greek
A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. {F} 8 credits
Justina Gregory
Full-year course; offered each year

GRK 212 Attic Prose and Drama
Low intermediate course: completion and review of grammar, and practice and improvement of reading skills through the study of texts by authors such as Plato, Lysias and Euripides. Prerequisite: 100y. {L/F} 4 credits
Nancy Shumate
Offered Fall 2009

GRK 213 Homer, Iliad or Odyssey
An introduction to Homeric Greek through selected readings in the Odyssey. Attention to dialect, meter and formula; structure and plot; the Odyssey as epic, adventure and romance. Prerequisite: 212 or permission of the instructor. {L/F} 4 credits
Thalia Pandiri
Offered Spring 2010

GRK 310 Advanced Readings in Greek Literature I & II
Authors read in GRK 310 vary from year to year, but they are generally chosen from a list including Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators, depending on the interests and needs of the students. GRK 310 may be repeated for credit, provided that the topic is not the same. Prerequisite: GRK 213 or permission of the instructor. {L/F} 4 credits

Athens, the Tyrant City
A study of two texts—Sophocles' Oedipus the King and selections from Thucydides that cast light on the political and religious mood in Athens at the start of the Peloponnesian War, and how that mood was affected by the plague of 430 BCE.
Justina Gregory
Offered Fall 2009

Homer: Odyssey: Advanced Course
A study of Homer's Odyssey will provide the foundation for guided independent work on the influence of Homer on Hellenistic literature.
Thalia Pandiri
Offered Spring 2010
GRK 404 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.
4 credits
Offered both semesters each year

GRK 580 Studies in Greek Literature
This will ordinarily be an enriched version of the 300-level course currently offered.
4 credits
Offered both semesters each year

Adviser for Graduate Study: Justina Gregory

Latin

LAT 100y Elementary Latin
Fundamentals of grammar, with selected readings from Latin authors in the second semester. {F} 8 credits
Maureen Ryan
Full-year course; offered each year

LAT 212 Introduction to Latin Prose and Poetry
Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100y or the equivalent. {L/F} 4 credits
Nancy Shumate
Offered Fall 2009

LAT 213 Introduction to Virgil’s Aeneid
Prerequisite: 212 or permission of the instructor. {L/F} 4 credits
Thalia Pandiri
Offered Spring 2010

LAT 330 Advanced Readings in Latin Literature I & II
Authors read in LAT 330 vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of students. LAT 330 may be repeated for credit, provided that the topic is not the same. Prerequisite: Two courses at the 200-level or permission of the instructor. {L/F} 4 credits

Cicero: The Power of Rhetoric at Rome
A study of selected orations, with attention to style and persuasive techniques; supplemental readings from the letters, which shine another light on the life and character of an ambitious Roman gentleman in one of Rome’s most tumultuous periods.
Maureen Ryan
Offered Fall 2009

Literature and Politics under Augustus
A study of the “Augustan” content of selected poems of Horace and Book I of Livy’s History of Rome. Do these texts promulgate Augustan ideology? Special attention to Romanness and moral decline; the prescription of gender roles; Rome’s imperial mission.
Nancy Shumate
Offered Spring 2010

LAT 404 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 4 credits
Offered both semesters each year

Adviser for Graduate Study: Justina Gregory

Classics in Translation

FYS 180 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature, and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Study of Roman, Medieval, Renaissance, Orientalist, Postcolonial and Hollywood Cleopatras, with the larger goal of understanding how political and cultural forces shape all narratives, even those purporting to be objective.
{E} WI {H/L} 4 credits
Nancy Shumate (Classics)
Offered Spring 2010
The Trojan War is the first conflict to be memorialized in Greco-Roman literature—"the war to start all wars." For Homer and the poets who came after him it raised such questions as: What justifies going to war? What is the cost of combat and the price of glory? How does war affect men, women and children, winners and losers? We will look at the "real" Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. (L/A) 4 credits

Justina Gregory
Offered Spring 2010

Cross-listed and Interdepartmental Courses

FYS 172 (Dis)Obedient Daughters
How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her mother while seeking her mother’s love and approval? How is the problem compounded when the mother’s culture is different from her first-generation-immigrant daughter’s? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Ama Ata Aidoo, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja Keller, Jhumpa Lahiri, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI (L) 4 credits

Thalia Pandiri (Classics)
Offered Fall 2009

CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante
Offered Fall 2009

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Offered Spring 2010

The Major in Greek, Latin or Classics

Advisers: Members of the department

Adviser for Study Abroad: Thalia Pandiri

Basis: In Greek, 100y; in Latin, 100y; in classics, Greek 100y and Latin 100y.

Requirements: In Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the department

Basis: GRK 100y or LAT 100y (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: Nine semester courses in addition to the basis. Four chosen from GRK (200-level or above) or LAT (200-level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), government (GOV), ancient history (HST), philosophy (PHI) and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level.
The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the department

Requirements: Six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department’s prior approval.

Honors in Greek, Latin, Classics or Classical Studies

Director: Justina Gregory

430d Honors Project
8 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Greek, Latin or Classics

Graduate

590d Research and Thesis
8 credits
Full-year course; Offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year
Comparative Literature

A study of literature in two or more languages, one of which may be English. In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able. Comparative literature courses are open to all first-year students unless otherwise noted. 300-level courses require a previous literature course at the 200-level or above.

Introductory Courses

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading

* Topic: Islands, Real and Imaginary. An exploration and comparison of how different cultures have imagined the island as an idealized place to tell stories about themselves and their relation to other cultures, from the myths of Atlantis and Calypso’s seduction of Odysseus to the castaway Robinson Crusoe, from Darwin’s ecologically pristine Galapagos to Prospero’s magical kingdom, from pirates’ lairs and James Bond’s hideouts to the experimental playground of Dr. Moreau and the characters of Lost. Readings from a wide variety of genres and traditions. Some film viewings. {L} 4 credits

Janie Vanpée
Offered Spring 2010

FYS 140 Literature and Medicine

How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? How important are metaphors, framing, time, characterization and motivation? Comparing narratives from different cultures, students will also compose their own stories. The course also introduces broader issues in the medical humanities, such as medical ethics, healthcare disparities and cross-cultural communication. Works (available in translation) from China, Taiwan, France, Russia and North and Latin America. Enrollment limited to 16 first-year students. WI {L} 4 credits

Sabina Knight (Comparative Literature)
Offered Fall 2009

Visit www.smith.edu/catalog for current course information.
FYS 165 Childhood in the Literatures of Africa and the African Diaspora
A study of childhood as an experience in the present and a transition into adulthood and the ways in which it is intimately tied to social, political and cultural histories and identities. The course focuses on four key questions: How do cultural values and expectations shape narratives of childhood in different contexts? How do narratives told from the point of view of children represent and deal with various forms of alienation? How does the enforced acquisition of a colonizer’s language affect children as they attempt to master the codes of an alien tongue and culture? What are the relationships between recollections of childhood and published autobiography? Enrollment limited to 16 first-year students. WI (L) 4 credits
Katwiwa Mule
Offered Fall 2009

FYS 172 (Dis)Obedient Daughters
How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her mother while seeking her mother’s love and approval? How is the problem compounded when the mother’s culture is different from her first-generation-immigrant daughter’s? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Ama Ata Aidoo, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Norah Okja Keller, Jhumpa Labiri, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI (L) 4 credits
Thalia Pandiri (Classics)
Offered Fall 2009

FYS 180 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. The guiding theme will be the inescapability of bias in historiography. Through examples of historically conditioned bias and historically specific filtering of the Cleopatra narrative writ large, students will learn to be critical of all apparently “factual” accounts. Enrollment limited to 16 first-year students. (E) WI (H/L) 4 credits
Nancy Shumate (Classics)
Offered Spring 2010

CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante (L) WI
Ann Jones, Thalia Pandiri, Robert Hosmer
Offered Fall 2009

CLT 202/ENG 202, like CLT 203/ENG 203, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both.

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy (L) WI
Maria Banerjee, William Oram
Offered Spring 2010

Intermediate Courses

CLT 204 Writings and Rewritings
Mediterraneans
Three continents, Africa, Asia and Europe, share coastlines on the Mediterranean—literally, “the sea between lands.” Linked to the origins of Western civilization and to imperialism and Orientalism, the Mediterranean has given its name to a stereotypical landscape (sunshine, olive trees, vineyards) and to a social type (Southerners seen as passionate, cunning and slow). What do Club Meds, the Mafia and Balkanization have in common? Can a Mediterranean identity not defined by the North exist? This region will focus our discussion of issues central to comparative literature today: competing nationalisms, Eurocentrism, Orientalism, tradition vs. modernization, globalization. Literary texts by Homer, Goethe, Lawrence, Amin Maalouf and Orhan Pamuk; history and theory from Hesiod, Plato, Braudel, Natalie Zemon Davis. Open to first-year students by permission of the instructor. WI (L) 4 credits
Anna Botta
Offered Fall 2009
CLT 205 20th-Century Literatures of Africa
A study of the major writers of contemporary Africa. Focuses on several key questions: Is the term African literature a useful category? How do African writers challenge Western representations of Africa as they confront over a century of European colonialism on the continent? How do they represent the postcolonial experience on the continent? Is there a correlation in their writing between life and expression and between oral cultures and written literature? Texts will include Achebe’s *Things Fall Apart*, Ngugi wa Thiong’o’s *The River Between*, Tsitsi Dangarembga’s *Nervous Conditions*, Mariama Bâ’s, *So Long a Letter*, Ndebele Njabulo’s *The Cry of Winnie Mandela*, Ama Ata Aidoo’s *Our Sister Killjoy*, Wole Soyinka’s *Death and the King’s Horseman*. We will also watch films such as *Red Rubber*, *White King*, *Black Death*, *Totsi* and *Kenya: Whiteman’s Country*. 

Katwiwa Mule
Offered Fall 2009

ENG 207/HSC 207 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. 

Douglas Patey
Offered Spring 2010

CLT 215/ENG 204 Arthurian Legend
The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh poems and tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *La Queste del Saint Graal*, the Gawain-poet and Malory.

Nancy Mason Bradbury
Offered Spring 2010

CLT 218 Holocaust Literature
Creative responses to the destruction of European Jewry, differentiating between literature written in extremis in ghettos, concentration/extermination camps, or in hiding, and the vast post-war literature about the Holocaust. How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, graphic novel, film, monuments, museums) and critical theories of representation. All readings in translation. 

Justin Cammy
Offered Fall 2010

CLT 220 Colloquium: Imagining Language
This course explores the ways in which philosophers and artists have imagined the links between language and the world. We will read mostly pre-20th century theories of language—Plato’s *Cratylus*, St. Augustine’s *On the Teacher*, Locke on language from the *Essay*, Herder and Rousseau on *The Origin of Language*, Freud on jokes—and link them to novels, poems and other artwork by (mostly) 20th-century artists such as Louis Zukofsky, May Swenson, Lewis Carroll, Richard Powers, Xu Bing, Russell Hoban and others who focus on the materiality of language, on words as things. Readings are accompanied by weekly exercises such as rebuses, invented etymologies, alphabet poems, portmanteau words, emoticons, etc.

Margaret Bruzelius
Offered Fall 2009

POR 220 Topics in Portuguese and Brazilian Literature and Culture
**Topic: Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid.** This course will address a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading and writing, through the medium of short stories, essays, articles, images, music and film. In order to promote a hands-on approach to understanding culture, class assignments will also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent.

Malcolm McNee
Offered Fall 2009

POR 221 Topics in Portuguese and Brazilian Literature and Culture
**Topic: Popular Music, Nationhood and Globalization in the Portuguese-Speaking World.** An introduction to popular music genres in Portuguese-speaking nations, the historical, socio-cultural and political forces that have shaped their emergence, and ways in

POR 222 Topics in Portuguese and Brazilian Literature and Culture
**Topic: Popular Music, Nationhood and Globalization in the Portuguese-Speaking World.** An introduction to popular music genres in Portuguese-speaking nations, the historical, socio-cultural and political forces that have shaped their emergence, and ways in
which they communicate ideas of nationhood. We will also explore impacts of globalization on these genres and their transnational dissemination. Our approach will involve close readings of lyrics, analysis of musical form and influence and attention to the broader cultural contexts surrounding songs, genres and musicians. Genres may include bossa nova, MPB and forró (Brazil); fado (Portugal); morna (Cape Verde); kuduro (Angola); marrabenta (Mozambique); and transnational forms such as rock and hop-hop. Course taught in Portuguese. **{F/L/A} 4 credits**

Malcolm K. McNee
Offered Spring 2010

**CLT 229 The Renaissance Gender Debate**

In “La Querelle des Femmes” medieval and Renaissance writers (1350–1650) took on misogynist ideas from the ancient world and early Christianity: woman as failed man, irrational animal, fallen Eve. Writers debated women’s sexuality (insatiable or purer than men’s?), marriage (the hell of nagging wives or the highest Christian state?), women’s souls (nonexistent or subtler than men’s?), female education (a danger or a social necessity?). In the context of the social and cultural changes fuelling the polemic, we will analyze the many literary forms it took, from Chaucer’s *Wife of Bath* to Shakespeare’s *Taming of the Shrew*, story collections such as Marguerite de Navarre’s *Heptameron*, women writers’ dialogues, such as Moderata Fonte’s *The Worth of Women* and pamphlets from the popular press. Some attention to the battle of the sexes in the visual arts. **{L} 4 credits**

Ann Jones
Offered Spring 2010

**EAL 232 Modern Chinese Literature**

A window into China, Taiwan, and, some semesters, Tibet and Chinese diasporas, this course introduces themes and movements from the late imperial period to the present. We will explore questions of political engagement, social justice, class, gender and human freedom and responsibility. Readings are in English translation and no background in China or Chinese is required. **{L} 4 credits**

Sabina Knight
Offered Spring 2010

**CLT 234 The Adventure Novel: No Place for a Woman?**

We explore the link between plot, landscape and gender in adventure fictions. Beginning with essays on cartography and the organization of geographical space by Denis Wood, we will read classic 19th-century boys’ and girls’ books (Verne, Stevenson, Hodgson-Burnett, Ingalls Wilder) and ask ourselves how the adventure landscape differs for boys and for girls. Who lives where within it? What boundaries mark safe and unsafe places? We will then explore modern rewritings of these fictions in novels and films such as Forster’s *A Room With a View*, LeGuin’s *The Left Hand of Darkness* and Del Toro’s *Pan’s Labyrinth* in order to explore the ways in which this genre has embraced and resisted the female hero. Students will form groups to present a novel or film of their own choosing to the class. **{L} 4 credits**

Margaret Bruzelius
Offered Spring 2010

**CLT 253 Literary Ecology**

Literary ecology focuses on bio-social themes in literature—how human beings construct their relationship to their environment through literature and landscape art. We will read works by “nature writers,” from the Romantic poets to early ecologists like John Muir and John Burroughs, and by contemporary writers such as John McPhee and Annie Dillard. We will also analyze issues of contemporary eco-criticism and consider an expansion of the current range of canonical texts to include a broader diversity of viewpoints. **{L} 4 credits**

Ann Leone
Offered Spring 2010
CLT 255 Ghosts, Peasants, Doubles and Frames: Reading the 19th Century Story
How did the modern short story emerge—why, where, when? What is its relation to other forms of short fiction—the Italian novella or the German novelle or the fairy tale? Why are they often so elaborately framed, with their kernel presented as a kind of oral performance: a story told by one character to another? Why do they so often rely on the fantastic and the unlikely—and how, by the end of the century, did the story come to concentrate instead on the mundane and the ordinary? What, in short, makes a tale worth telling? Readings in Goethe, Hoffman, Hawthorne, Gogol, Turgenev, Maupassant, Verga, Kipling, Chekhov, Jewett and others. (L) 4 credits
Michael Gorra
Offered Fall 2009

JUD 257 (C) Jewish Writers in Modernist Berlin
The upheavals of World War I and the Russian Revolution drew Eastern European Jewish intellectuals to Berlin, leading to its emergence as a multilingual center of European Jewish modernism and avant-garde experimentation. This course explores the influence of movements such as Expressionism, Dada and the Neue Sachlichkeit on Jewish modernist development, with a focus on how exile, cosmpolitanism, revolution, folklore, and nationalism spawned creative innovation. Readings (with some film, visual art and theory) from Benjamin, Döblin, Kafka and Lasker-Schüler in dialogue with Hebrew and Yiddish writers such as S.Y. Agnon, “Der Nister” (the Hidden One) and David Bergelson, all in translation. Enrollment limited to 19. (E) (L) 4 credits
Jonathan Skolnik (UMass)
Offered Spring 2010

CLT 260 Health and Illness: Literary Explorations
How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences will also explore Western biomedical and traditional Chinese diagnosis and treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. (L) 4 credits
Sabina Knight
Offered Spring 2010

JUD 260 (C) Yiddish Literature and Culture
Why did Yiddish, the language of Eastern European Jews and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Charts the rise of secular Jewish culture in Yiddish in the differing contexts of tsarist and revolutionary Russia, interwar Poland, Weimar Berlin and immigrant America. Topics include creative betrayals of folklore (demons, dybbuks, golems, shlemiels); Yiddish as imagined homeland; the Yiddish roots of Jewish comedy; the politics of language; gender stereotypes; ethnic performance on the Yiddish stage and screen; the art of translation; and the Yiddish trace in contemporary American fiction. How did the surviving remnant of post-Holocaust Yiddish writers memorialize not only this lost civilization but also this murdered language? Includes a visit and project at the National Yiddish Book Center, the largest repository of Yiddish books in the world. All texts in translation. Enrollment limited to 19. (L) 4 credits
Justin Cammy
Offered Fall 2009

CLT 266 South African Literature and Film
A study of South African literature and film since 1948 in their historical, social and political contexts. How do writers and film makers of different racial and political backgrounds remember and represent the past? How do race, class, gender and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film, and other texts such as testimonies from the Truth and Reconciliation Commission function as complex cultural and political sites for understanding the interconnections among apartheid taxonomies, various forms of nationalisms and the often hollow post-apartheid discourse of nonracial “New South Africa”? Texts include testimonies from the Truth and Reconciliation Commission, novels such as Alan Paton’s Cry the Beloved Country, Mazisi Kunene’s Mandela’s Ego, Njabulo Ndebele’s The Cry of Winnie Mandela, Nadine Gordimer’s July’s People, J.M. Coetzee’s Waiting for the Barbarians, Athol Fugard’s Tsotsi and Zoe Wicomb’s You Can’t Get Lost in Cape Town. We will
also analyze films such as Cry the Beloved Country, Sarafina!, Tsotsi, Cry Freedom and South Africa Belongs to Us. (E) {L}
Katutwa Mule
Offered Spring 2010

CLT 267 Contemporary African Women’s Drama
A study of contemporary drama by African women as a site of cultural expression and resistance in postcolonial Africa. We shall study the use of drama to expose and confront the realities of women’s lives, to subvert dominant gender constructs and to mock rigid power structures. How are aspects of performance in African oral traditions interwoven with elements of European drama? How are playwrights’ visions of social change both enabled and restricted by the ideological frameworks of nationalism? Readings, some translated from French, Swahili and other African languages, will include Anna Ata Aidoo’s The Dilemma of a Ghost, Efua Sutherland’s Edufa, Fatima Dike’s The First South African, Nawal El Saadawi’s Twelve Women in a Prison Cell, Osonye Tess Onwueme’s Tell It to Women and Penina Mlamá’s Nguzo Mother Pillar. {L} 4 credits
Katutwa Mule
Offered Spring 2010

CLT 268 Latina and Latin American Women Writers
This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. {L} 4 credits
Nancy Saporta Sternbach
Offered Spring 2010

CLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We will consider how such writers as Ngugi wa Thiong’o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L} 4 credits
Dawn Fulton
Offered Spring 2010

ENG 277 Postcolonial Women Writers
A comparative study of primarily 20th-century women writers in English from Africa, the Caribbean, South Asia and Australia. We will read novels, short stories, poetry, plays and autobiography in their historical, cultural and political contexts as well as theoretical essays to address questions such as: how have women writers addressed the dual challenge of contesting sexism and patriarchy from within their indigenous cultures as well as the legacies of Western imperialism from without? How have they combined feminism with anti-colonialism? How have they deployed the act of writing as cultural work on multiple counts: addressing multiple audiences; challenging different stereotypes about gender, sexuality, race, ethnicity? What new stories have they told to counter older stories, what silences have they broken? How have they renegotiated the public and the private, or called attention to areas often ignored by their male contemporaries, such as relations among women, familial dynamics, motherhood, bodily desire or the gendered effects of migration and diaspora? Writers include Anita Desai, Kamala Das, Thrity Umrigar, Deepa Mehta, Anna Ata Aidoo, Bessie Head, Nawal—el—Saadawi, Jamaica Kincaid, Michelle Cliff, Zadie Smith, Sally Morgan. Prerequisite: a WI course. {L} 4 credits
Ambreen Hai
Offered Fall 2009

CLT 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists
We will analyze the ways Edith Wharton, Colette and Elizabeth von Arim depict domestic discord—loss, rage, depression—through local landscapes and domestic spaces: houses, rooms and gardens. Texts will include Wharton’s essays on landscape and domestic design and novels, short stories, letters and autobiographical writings by all three authors. {L} 4 credits
Ann Leone
Offered Spring 2010
Advanced Courses

CLT 305 Studies in the Novel

_The Philosophical Novel_

This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th Century, the age of “terminal paradoxes.” Texts will include Dostoevsky’s _Notes from the Underground_, Kafka’s _The Trial_, Musil’s _Man Without Qualities_ and Kundera’s _The Joke, The Farewell Party_ and _The Unbearable Lightness of Being_.

4 credits
Maria Banerjee
Offered Spring 2010

PRS 301 Translating New Worlds

This course investigates how New World explorations were translated into material culture and patterns of thought in early modern Europe and the Americas (1500–1750). Focusing upon geographies, “anthropologies,” material objects and pictorial and written records, students analyze how travel to and across the Americas reshaped the lives of consumers and thinkers—from food and finery (chocolate and silver, sugar and feathers, corn and cochineal) to published narratives and collections of objects made in New Spain, New England and New France. In addition to 16th-century initial contacts, we discuss cultural practices—be they material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. Students with strong interests in history, anthropology, art history or the history of science are welcome. Reading knowledge of French, German, Italian, Portuguese or Spanish is required. Enrollment limited to 15 juniors and seniors. (E) {L/H/A} 4 credits
Ann Jones
Offered Spring 2010

PRS 306 Beowulf and Archaeology

The Old English poem _Beowulf_ survives in a single fire-scorched manuscript copied around the year 1000, telling of the last king of a lost tribe once living in southern Sweden. It may be the most expressive document we possess for the cultural world of northern Europe after the fall of Rome, but no one knows when, where, by whom, or for whom it was first composed, whether it reflects ancient legendary traditions or more recent literary art. Our confidence in the historicity of _Beowulf_ has been greatly enhanced in recent years by the discovery of a rich ship burial at Sutton Hoo in East Anglia, a huge timber hall at Lejre in Denmark and other finds. We will examine the obscure world of this old poem in the light of its emerging material context. Enrollment limited to 12 juniors and seniors. (E) {L/H/A} 4 credits
Craig R. Davis (English)
Offered Spring 2010

GER 339 Topics in Media Studies

Topic: Reading Other People’s Mail: Letters in Literature and Life. Would Goethe’s Werther have used e-mail? What if _Dangerous Liaisons_ had appeared as a blog? Starting with two epistolary novels, Goethe’s _The Sufferings of Young Werther_ (1774) and Laclos’s _Dangerous Liaisons_ (1784), we will study the art and function of letter-writing by men and women in fiction and reality from the 18th century to the present. Additional readings from, for example, Schiller, Austen, F Schlegel, Rahel Levin, Fontane, Freud, Kafka, Rilke, Proust, Th. Mann, H. Arendt, Derrida. {L/H/F} 4 credits
Jocelyn Kolb
Offered Spring 2010

CLT 364 Don Juan, World/s Traveler

Do you think of Don Juan as just a seducer? This course will surprise you by tracing the unexpected reinterpretations of the Don Juan theme in plays, opera, novels and films. Don Juan is a central myth of patriarchy and a perfect example of how comparative literary themes develop through endless creative dialogue. He has been called a scoundrel and a hero, a macho and a homosexual, a modern rebel. He is a sinner and a philosopher in the 17th century (Tirso and Molière), a monstrous precursor of modernity in the 18th (Mozart), an embodiment of post-colonial Spain in the 19th and 20th (Zorrilla, Valle-Inclán) and of national failures in contemporary America, (Levin’s _Don Juan de Marco_, Jarmusch’s _Broken Flowers_, Allen’s _Vicky, Cristina, Barcelona_). Different attitudes towards him illustrate how countries and ages define freedom, power, conquest, rape, sin, gender, sex, self. The optional one-credit course SPN 356 offers students the possibility to read the Spanish texts in the original. {L} 4 credits
Reyes Lázaro
Offered Fall 2009
SPN 356 Seminar: Close-Reading, Translation and Performance: Don Juan
Close-reading in the original Spanish of texts read in English in CLT 364. This course also provides opportunities to perfect the language through translations and performances. Requirement: Being enrolled in CLT 364. Graded S/U only. {F} 1 credit
Reyes Lázaro
Offered Fall 2009

Critical Theory and Method

CLT 300 Foundations of Contemporary Literary Theory
The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Barthes, Derrida and Foucault. Enrollment limited to 25. {L} 4 credits
Janie Vanpée
Offered Fall 2009

CLT 301/FRN 301 Contemporary Theory in French
For students concurrently enrolled in CLT 300, wishing to read and discuss in French the literary theory at the foundation of contemporary debates. Readings of such seminal contributors as Saussure, Lévi-Strauss, Barthes, Foucault, Derrida, Lacan, Cixous, Kristeva, Irigaray, Fanon, Deleuze, Baudrillard. Optional course. Graded S/U only. (E) {L/F} 1 credit
Janie Vanpée
Offered Fall 2009

CLT 340 Problems in Literary Theory
A final seminar required of senior majors, designed to explore one broad issue (e.g., the body, memory and writing; exile; art about art) defined at the end of the fall semester by the students themselves. Prerequisites: CLT 202 and CLT 300 or permission of the instructor. {L} 4 credits
Anna Botta
Offered Spring 2010

CLT 404 Special Studies
Offered both semesters, with the permission of the instructor and of the program director. 4 credits

The Major

Requirements: 12 semester courses as follows:
1. Basis for the Major:
   Any TWO from among the following courses as an entry into the major:
   Any FYS (with a comparative focus)
   CLT 100 Introduction to Comparative Literature
   CLT 202 Homer to Dante
   CLT 203 Cervantes to Tolstoy
2. Senior Sequence:
   Two seminars:
   CLT 300 Foundations of Contemporary Literary Theory
   CLT 340 Problems in Literary Theory
3. Other Requirements:
   Two additional courses with a primary listing in Comparative Literature
   Three courses in a non-English language literature
   Three additional courses:
   a) in a second literature which may be in translation, or
   b) on a literary artistic theme, genre or interdisciplinary topic in CLT or other departments or programs (e.g. film studies, philosophy, art history, etc.) chosen with the adviser’s approval.

Honors

Requirements: The same as those for the major, with the addition of a thesis (430), to be written in both semesters of the senior year.

Director: Sabina Knight

CLT 430d Honors Project
Requirements: The same as those for the major, with the addition of a thesis to be written in both semesters of the senior year. A full draft of the thesis is due on the first Friday of March. The final draft is due mid April, to be followed by an oral presentation and discussion of the thesis. For more detailed requirements, see the CLT Web site, at the end of the list of courses. 8 credits
Full-year course; offered each year

Director of Study Abroad: Janie Vanpée
Computer Science

Visit www.smith.edu/catalog for current course information.

Professors
Joseph O’Rourke, Ph.D., Chair
Ileana Streinu, Ph.D.

Associate Professors
*1 Dominique F. Thiébaut, Ph.D.
*2 Judy Franklin, Ph.D.

Assistant Professor
**2 Eitan Mendelowitz

Five computer science courses have no prerequisites. These are CSC 102 (How the Internet Works), CSC 103 (How Computers Work), CSC 104/FYS 164 Issues in Artificial Intelligence, CSC 106 (Introduction to Computing and the Arts) and CSC 111 (Computer Science I). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

102 How the Internet Works
An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; packet switching; how e-mail and Web browsers work, domain names, mail protocols, encoding and compression, http and HTML, the design of Web pages, the operation of search engines, beginning JavaScript; CSS. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 30. {M} 2 credits
Joseph O’Rourke, Fall 2009, Spring 2010
Offered second half of the semester in the fall, first half of the semester in the spring

103 How Computers Work
An introduction to how computers work. The goal of the course is to provide students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks and video monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and timesharing. Weekly labs give hands-on experience. Enrollment limited to 30. {M} 2 credits
Joseph O’Rourke, Fall 2009
Offered first half of every fall semester

105 Interactive Web Documents
A half-semester introduction to the design and creation of interactive environments on the World Wide Web. Focus on three areas: 1) Web site design; 2) JavaScript; 3) Embedded multimedia objects. Enrollment limited to 30. Prerequisites: CSC 102 or equivalent competency with HTML. {M} 2 credits
Eitan Mendelowitz, Spring 2010
Offered second half of every spring semester

106 Introduction to Computing and the Arts
This introductory course will explore computation as an artistic medium, with creative approaches to computer programming as the central theme. Through readings, viewing, group discussion, labs, projects, critiques and guest artist/researcher presentations, we will examine a range of computational art practices, while developing a solid foundation in basic computer programming approaches and techniques. Enrollment limited to 15. (E) {A} 4 credits
Eitan Mendelowitz, Spring 2010
Offered every spring semester
111 Computer Science I
Introduction to a block-structured object oriented high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. Enrollment limited to 48; 24 per lab section. (M) 4 credits
Eitan Mendelowitz, Fall 2009
Judy Franklin, Spring 2010
Offered both semesters each year

112 Computer Science II
Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion and the object-oriented programming paradigm. The language of instruction is Java. The programming goals of portability, efficiency and data abstraction are emphasized. Prerequisite: 111 or equivalent. Enrollment limited to 30. (M) 4 credits
Nicholas Howe, Fall 2009
Offered every fall semester

231/EGR 250 Microprocessors and Assembly Language
An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts. Prerequisite: 112 or permission of the instructor. (M) 4 credits
Judy Franklin
Offered Fall 2009

240 Computer Graphics
Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employ Postscript, C++, GameMaker, POV-ray and radiosity. The course will accommodate both CS majors, for whom it will be programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisites for CSC major credit: 112, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. (M) 4 credits
Joseph O'Rourke, Fall 2009
Offered every fall semester

249 Computer Networks
This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics to be covered include layered network architecture, physical layer and data link protocols, and transport protocols, routing protocols and applications. Most case studies will be drawn from the Internet TCP/IP protocol suite. Prerequisites: CSC 111 and MTH 153. (M) 4 credits
Judith Cardell
Offered Spring 2010

250 Foundations of Computer Science
Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; linear-bounded automata; computability and Turing machines; nondeterminism and undecidability. Perl is used to illustrate regular language concepts. Prerequisites: 111 and MTH 153. (M) 4 credits
Judy Franklin
Offered every spring semester

252 Algorithms
Covers algorithm design techniques (“divide-and-conquer,” dynamic programming, “greedy” algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. (M) 4 credits
Ileana Streinu
Offered Fall 2009

260 Programming Techniques for the Interactive Arts
Through analysis of existing computational art and synthesis of original works, this course will expose students to real-time graphics, data-visualization, human-computer interaction, sensor networks, pervasive computing and physical computing. Weekly programming exercises will serve to reinforce concepts from lectures and build a personal aesthetic. Students will also be required to complete readings, a presentation and a final project. This project will challenge the student conceptually, technically and aesthetically. Prerequisites: CSC 111 and either of CSC 112 or CSC 240 or permission of instructor. Students majoring in the visual or performing arts who have programming experience are encouraged to enroll, pending instructor's permission. (A/M) 4 credits
Eitan Mendelowitz
Offered Spring 2010
262 Introduction to Operating Systems
An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. {M} 4 credits
Nicholas Howe
Offered Spring 2010

270/EGR 251 Digital Circuits and Computer Systems
This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. {M} 4 credits
Dominique Thiébaut
Offered Spring 2010

274 Computational Geometry
Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching and motion planning. Students will have a choice between writing several programs or exploring theoretical questions. Prerequisites: MTH 153 and either 112 or MTH 211. {M} 4 credits
Not offered in 2009–10

290 Introduction to Artificial Intelligence
An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered include game playing and search strategies; machine learning; natural language understanding; neural networks; genetic algorithms; evolutionary programming; philosophical issues. Prerequisites for CSC major credit: CSC 112, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. {M} 4 credits
Joseph O’Rourke
Not offered in 2009–10

334 Seminar: Topics in Computational Biology
Topic: Bio-Geometry of Proteins. Computational Biology is a rapidly emerging multidisciplinary field that uses techniques from computer science, applied mathematics and statistics to address problems inspired by biology. This seminar will expose the students to a variety of topics of current interest in molecular computing and bioinformatics. The focus of the fall 2008 offering of this course is the bio-geometry of proteins. Proteins are the building blocks of life, as well as marvelous objects to study mathematically and computationally. Topics covered include modeling, visualization, structure determination, flexibility, motion, folding and evolution of proteins, using geometric, algorithmic and physical simulation methods. Background in molecular biology is not a prerequisite. Prerequisites: CSC 111, 112, Calculus or permission of the instructor for computer science majors. Biochemistry majors are encouraged to participate. Enrollment limited to 12. {M/N} 4 credits
Ileana Streinu
Not offered in 2009–10

352 Seminar in Parallel Programming
The primary objective of this course is to examine the state of the art and practice in parallel and distributed computing, and to expose students to the challenges of developing distributed applications. This course deals with the fundamental principles in building distributed applications using C and C++, and parallel extensions to these languages. Topics will include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 112 and 252. {M} 4 credits
Dominique Thiébaut
Offered Spring 2010

353 Seminar in Robotics
A seminar introduction to Robotics. Topics include basic mechanics, electronics and sensors, basic kinematics and dynamics, configuration space, motion planning, robot navigation and self-reconfiguring robots. Projects will include computer simulations and programming existing and student-built robots. Prerequisites: CSC 112, 231, Calculus, Discrete Math or permission of the instructor: {M} 4 credits
Ileana Streinu
Offered Fall 2010

354 Seminar in Digital Sound and Music Processing
Focuses on areas of sound/music manipulation that overlap significantly with computer science disciplines. Topics are digital manipulation of sound; formal models of machines and languages to analyze and
generate sound and music; algorithms and techniques from artificial intelligence for music composition and music database retrieval; and hardware aspects such as time-dependence. This is a hands-on course in which music is actively generated via programming projects and includes a final installation or demonstration. Prerequisites are 111, 112 and 250 or permission of the instructor. 4 credits

Judy Franklin
Offered Spring 2011

364/EGR 354 Computer Architecture
Offers an introduction to the components present inside computers and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270 or 231. (M) 4 credits

Dominique Thiébaut
Not offered in 2009–10

370 Computer Vision and Image Processing
Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar will consider techniques for extracting useful information from digital images, including both the motivation and the mathematical underpinnings. Topics range from low-level techniques for image enhancement and feature detection to higher-level issues such as stereo vision, image retrieval and segmentation of tracking of objects. Prerequisites: CSC 112, MTH 153 (M) 4 credits

Nicholas Howe
Offered Fall 2009

Cross-listed and Interdepartmental Courses

FYS 164 Issues in Artificial Intelligence
An introduction to several current issues in the area of Artificial Intelligence and their potential future impact on society. We start by exploring the nature of intelligent behavior, and whether it is equivalent to rational thought. Deep philosophical questions are explored through the increasingly sophisticated game-playing capabilities of computers. Next we turn to learning and discovery by computers, and investigate fuzzy logic, neural networks and genetic algorithms. Finally we discuss embodied intelligence, and in particular, robotics: its current state and its future prospects. Here there are serious implications for laborers as well as deep ethical issues. Prerequisites: Fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. No programming experience necessary. Enrollment limited to 16. Wi (M) 4 credits

Joseph O’Rourke
Offered Fall 2010

MTH 353 Advanced Topics in Discrete Applied Mathematics
Topic: Computational Complexity. Good versus bad algorithms, easy versus intractable problems. The complexity classes P, NP and thorough investigation of NP-Completeness. Connections with Graph Theory, Number Theory, Logic and Computer Science. Prerequisites: MTH 254, MTH 255 or CSC 252 or permission of the instructor. (M) 4 credits

Not offered in 2009–10

400 Special Studies
For majors, by arrangement with a computer science faculty member. Variable credit as assigned
Offered both semesters each year

The Major

Advisers: Judith Cardell, Judy Franklin, Nicholas Howe, Eitan Mendelowitz, Joseph O’Rourke, Ileana Streinu, Dominique Thiébaut

Requirements: At least 11 semester courses (44 graded credits) including:
1. 111, 112, 231, 250;
2. a. One of MTH 111, MTH 112, MTH 114; or MTH 125;
   b. MTH 153;
   c. One 200-level or higher math course,
3. Three distinct 200- or 300-level courses: designated according to the table below, as follows:
   a. At least one designated Theory;
   b. At least one designated Programming;
   c. At least one designated Systems;
4. At least one CSC 300-level course (not among those satisfying previous requirements.

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<tr>
<td>CSC 390 (AI seminar)</td>
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The Minor

Students may minor in computer science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111 and 112 and one 300-level course.

1. Theory (six courses)

Advisers: Nick Howe, Judy Franklin, Joseph O’Rourke, Ileana Streinu

This minor is appropriate for a student with a strong interest in the theoretical aspects of computer science.

Required courses:
111 Computer Science I
112 Computer Science II
Two distinct 200- or 300-level courses designated as Theory
One other 200- or 300-level course
One CSC 300-level course designated Theory (and not among those satisfying the previous requirements).

2. Programming (six courses)

Advisers: Judith Cardell, Judy Franklin, Eitan Mendelowitz, Nick Howe, Ileana Streinu, Dominique Thiebaut

This minor is appropriate for a student with a strong interest programming and software development.

Required courses:
111 Computer Science I
112 Computer Science II
Two distinct 200- or 300-level courses designated as Programming
One other 200- or 300-level course
One CSC 300-level course designated Programming (and not among those satisfying the previous requirements).

3. Systems (six courses)

Advisers: Judith Cardell, Judy Franklin, Dominique Thiebaut

This minor is appropriate for a student with a strong interest in computer systems, computer engineering and computing environments.

Required courses:
111 Computer Science I
112 Computer Science II
Two distinct 200- or 300-level courses designated as Systems
One other 200- or 300-level course
One CSC 300-level course designated Systems (and not among those satisfying the previous requirements).

4. Computer Science and Language (six courses)

Adviser: Eitan Mendelowitz, Joseph O’Rourke

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.
Required courses:
111 Computer Science I
112 Computer Science II
250 Foundations of Computer Science
Two of:
280 Topics in Programming Languages
290 Introduction to Artificial Intelligence
293 Introduction to Translators and Compiler Design
294 Computational Linguistics
One of:
390 Seminar in Artificial Intelligence
354 Seminar in Digital Sound and Music Processing

5. Mathematical Foundations of Computer Science (six courses)
Adviser: To be announced

The goal of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist, developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:
111 Computer Science I
112 Computer Science II
250 Foundations of Computer Science
One of:
252 Algorithms
274 Computational Geometry
MTH 254 Combinatorics
MTH 353 Advanced Topics in Discrete Applied Mathematics

6. Digital Art (six courses equally balanced between Computer Science and Art)
Adviser: Judy Franklin, Eitan Mendelowitz, Joseph O’Rourke

This minor is designed to accommodate students who desire both grounding in studio art and the technical expertise to express their art through digital media requiring mastery of the underlying principles of computer science.

Three computer science courses are required. The CSC 102+105 sequence on the Internet and Web design and the essentials of employing the Internet and the Web for artistic purposes; CSC 111 Computer Science I includes a more systematic introduction to computer science, and the basics of programming; and CSC 240 Computer Graphics gives an introduction to the principles and potential of graphics, 3D modeling and animation. (Students with the equivalent of CSC 111 in high school would be required to substitute CSC 112 instead.)

Three art courses are required. ARH 101 will provide the grounding necessary to judge art within the context of visual studies. ARS 162 Introduction to Digital Media introduces the student to design via the medium of computers, and either ARS 263 Intermediate Digital Media or ARS 361 Digital Multimedia provides more advanced experience with digital art.

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five-College courses, including those in the partial list below.

School | Number | Title |
--- | --- | --- |
Smith | DAN 377 | Expressive Technology and Movement |
Hampshire | CS 0174 | Computer Animation I |
Hampshire | CS 0334 | Computer Animation II |
Three music courses are required. MUS 110 Analysis and Repertory is an introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. MUS 111 may be substituted for students entering with the equivalent of 110. One of MUS 233 or MUS 212. MUS 233 Composition covers basic techniques of composition, including melody, simple two-part writing and instrumentation. The course includes analysis of representative literature. MUS 212 20th-Century Analysis is the study of major developments in 20th-century music. Writing and analytic work including nontonal harmonic practice, serial composition and other musical techniques. (Prerequisite: MUS 111 or permission of the instructor). One of MUS 345 or CSC 354 (cross-listed in the music department). MUS 345 Electro-Acoustic Music is an introduction to musique concrete, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. CSC 354 Seminar on Digital Sound and Music Processing includes areas of sound/music manipulation such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound and music, and algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the table below:

<table>
<thead>
<tr>
<th>#</th>
<th>Dept</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Preq.</th>
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<tr>
<td>1</td>
<td>CSC</td>
<td>111</td>
<td>Computer Science I</td>
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<tr>
<td>2</td>
<td>CSC</td>
<td>112</td>
<td>Computer Science II</td>
<td>4</td>
<td>CSC 111</td>
</tr>
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<td>3</td>
<td>CSC</td>
<td>220</td>
<td>Advanced Programming</td>
<td>4</td>
<td>CSC 112 or CSC 250</td>
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<td></td>
<td>CSG</td>
<td>250</td>
<td>Foundations of Computer Science</td>
<td>4</td>
<td>CSC 111, MTH 153</td>
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<tr>
<td>4</td>
<td>MUS</td>
<td>110</td>
<td>Analysis and Repertory</td>
<td>5</td>
<td>none</td>
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<tr>
<td>5</td>
<td>MUS</td>
<td>233</td>
<td>Composition</td>
<td>4</td>
<td>MUS 110 or MUS 233</td>
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<tr>
<td></td>
<td>MUS</td>
<td>212</td>
<td>20th-Century Analysis</td>
<td>4</td>
<td>MUS 111</td>
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<tr>
<td>6</td>
<td>MUS</td>
<td>345</td>
<td>Electro-Acoustic Music</td>
<td>4</td>
<td>MUS 110, MUS 233</td>
</tr>
</tbody>
</table>

CSC 354 Seminar on Digital Sound and Music Processing 4 Permission

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by
various relevant Five-College courses, including those in the partial list below.

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Amherst</td>
<td>Mus 65</td>
<td>Electroacoustic Composition</td>
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<tr>
<td>Hampshire</td>
<td>HACU-0290-1</td>
<td>Computer Music</td>
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<tr>
<td>Mt. Holyoke</td>
<td>Music 102f</td>
<td>Music and Technology</td>
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<tr>
<td>UMass</td>
<td>Music 585</td>
<td>Fundamentals of Electronic Music</td>
</tr>
<tr>
<td>UMass</td>
<td>Music 586</td>
<td>MIDI Studio Techniques</td>
</tr>
</tbody>
</table>

Honors

**Director:** Joseph O’Rourke

**430d Honors Project**
8 credits
Full-year course; Offered each year

**431 Honors Project**
8 credits
Offered Fall 2008

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Dance

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors

"2 Susan Kay Waltner, M.S., Director of M.F.A. in Dance
"2 Rodger Blum, M.F.A., Department Chair

Instructor

Lester Tomé, B.A.

Five-College Lecturer in Dance

Marilyn Middleton-Sylla

Musician/Lecturer in Dance Technique and Performance

Mike Vargas, B.A.

Lecturers

David Dorfman
Cynthia McLaughlin
Donna Mejia
Candice Salyers
Daniel Trenner

Five College Faculty

Paul Arslanian, B.A. (Lecturer in Dance, University of Massachusetts)
Billbob Brown, M.A., sabbatical, Fall 2009 (Associate Professor, University of Massachusetts)
Jim Coleman, M.F.A., Five College Dance Department, Chair (Professor, Mount Holyoke College)
Paul Dennis, M.F.A. (Lecturer, University of Massachusetts)

Ranjana Devi (Lecturer, University of Massachusetts, Fine Arts Center)
Charles Flachs, M.A. (Associate Professor, Mount Holyoke College)
Rose Flachs (Associate Professor, Mount Holyoke College)
Terese Freedman, B.A. (Professor, Mount Holyoke College)
Constance Valis Hill, Ph.D. (Five College Associate Professor, Hampshire College)
Peter Jones (Lecturer/Accompanist, Mount Holyoke College)
Daphne Lowell, M.F.A. (Professor, Hampshire College)
Rebecca Nordstrom, M.F.A. (Professor, Hampshire College)
Peggy Schwartz, M.A. (Professor, University of Massachusetts)
Wendy Woodson, M.A. (Professor, Amherst College)

Teaching Fellows

Stephanie Frey
Crystal Gipe
Caitlin Johnson
Nicole Kedaroe
Erin Law
Michelle Marroquin
Katie Martin
Phaelon O’Donnell

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/sites/dance.

A. Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors, juniors and Five College Dance Department majors. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited.
Dance Composition: Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage, structured improvisation and others.

All Dance Theory Courses: L. 4 credits

151 Elementary Dance Composition
L. 4 credits
Susan Waltner
Offered Spring 2010

252 Intermediate Dance Composition
Prerequisite: 151. L. 4 credits
Candice Salyers
Offered Fall 2009

353 Advanced Dance Composition
Prerequisite: 252 or permission of the instructor. L. 4 credits
To be announced
To be arranged

171 Dance in the 20th Century
This course is designed to present an overview of dance as a performing art in the 20th century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewing, guest performances, individual research projects and class discussions, students will explore principles and traditions of 20th-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American dance forms, jazz dance and popular culture dance traditions. L. WI 4 credits
Lester Tomé
Offered Fall 2009

207 Intermediate Repertory
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. May be taken twice for credit. (A) 2 credits
To be announced
To be arranged

209 Intermediate Repertory
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In this four-credit version, the course requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Audition required. (A) 4 credits

Ballet Repertory
Rodger Blum
Offered Fall 2009

241 Scientific Foundations of Dance
An introduction to 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. Enrollment limited to 20. (A) 4 credits
Susan Waltner
Offered Fall 2009

272 Dance and Culture
Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. L. 4 credits
Lester Tomé
Offered Spring 2010
Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.

HC (Nordstrom)
Offered Spring 2010

This course provides an overview of essential issues in music and sound as they relate to dancers and choreographers. Particular attention will be paid to rhythm in all its guises, music terminology and categories, personal versus cultural meaning in music and sound, and strategies for finding and making music. There will be a strong emphasis on listening, formulation of clear statements about music, ethical questions regarding collaborating and communicating with musicians, and the differences between working with recorded and live music. The goal will be to develop an open-minded and detailed intelligence about the various relationships between dance and music. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. {A} 4 credits
Mike Vargas
Offered Spring 2010

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer’s vision is formed, altered, adapted, and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Prerequisite: advanced technique or permission of the instructor. {A} 4 credits

Site Specific Repertory: Dance in the Garden and on the Green
Audition is not required.
Susan Waltner
Offered Spring 2010

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer’s vision is formed, altered, adapted, and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Prerequisite: advanced technique or permission of the instructor. {A} 4 credits

Site Specific Repertory: Dance in the Garden and on the Green
Susan Waltner
Offered Spring 2010

This course will explore a specific idea, concept, period, person or event important in the history and/or aesthetics of dance. Topics will vary depending on the instructor’s research and expertise. 4 credits
Topic to be announced
Lester Tomé
Offered Spring 2010

Senior seminar is a capstone course designed to integrate dance studies through an individual research or creative project and to articulate critical analysis and feedback for peers. Required for senior dance majors and open by permission to other seniors with a serious interest in dance. {A} 4 credits
Not offered in 2009–10

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. May be substituted for DAN 399 with permission of the department.
May be taken twice for credit. \{A\} 1 to 4 credits per semester; maximum 8

Members of the department
Offered both semesters each year

B. Production Courses

200 Dance Production
A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production-related responsibilities, including performance, choreography and stage crew. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 14, 2009, at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory. \{A\} 1 credit

Susan Waltner
Offered Fall 2009

200 Dance Production
Same description as above. There will be one general meeting on Monday, January 25, 2010 at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory. May be taken four times for credit, with maximum of two credits per semester. \{A\} 1 credit

Lester Tomé
Offered Fall 2009, Spring 2010

C. Studio Courses

Students may repeat studio courses two times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available online at www.fivecolleges.edu/sites/dance.

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors, juniors and Five College Dance Department majors. Normally, students must take these two-credit courses in addition to a full course load. Studio courses will also require outside reading, video and film viewings and/or concert attendance. No more than 12 credits may be counted toward the degree. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited. Placement will be determined within the first two weeks.

119 Beginning Contact Improvisation
A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Enrollment limited to 16. May be repeated once for credit. Alternates with DAN 219. \{A\} 2 credits

Erin Law, Fall 2009
To be announced, Spring 2010
Fall 2009, Spring 2010

218 Floor Barre Movement Technique
This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. \{A\} 2 credits

Rodger Blum
Offered Spring 2010

219 Intermediate Contact Improvisation
A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 16. (E) \{A\} 2 credits

To be announced
To be arranged

Techniques

Contemporary: Introductory through advanced study of contemporary dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

113 Contemporary Dance I
L. \{A\} 2 credits

Caitlin Johnson, Fall 2009
To be announced, Spring 2010
Offered Fall 2009, Spring 2010
114 Contemporary Dance II
For students who have taken Contemporary Dance I or the equivalent. L. {A} 2 credits
Michelle Marroquin, Fall 2009
To be announced, Spring 2010
Offered Fall 2009, Spring 2010

215 Contemporary Dance III
Prerequisite: 113 and a minimum of one year of Contemporary Dance study. L. {A} 2 credits
Katie Martin
Offered Fall 2009

216 Contemporary Dance IV
Prerequisite: 215. L. {A} 2 credits
To be announced
Offered Spring 2010

317 Contemporary Dance V
By audition/permission only. Prerequisite: 216. L and P. {A} 2 credits
Cynthia McLaughlin
Offered Fall 2009

318 Contemporary Dance VI
Audition required. Prerequisite: 317. L and P. {A} 2 credits
To be announced
Offered Spring 2010

Ballet: Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprises three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor’s discretion.

120 Ballet I
L. {A} 2 credits
Section 1: Erin Law, Fall 2009
Section 2: Stephanie Frey, Fall 2009
To be announced, Spring 2010
Offered both semesters each year

121 Ballet II
For students who have taken Ballet I or the equivalent. L. {A} 2 credits
Michelle Marroquin, Fall 2009
To be announced, Spring 2010
Offered both semesters each year

222 Ballet III
Prerequisite: 121 or permission of the instructor. L. {A} 2 credits
Rodger Blum
Offered Fall 2009

223 Ballet IV
L. {A} 2 credits
Rodger Blum
Offered Spring 2010

324 Ballet V
By audition/permission only. L. {A} 2 credits
Rodger Blum
Offered Fall 2009

325 Ballet VI
By audition/permission only. L. {A} 2 credits
Rodger Blum
Offered Spring 2010

Jazz: Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations and the refinement of performance style.

130 Jazz I
L. {A} 2 credits
Phaelon O’Donnell, Fall 2009
To be announced, Spring 2010
Offered both semesters each year

131 Jazz II
For students who have taken Jazz I or the equivalent. L. {A} 2 credits
Phaelon O’Donnell, Fall 2009
To be announced, Spring 2010
Offered both semesters each year

232 Jazz III
Further examination of jazz dance principles. L. {A} 2 credits
Crystal Gipe
Offered Fall 2009
233 Jazz IV
Emphasis on extended movement phrases, complex musicality and development of jazz dance styles. L. \{A\} 2 credits
To be announced
Offered Spring 2010

334 Jazz V
Advanced principles of jazz dancing. L. By audition/permission only. \{A\} 2 credits
Not offered in 2009–10

335 Jazz VI
Advanced principles of jazz dancing. L. By audition/permission only. \{A\} 2 credits
To be announced
Offered Spring 2010

Cultural Dance Forms I And II: Cultural Dance Forms presents differing dance traditions from specific geographical regions or distinct movement forms that are based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique: beginning and intermediate (I), and intermediate and advanced (II), and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, ensemble and solo performance when applicable. Some classes include repertory performance and therefore vary in credits.

142 West African Dance I
This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. \{A\} 2 credits
Marilyn Sylla
Offered Fall 2009, Spring 2010

147 Tribal Fusion I
Tribal Fusion is rooted in the nomadic dance tradition of North Africa, the Middle East and Asia. The form has strong roots in women’s styles of Arabic folk dance and the vocabulary includes the influences of Rom (Gypsy) dance styles from India to Europe, Spanish, Flamenco, African Tribal forms and more recently, American hip hop, punk and gothic cultures. Enrollment limited to 30. \{A\} 2 credits
Donna Mejia
Offered Fall 2009, Spring 2010

148 Beginning Social Dance I
This course for beginners will introduce students to ballroom dance, focusing on technique, alignment, styling, rhythm and musicality. The course will cover both Latin (Rhythm) and Smooth dances, Salsa, Cha-Cha, Waltz, Tango, Rumba, and others, as well as other popular current forms. (E) \{A\} 2 credits
Caitlin Johnson
Offered Spring 2010

149 Salsa Dance
Lester Tomé
Offered Fall 2009

242 West African II
This course is an exploration of the various dance styles, forms and symbols attributed to the classical societies of Western Africa. The course will focus on those dances whose origins are (historically) found in the Old Mali Empire, (Mali, Senegal, the Gambia, Guinea) as well as Nigeria and Ghana. It will specifically examine the dance styles of the Serer, Lebou, Djiolla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 30. \{A\} 2 credits
Marilyn Sylla
Offered Fall 2009, Spring 2010

247 Tribal Fusion II
Tribal Fusion is rooted in the nomadic dance tradition of North Africa, the Middle East and Asia. The form has strong roots in women’s styles of Arabic folk dance and the vocabulary includes the influences of Rom (Gypsy) dance styles from India to Europe, Spanish, Flamenco, African Tribal forms and more recently, American hip hop, punk and gothic cultures. Level II focuses on increasing precision, complexity, speed and layering of multiple movements. Enrollment limited to 30. Permission of the instructor required. Prerequisite: DAN 142 Tribal Fusion I P. \{A\} 2 credits
Donna Mejia
Offered Fall 2009, Spring 2010
291 Yoga for Dancers
Rather than working from a singular movement approach, emphasis in this course is placed on understanding the dynamic relationship of both dance and yoga from multiple perspectives. We will explore how these two practices reflect, inform and enhance each other through their anatomical/energetic organization and alignment strategies, movement logic and sequencing, and embodied awareness in motion and stillness. Investigating a variety of yogic structuring principles that address the technical, restorative and performance-related issues of the dancer, we work to refine standing, sitting, reclining and arm-supported postures, and then incorporate this information into the creation and performance of dancing phrases. (E) 2 credits
Katie Martin
Offered Fall 2009

D. The Major

Advisors: Rodger Blum, Susan Waltner

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and anthropology, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level and within the requirements of Emphasis I or II (see below).

History Dance in the 20th Century (DAN171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level there is the Anthropological Basis of Dance (DAN 375) and more specialized period courses or topics. These courses all examine the dance itself and its cultural context.

Creative and Aesthetic Studies (DAN 151, 252, 353 and 377) This sequence of courses begins with the most basic study of dance composition—space, time, energy—and focuses on tools for finding and developing movement. The second- and third-level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content and accompaniment. The movement materials that a student explores are not limited to any particular style.

Scientific Aspects of Dance (DAN 241, 342) These courses are designed to develop the student’s personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, biomechanics and their relationships to various theories of technical study.

Language of Movement (DAN 285) Courses in this area train students to observe, experience and notate qualitative aspects of movement (Laban Movement Analysis) and to quantitatively perceive and record movement (Labanotation).

Music for Dancers (DAN 287) Sharpens understanding of music fundamentals and makes these applicable to dance.

Emphasis I: Technique and Performance A dancer’s instrument is her body and it must be trained consistently. Students are encouraged to study several dance forms and styles. Students who will emphasize performance and choreography are expected to reach advanced level in one or more forms. Public performance, while optional and without additional credit, is encouraged to realize dance skills before an audience.

Requirements in Technique and Performance Emphasis:

1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (2 credits) and 252
5. Five courses are required in dance technique for the major. Students can explore up to four courses in a single form. At least two semesters must be at the advanced level. A single level of technique courses may be taken for credit up to three semesters.
6. Two courses from the following: 309, 342, 353, 375, 377.
7. DAN 399 (4 credits) must be taken in the senior year.

Emphasis II: Theoretical Practices Dance students may prefer to concentrate on an academic emphasis instead of dance performance. These students are also encouraged to study several dance forms and styles and they are expected to reach intermediate level in one or more forms.
Requirements in Theoretical Practices of Dance:

1. 171 and 272
2. 241
3. 285 or 287 or a 200 level course in another discipline
4. 151, 200 (2 credits) and 375
5. Five technique courses are required in the dance theory emphasis of the major. Dance theory students should explore at least two courses in two technique forms. Students should reach intermediate level in at least one form. A single level of technique courses may be taken for credit up to three semesters.
6. Two courses from the following: 309, 342, 377.
7. DAN 399 (4 credits) must be taken in the senior year.

E. The Minor

Advisers: Members of the department

Students may fulfill the requirements for the minor in dance in either of the following concentrations:

1. Minor in Dance with an Emphasis in Theatrical Forms

Requirements: Three core courses: 151, 171 and 272. Three 2-credit studio courses; one in dance production: 200; and one other dance theory course, chosen with the adviser, to fit the interests of the students.

2. Minor in Dance with an Emphasis in Cultural Forms

Requirements: Three core courses: 151, 272 and 375. Three 2-credit studio courses in cultural dance forms; one course in dance production: 200; and one other dance theory course, chosen with the adviser, to fit the interests of the student.

Studio Courses: Studio courses receive two credits. Pre-registration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Honors

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

F. Five College Courses

Students should consult the Five College Dance Department course schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/schedule.html

Adviser: Rodger Blum
G. Graduate: M.F.A. Program

Director: Susan Waltner

“P” indicates that permission of the instructor is required.

510 Theory and Practice of Dance I
Studio work in dance technique, including modern, ballet, tap, cultural dance and jazz. Eight to 10 hours of studio work and weekly seminars. P. 5 credits
Lester Tomé, Fall 2009
Rodger Blum, Spring 2010
Offered both semesters each year

520 Theory and Practice of Dance IIA
Studio work in dance technique and weekly seminars. Prerequisite: 510. P. 5 credits
Lester Tomé, Fall 2009
Rodger Blum, Spring 2010
Offered both semesters each year

521 Choreography as a Creative Process
Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. 5 credits
Susan Waltner
Offered Fall 2009

540 History and Literature of Dance
Emphasis will include in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. 5 credits
To be announced
Offered Spring 2011

553 Choreography by Design
This class will examine and engage the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. Music and sound, lighting, costuming, projected video and set/sculpture installations may all be analyzed as design elements to deepen the choreography of human movement. Choreographic ideas developed in this class will be based on the premise that design elements can be used as source material for choreographic intent.

Choreography and theatrical design will be examined as art forms that merge to create a unified vision of texture, color, gesture, shape and movement. In addition to studies and projects, weekly writings will be assigned. Prerequisites: two semesters of choreography (or equivalent), familiarity with basic music theory, coursework in theatrical production (or equivalent). 5 credits
Rodger Blum
To be arranged

560 Scientific Principles in the Teaching of Dance
This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns, and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application, and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. (A) 5 credits
Terese Freedman
Offered Spring 2010

590 Research and Thesis
Production project. 5 credits
Susan Waltner
Offered both semesters each year

591 Special Studies
5 credits
Offered both semesters each year
East Asian Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professor
†1 Thomas Rohlich, Ph.D.

Associate Professors
†2 Maki Hirano Hubbard, Ph.D., Chair
Kimberly Kono, Ph.D.

Assistant Professor
Sujane Wu, Ph.D.

Visiting Assistant Professor
Yuri Kumagai, Ed.D.

Lecturers
Jing Hu, M.A.
Atsuko Takahashi, M.S. Ed.
Ling Zhao, M.A.
Suk Massey, C.A.G.S.
Reiko Kato, M.A.
Ya-lin Chen

Teaching Assistants
Keiko Konoeda, M.A.

The Department of East Asian Languages and Literatures offers a major in East Asian languages and cultures with concentrations in China or Japan, and a minor in East Asian languages and literatures with concentrations in China, Japan or Korea. Students planning on spending their junior year abroad should consult the department concerning the list of courses to be credited toward the major or minor and must seek final approval for the courses upon their return.

Courses in English

EAL 231 The Culture of the Lyric in Traditional China
The definition of lyric in the Chinese tradition is the natural, direct expression and reflection of one’s inner spirit as a result of a unique encounter with the external world. Through close, careful readings of folk songs, lyric poems, prose and excerpts from a novel and a drama, students will inquire into how the spiritual, philosophical and political concerns dominating the poets’ milieu shaped the lyric language through the ages. In addition to an introduction to masterworks of the Chinese lyric tradition from its oral beginnings through the Qing dynasty, we will mainly focus on the subject of “plants and flowers in Chinese literature” in fall ’09. This course will collaborate with Smith Botanic Garden’s Chrysanthemum Show in November. All readings are in English translation. {L} 4 credits
Sujane Wu
Offered Fall 2009

EAL 232 Modern Chinese Literature
A window into China, Taiwan, and, some semesters, Tibet and Chinese diasporas, this course introduces themes and movements from the late imperial period to the present. We will explore questions of political engagement, social justice, class, gender and human freedom and responsibility. Readings are in English translation and no background in China or Chinese is required. {L} 4 credits
Sabina Knight
Offered Spring 2010

EAL 237 Chinese Poetry and the Other Arts
Poetry, painting, calligraphy, music, dance and other visual and plastic arts are ways of expressing oneself and forms of communication. Through comparative study of the theoretical and practical interaction of Chinese poetry with other arts, we will explore the relationships between the arts and the issues such as how poetry and other arts are inextricably linked; what
makes a painting a silent poem, and a poem a lyrical painting; why a particular script of calligraphy is chosen for a poem and a painting; and what and why Chinese write on their paintings. All readings are in English translation. (L) 4 credits

Sujane Wu
Offered Spring 2010

**EAL 238 Literature From Taiwan**

How do works from Taiwan contend with legacies of political trauma and the social consequences of modernization and democratization? In the face of dislocation, marginality and materialism, how does writing nurture memory, belonging, social repair or change? Close readings of stories and, some semesters, essays, poetry, novels or films will explore traditional aesthetics; the modernist, nativist and localist movements of the 1960s to 1980s; and the pluralism of the 1990s and since, with special attention to feminist and queer fiction. Class participation will include student-centered contemplative and collaborative exercises, including short written meditations and dramatizations. No background in Chinese required. Enrollment limited to 19. (L) 4 credits

Sabina Knight
Offered Fall 2009

**EAL 240 Japanese Language and Culture**

This course is designed to enhance students’ knowledge and understanding of the Japanese language by relating linguistic, social and historical aspects of Japanese culture as well as the Japanese perception of the dynamic of human interactions. Starting with a brief review of structural and cultural characteristics of the language, we will move on to examine predominant beliefs about the relationship between Japanese language and cultural or interpersonal perceptions, including politeness and gender. Basic knowledge of Japanese is desirable. All readings are in English translation. (S) 4 credits

Maki Hubbard
Offered Spring 2010

**EAL 242 Modern Japanese Literature**

A survey of Japanese literature from the late 19th century to the present. In the past 150 years Japan has undergone tremendous change: rapid industrialization, imperial and colonial expansion, occupation following its defeat in the Pacific War, and emergence as a global economic power. The literature of modern Japan reflects the complex aesthetic, cultural and political effects of such changes. Through our discussions of these texts, we will also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. (L) 4 credits

Kimberly Kono
Offered Spring 2010

**EAL 245 Writing, Japan and Otherness**

An exploration of representations of “otherness” in Japanese literature and film from the mid-19th century until the present. How was (and is) Japan’s identity as a modern nation configured through representations of other nations and cultures? How are categories of race, gender, nationality, class and sexuality used in the construction of difference? This course will pay special attention to the role of “otherness” in the development of national and individual identities. In conjunction with these investigations, we will also address the varied ways in which Japan is represented as “other” by writers from China, England, France, Korea and the United States. How do these images of and by Japan converse with each other? All readings are in English translation. (L) 4 credits

Kimberly Kono
Offered Fall 2009

**EAL 360 Seminar: Topics in East Asian Languages and Literatures**

**Writing Empire: Images of Colonial and Postcolonial Japan**

This seminar will address the diverse reactions to Japan’s colonial project and explore the ways that empire was manifest in a literary form. Examining literature produced in and about the Japanese empire during the first half of the 20th century, we will discuss concepts such as assimilation, mimicry, hybridity, race and transculturation in the context of Japanese colonialism. Through encounters with different voices from inside and outside of Japan’s empire, students will gain a deeper understanding of the complexities of colonial hegemony and identity. Prerequisite: Permission of the instructor. (L) 4 credits

Kimberly Kono
Offered Spring 2010
EAL 400 Special Studies
For students engaged in independent projects or re-
search in connection with Japanese, Chinese or Korean
language and literature. 2 to 4 credits
Offered both semesters each year

East Asian Language
Courses
A language placement test is required prior to regis-
tration for students who have previously studied the
language. With the instructor’s permission, advanced
language courses (CHI 350, CHI 351, JPN 350, JPN
351) may be repeated when the content changes.

A grade of C or higher in the preceding level is required
to enter a second-level East Asian language course.

Chinese Language

CHI 110 Chinese I (Intensive)
An intensive introduction to spoken Mandarin and
modern written Chinese, presenting basic elements of
grammar, sentence structures and active mastery of the
most commonly used Chinese characters. Emphasis on
development of oral/aural proficiency, pronunciation
and the acquisition of skills in reading and writing
Chinese characters. 5 credits
Jing Hu, Ya-lin Chen
Offered each Fall

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permis-
sion of the instructor. [F] 5 credits
Jing Hu, Ya-lin Chen
Offered each Spring

CHI 220 Chinese II (Intensive)
Continued emphasis on the development of oral pro-
ficiency and functional literacy in modern Mandarin.
Conversation and narrative practice, reading exercises,
short composition assignments and work with audio-
visual materials. Prerequisite: 111 or permission of the
instructor. [F] 5 credits
Ling Zhao, Ya-lin Chen
Offered each Fall

CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permis-
sion of the instructor. [F] 5 credits
Ya-lin Chen, Ling Zhao
Offered each Spring

CHI 301 Chinese III
Building on the skills and vocabulary acquired in
Chinese II, students will learn to read simple essays on
topics of common interest, and will develop the ability
to understand, summarize and discuss social issues in
contemporary China. Readings will be supplemented
by audio-visual materials. Prerequisite: 221 or permis-
sion of the instructor. [F] 4 credits
Ling Zhao
Offered each Fall

CHI 302 Chinese III
Introduction to the use of authentic written and visual
documents commonly encountered in China today,
with an emphasis on television news broadcasts and
newspaper articles. Exercises in composition as well as
oral presentations will complement daily practice in
reading and listening comprehension. Prerequisite: 301
or permission of the instructor. [F] 4 credits
Ya-lin Chen, Ling Zhao
Offered each Spring

CHI 350 Advanced Readings in Chinese: Modern
Literary Texts
Development of advanced proficiency in four skills
through the study and discussion of selected modern
Chinese literary and cinematic texts. Students will
explore literary expression in original works of fiction,
including short stories, essays, novellas and excerpts of
novels as well as screenplays. Prerequisite: CHI 302 or
permission of the instructor. With the instructor’s per-
mission, advanced language courses may be repeated
when the content changes. [F] 4 credits
Sujane Wu
Offered each Fall

CHI 351 Advanced Readings in Chinese: Modern and
Contemporary Texts
This course mainly focuses on readings of cultural,
political and social import. Through the in-depth study
and discussion of modern and contemporary texts and
essays drawn from a variety of sources, students will
develop advanced reading, writing and discussion skills
in Chinese and increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. With the instructor’s permission, advanced language courses may be repeated when the content changes. \{F\} 4 credits

**Sujane Wu**
Offered each Spring

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### Japanese Language

**JPN 110 Japanese I (Intensive)**
An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, **hiragana**, **katakana** and about 90 **Kanji**. Designed for students with no background in Japanese. **5 credits**

*Atsuko Takabashi, Reiko Kato*
Offered each Fall

**JPN 111 Japanese I (Intensive)**
A continuation of 110. Development of utilization of grammar and fluency in conversational communication. About 150 more kanji will be introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. \{F\} **5 credits**

*Atsuko Takabashi, Reiko Kato*
Offered each Spring

**JPN 220 Japanese II (Intensive)**
Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 111 or permission of the instructor. \{F\} **5 credits**

*Maki Hubbard, Yuri Kumagai, Keiko Konoeda*
Offered each Fall

**JPN 221 Japanese II (Intensive)**
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. \{F\} **5 credits**

*Yuri Kumagai, Keiko Konoeda*
Offered each Spring

**JPN 301 Japanese III**
Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 221 or permission of the instructor. \{F\} **4 credits**

*Yuri Kumagai*
Offered each Fall

**JPN 302 Japanese III**
A continuation of 301. Prerequisite: 301 or permission of the instructor. \{F\} **4 credits**

*Yuri Kumagai*
Offered each Spring

**JPN 350 Contemporary Texts**
Study of selected contemporary texts including literature and journalism from print and electronic media. Focus will be on developing reading and discussion skills in Japanese using original materials, and on understanding various aspects of modern Japan through its contemporary texts. Prerequisite: JPN 302 or permission of the instructor. With the instructor’s permission, advanced language courses may be repeated when the content changes. \{F\} **4 credits**

*Atsuko Takabashi*
Offered Fall 2009

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### Korean Language

**KOR 110 Korean I**
An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. **4 credits**

*Suk Massey*
Offered each Fall

**KOR 111 Korean I**
A continuation of 110. Prerequisite: 110 or permission of the instructor. Enrollment limited to 15. \{F\} **4 credits**

*Suk Massey*
Offered each Spring

**KOR 220 Korean II**
This course places equal emphasis on oral/aural proficiency, grammar and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Prerequisite: 111 or permission of the instructor. \{F\} **4 credits**

*Suk Massey*
Offered each Fall
KOR 221 Korean II
A continuation of 220. Prerequisite: 220 or permission of the instructor. Enrollment limited to 15. (F) 4 credits
Suk Massey
Offered each Spring

KOR 301 Korean III
Continued development of speaking, listening, reading and writing, with more advanced grammatical points and vocabulary. Korean proverbs and Chinese characters are introduced. Prerequisite: 221 or permission of the instructor. (F) 4 credits
Suk Massey
Offered Fall 2009

Cross-listed courses

CLT 260 Health and Illness: Literary Explorations
How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences will also explore Western biomedical and traditional Chinese diagnosis and treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. (L) 4 credits
Sabina Knight
Offered Spring 2010

The Major in East Asian Languages and Cultures

Prerequisites: The first year of Chinese (CHI 110 and 111) or Japanese (JPN 110 and 111) is a prerequisite for admission to the major. A language placement test is required prior to registration for students who have previously studied the language.

Advisers: Members of the department

Requirements: Students are expected to concentrate in China or Japan and take a total of 11 courses (46 credits), distributed as follows:

1. Language:
   a. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (2 courses).
   b. Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (2 courses). In consultation with her adviser, a student whose proficiency places her beyond the third year must substitute advanced language or literature courses for this requirement.

2. Literature:
   a. At least three EAL courses (12 credits) in the literature or culture of the student’s concentration, including a departmental seminar. Students concentrating on China are strongly encouraged to take EAL 231 and 232 and they must take at least one of these two courses. Students focusing on Japan are strongly encouraged to take EAL 241 and 242 and they must take at least one of these courses.
   b. At least one course (4 credits) focusing principally on the literature of another East Asian country.

Electives:
Three additional courses (12 credits) may be chosen from other advanced language or literature courses in the department, or, at the recommendation of the adviser, from related courses in other departments.

Of the eleven required courses, no more than five normally shall be taken in other institutions, such as Five Colleges, Junior Year Abroad programs or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Native speakers of a language are encouraged to take another East Asian language.

Advanced Language Courses:
CHI 310 Readings in Classical Chinese Prose and Poetry
CHI 350 Advanced Readings in Chinese: Modern Literary Texts
CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
JPN 350 Contemporary Texts I
JPN 351 Contemporary Texts II
KOR 351 Advanced Studies in Korean Language and Literature
Courses taught in English:
- FYS 116 Kyoto Through the Ages
- FYS 145 Eighteen in Two Cultures
- EAL 231 The Culture of the Lyric in Traditional China
- EAL 232 Modern Chinese Literature
- EAL 236 Modernity: East and West
- EAL 237 Chinese Poetry and the Other Arts
- EAL 238 Literature From Taiwan
- EAL 240 Japanese Language and Culture
- EAL 241 Literature and Culture in Premodern Japan
- EAL 242 Modern Japanese Literature
- EAL 243 Japanese Poetry in Cultural Context
- EAL 244 Construction of Gender in Modern Japanese Women's Writing
- EAL 245 Writing, Japan and Otherness
- EAL 261 Major Themes in Literature: East-West Perspectives (topic course)
- EAL 360 Seminar: Topics in East Asian Languages and Literatures (topic course)
- CLT 260 Health and Illness: Literary Explorations
- EAL 400 Special Studies

Honors

**Director:** Maki Hubbard

**430d Honors Project**
(8 credits)
Full-year course; Offered each year

**431 Honors Project**
8 credits
Offered each Fall

Please consult the director of honors for specific requirements and application procedures.

The Minor in East Asian Languages and Literatures

**Advisors:** Members of the department

The course requirements are designed so that a student will concentrate on one of the East Asian languages but will have the option of being exposed to the other courses in the department.

Prerequisites: The first year of Chinese (CHI 110 and 111), Japanese (JPN 110 and 111) or Korean (KOR 110 and 111) is a prerequisite for admission.

Requirements: A total of six courses (26 credits) in the following distribution, no more than three of which shall be taken in other institutions. Students should consult the department prior to taking courses in other institutions. The S/U grading option is allowed only for one course counting toward the minor.

1. Chinese II (CHI 220 and 221), Japanese II (JPN 220 and 221) or Korean II (KOR 220 and 221). (10 credits)
2. Four courses, at least two of which must be EAL courses, chosen from the following:

   - FYS 116 Kyoto Through the Ages
   - FYS 145 Eighteen in Two Cultures
   - EAL 231 The Culture of the Lyric in Traditional China
   - EAL 232 Modern Chinese Literature
   - EAL 236 Modernity: East and West
   - EAL 237 Chinese Poetry and the Other Arts
   - EAL 238 Literature From Taiwan
   - EAL 240 Japanese Language and Culture
   - EAL 241 Literature and Culture in Premodern Japan
   - EAL 242 Modern Japanese Literature
   - EAL 243 Japanese Poetry in Cultural Context
   - EAL 244 Construction of Gender in Modern Japanese Women's Writing
   - EAL 245 Writing, Japan and Otherness
   - EAL 261 Major Themes in Literature: East-West Perspectives (topic course)
   - EAL 360 Seminar: Topics in East Asian Languages and Literatures
   - CLT 260 Health and Illness: Literary Explorations
   - EAL 400 Special Studies
   - CHI 301 Chinese III
   - CHI 302 Chinese III (A continuation of 301)
   - CHI 310 Readings in Classical Chinese Prose and Poetry
   - CHI 350 Advanced Readings in Chinese: Modern Literary Texts
   - CHI 351 Advanced Readings in Chinese: Modern and Contemporary Society
   - JPN 301 Japanese III
   - JPN 302 Japanese III (A continuation of 301)
   - JPN 350 Contemporary Texts I
   - JPN 351 Contemporary Texts II
   - KOR 301 Korean III
   - CLT 260 Health and Illness: Literary Explorations
The Major

The major in East Asian studies offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region. The study of East Asia should be considered an integral part of a liberal arts education. Through an interdisciplinary study of these diverse cultures, students engage in a comparative study of their own societies and values. The major also reflects the emergence of East Asia politically, economically and culturally onto the world scene especially during the last century and anticipates the continued importance of the region in the future. It therefore helps prepare students for post-graduation endeavors ranging from graduate training to careers in both the public and private sectors dealing with East Asia.

Requirements for the Major

I. Basis Courses:

1. An East Asian Language: The second year of an East Asian language, which can be fulfilled by Chinese 220 and 221, Japanese 220 and 221, or Korean 220 and 221 or higher level courses. Extensive language study is encouraged, but only two courses at the second-year level or higher will count toward the major. Normally, language courses will be taken at Smith. Students with native or near-native fluency in an East Asian language must take a second East Asian language. Native and near-native fluency is defined as competence in the language above the fourth-year level.

II. Survey Courses

1. One survey course on the pre-modern civilization of an East Asian country: EAS 215, HST 211, HST 212 or HST 220
2. EAS 100 Introduction to Modern East Asia (normally by the second year).
3. EAS 200 Colloquium: Topics in East Asian Studies open to sophomores and juniors (normally taken in the sophomore year).

III. Electives

1. Five elective courses, which shall be determined in consultation with the adviser from the list of approved courses.
a) Four of the elective courses shall constitute an area of concentration, which can be an emphasis on the civilization of one country (China, Japan or Korea) or a thematic concentration (e.g., comparative modernization, religious traditions, women and gender, political economy, thought and art). Other concentrations may be formulated in consultation with an adviser.
b) Electives must include courses in both the humanities and social sciences.
c) Electives must include courses on more than one East Asian country.
d) One of the elective courses must be a Smith seminar on East Asia.
e) At least half of the course credits toward the major must be taken at Smith.
f) No more than one 100-level course shall count as an elective.

2. Smith courses not included on the approved list may count toward the major under the following conditions:

   a) The student obtains the approval of her adviser
   b) No more than one such course shall be applied toward the major.

3. Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

4. Junior Year Abroad programs are encouraged at college approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China and Ewha Woman’s University for Korea. Courses taken at JYA programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions:

   a) The courses are reviewed and approved by the East Asian Studies Advisory Committee upon completion.
   b) Courses taken away from Smith must not total more than half of the credits counted toward the major.

Advisers: Marnie Anderson, Daniel K. Gardner, Peter Gregory, Marylin Rhie, Dennis Yasutomo, Suzanne Z. Gottschang, Kimberly Kono, Jina Kim

EAS 100 Introduction to Modern East Asia
This course looks comparatively at the histories of China, Japan, Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and 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 identity. We also will look at how individuals respond to and are shaped by larger historical movements. (H) 4 credits
Jonathan Lipman (Mount Holyoke College)
Offered Fall 2009

EAS 200 Colloquium: Topics in East Asian Studies
Focusing on a theme of significance to the region, this course is designed to introduce students to a variety of methods of inquiry used for research in the interdisciplinary field of East Asian studies. Students will be introduced to methods of locating and analyzing information sources, developing research questions and writing during the course of the semester. Normally taken in the sophomore or junior year. Also open to non-EAS majors.

Korean Diaspora: Korea Inside and Outside
Modern Korea has had more than a century-long history of immigration and emigration. We will study Korean emigration and their communities around the world as well as the new immigrant population now being formed inside Korea. Some of the questions we will deal with: How has the Korean diaspora changed the landscape of Korean and world culture? What are some new social problems of immigrants inside and outside Korea? How can we begin to reconceptualize multicultural and multiracial identities? We will explore this topic through our study of theories of migration and demographics, history of immigration and law, theories of cultural adaptation and oral histories. Prerequisite: EAS 100. Enrollment limited to 18. (S) 4 credits
Jina Kim
Offered Spring 2010

EAS 210 Colloquium: Culture and Diplomacy in Asia
The course explores the influence of Asian cultures on the diplomacy and negotiating styles of East and Southeast Asian countries. Specific countries include Japan, China, North Korea and the Association of
Southeast Asian Nations. Case studies will be based on current, ongoing regional and global issues. Enrollment limited to 18. (E) {S} 4 credits
Dennis Yasutomo
Offered Spring 2010

**EAS 214 Korean Film and Culture**

*Topic: Extreme Emotions.* We will study Korean films to think about expressions of and contemporary uses of emotion. We will consider how these cinematic texts serve as a site for theorizing and historicizing emotion in modern Korea. In particular, we will explore the most extreme, but also the most basic, human emotions such as fear, pain, love and sadness. In addition, we will ask how Korean films produce versions of emotional life that address various aspects of Korean history, class, gender, sexuality and culture. Films will be supplemented with theory, history and popular culture texts and draw on writings by both Eastern and Western thinkers such as Confucius, Yi Sang, Foucault and Sartre. {A/H} 4 credits
Jina Kim
Not offered 2009–10

**EAS 215 Premodern Korean History: Public Lives, Private Stories**

This course is a survey of cultural, social and political history of Korea from early times to the 19th century. We will explore major cultural trends, intellectual developments, and political shifts during Korea’s long dynastic history. Some of the topics include literati culture; nativism and folk culture; gender in traditional Korean society; foreign relations; and Confucianism and kingship. All of these topics will be explored through the lens of changing perceptions of public and private lives of those who have become part of both public and private histories and stories of Korea. {H} 4 credits
Jina Kim
Not offered 2009–10

**EAS 216 Urban Modernity in Colonized Korea**

With a population of 12 million, congested streets and soaring skyscrapers, Seoul has become an important socioeconomic, political and cultural center. This course explores the colonial history of the city beginning with Japanese colonization of Korea during the first half of the 20th century. It moves on to a consideration of the postwar U.S. military occupation of South Korea during the latter half of the 20th century and traces changes in the city’s culture, people, politics, commerce and industry. Attention will be given to the entrance of new technology, rise of new architectural spaces, emergence of new subjectivities and migration of people. (E) {H} 4 credits
Ellie Choi
Offered Spring 2010

**EAS 217 Colloquium: Korean Popular Culture: Translating Tradition Into Pop Culture**

This course investigates and evaluates contemporary South Korean popular culture and the 21st century cultural phenomenon called hallyu (Korean Wave). It will consider the popularity of the Wave and the backlash against it both in East Asia and globally. It will raise the issue of how film, television, music, manhwa (comic books), sports and the Internet, participate in the transnational production and circulation of culture, identity, modernity, tradition, ideology and politics. The course aims to equip students with analytical tools to critically think about and understand popular culture. Enrollment limited to 18. (E) {H} 4 credits
Jina Kim
Not offered 2009–10

**EAS 219 Modern Korean History**

This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. {H} 4 credits
Ellie Choi
Offered Spring 2010

**EAS 270 Colloquium in East Asian Studies**

*Art of Korea*  
Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. {A/H} 4 credits
Marylin Rhie
Offered Fall 2009
Japanese Buddhist Art
Study of the Japanese Buddhist art traditions in architecture, sculpture, painting, gardens and the tea ceremony from the 6th to the 19th centuries. \( \{A/H\} \)
4 credits
Marilyn Rhie
Offered Spring 2010

EAS 279 Colloquium: The Art and Culture of Tibet
The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. \( \{A/H\} \)
4 credits
Marilyn Rhie
Not offered 2009–10

EAS 350 Seminar: Modern Girls and Marxist Boys—Consumerism, Colonialism and Gender in East Asia
This course explores discourses of modern “femininity” and modern “masculinity” through the study of the two iconic figures to emerge in the early 20th century: Modern Girls and Marxist Boys. Through these figures, the course seeks to enrich our understanding of gendered politics, consumer culture, colonial modernity and international relations, and the important historical relationship between modernity and Marxism in East Asia. Enrollment limited to 18. (E) \( \{H\} \)
4 credits
Jina Kim
Not offered 2009–10

EAS 404 Special Studies
4 credits
Offered both semesters each year

EAS 408d Special Studies
8 credits
Full-year course; Offered each year

EAS 430d Honors Project
8 credits
Full-year course; Offered each year

Approved Courses in the Humanities

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ARH 101</td>
<td>Buddhist Art</td>
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<tr>
<td>ARH 120</td>
<td>Introduction to Art History: Asia</td>
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<tr>
<td>ARH 222</td>
<td>The Art of China</td>
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<td>ARH 224</td>
<td>The Art of Japan</td>
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<tr>
<td>EAL 231</td>
<td>The Culture of the Lyric in Traditional China</td>
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<td>EAL 232</td>
<td>Modern Chinese Literature</td>
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<td>EAL 236</td>
<td>Modernity: East and West</td>
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<td>EAL 237</td>
<td>Chinese Poetry and the Other Arts</td>
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<tr>
<td>EAL 238</td>
<td>Literature From Taiwan</td>
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<td>EAL 240</td>
<td>Japanese Language and Culture</td>
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<tr>
<td>EAL 241</td>
<td>Court Ladies, Wandering Monks and Urban Rakes: Literature and Culture in Premodern Japan</td>
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<tr>
<td>EAL 242</td>
<td>Modern Japanese Literature</td>
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<td>EAL 243</td>
<td>Japanese Poetry in Cultural Context</td>
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<td>EAL 244</td>
<td>Construction of Gender in Modern Japanese Women’s Writing</td>
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<tr>
<td>EAL 245</td>
<td>Writing, Japan and Otherness</td>
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<td>EAL 248</td>
<td>The Tale of the Genji and The Pillow Book</td>
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<tr>
<td>EAL 261</td>
<td>Major Themes in Literature: East-West Perspectives (topics course)</td>
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<tr>
<td>EAL 360</td>
<td>Seminar: Topics in East Asian Languages and Literatures (topics course)</td>
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<tr>
<td>EAS 218</td>
<td>Thought and Art in China</td>
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<tr>
<td>EAS 270</td>
<td>Colloquium in East Asian Studies</td>
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<td>EAS 279</td>
<td>Colloquium: The Art and Culture of Tibet</td>
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<td>REL 110</td>
<td>Politics of Enlightenment</td>
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<td>REL 260</td>
<td>Buddhist Thought</td>
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<td>REL 263</td>
<td>Zen</td>
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<tr>
<td>REL 265</td>
<td>Colloquium in East Asian Religions (pending CAP approval-reactivation)</td>
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<tr>
<td>REL 270</td>
<td>Japanese Buddhism</td>
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<tr>
<td>REL 271</td>
<td>Japanese Buddhism in the Contemporary World</td>
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<tr>
<td>REL 275</td>
<td>Religious History of South West: Ancient to Medieval</td>
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<tr>
<td>REL 360</td>
<td>Seminar: Problems in Buddhist Thought</td>
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Approved Courses in the Social Sciences

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<tr>
<th>Course Code</th>
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<tr>
<td>ANT 130</td>
<td>Introduction to Cultural Anthropology</td>
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<td>ANT 200</td>
<td>Topics in Anthropology: Humans and Nature in China</td>
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<td>ANT 251</td>
<td>Women and Modernity in East Asia</td>
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<td>ANT 252</td>
<td>The City and the Countryside in China</td>
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<td>ANT 253</td>
<td>Introduction to East Asian Societies and Cultures</td>
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<tr>
<td>ANT 342</td>
<td>Seminar: Topics in Anthropology</td>
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<tr>
<td>EAS 200</td>
<td>Colloquium: Topics in East Asian Studies</td>
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The Minor

The interdepartmental Minor in East Asian Studies is a program of study designed to provide a coherent understanding of and basic competence in the civilizations and societies of China, Japan and Korea. It may be undertaken in order to broaden the scope of any major; to acquire, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions. Courses taken away from Smith require the approval of the East Asian Studies Advisory Committee.

1. EAS 100 Introduction to Modern East Asia (normally by the second year)

2. Five elective courses, which shall be determined in consultation with the adviser.
   a. One year of an East Asian language is strongly encouraged and may constitute two elective courses. (One semester of a language may not be counted as an elective).
   b. At least three elective courses may be at the 200- or 300-level
   c. Courses may not be taken pass/fail.

Advisers: Marnie Anderson, Daniel K. Gardner, Peter Gregory, Marylin Rhie, Dennis Yasutomo, Suzanne Z. Gottschang, Kimberly Kono, Jina Kim
First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 255 and 240 as well as MTH 111, 112, 211, 212, 225 and 243.

A. General Courses

123 Cheaper by the Dozen: Twelve Economic Issues for Our Times
This course for the concerned noneconomist addresses pressing issues in contemporary U.S. and global society, including poverty and inequality, education, health-care, social security, the environment, the national debt and global economic integration. Economic concepts presented in lay English and elementary math are used to help explain each social problem and to illuminate the core debates on appropriate solutions. May not be counted toward the major or minor in economics. Open only to junior and senior noneconomics majors or minors. A student may not receive credit for both ECO 123 and either of ECO 150 or ECO 153 (or their equivalents), nor for both ECO 123 and ECO 127. [S] 4 credits.

Karen Pfeifer
Not offered in 2009–10

125 Economic Game Theory
An examination of how rational people cooperate and compete. Game theory explores situations in which everyone’s actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies will be examined. No economics prerequisite. Pre-requisite: at least one semester of high school or college calculus. [S] 4 credits

James Miller
Offered Fall 2009

127 The Magic of the Marketplace
An introduction to capitalism. Markets have made the average American richer than any medieval king. Take this course to find out why. Other topics covered include innovation, discrimination, prostitution, environmental economics, international trade, affirmative action, business competition, price gouging, illegal drugs, Internet piracy, baby auctions, inequality and IQ, the stock market, the minimum wage, an economic love story, the economics of government and why Africa is poor. This course is less mathematical than Economics
150. Open only to junior and senior noneconomics majors or minors. A student may not receive credit for both ECO 127 and ECO 150 (or its equivalent), nor for both ECO 127 and ECO 123. (E) {S} 4 credits
James D. Miller
Not offered in 2009–10

150 Introductory Microeconomics
How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. {S} 4 credits
Members of the department
Offered both semesters each year

153 Introductory Macroeconomics
An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. {S} 4 credits
Members of the department
Offered both semesters each year

190 Introduction to Statistics and Econometrics
Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: 150 and 153 recommended. Students will not be given credit for both ECO 190 and any of the following courses: MTH 190/PSY 190, GOV 190, MTH 245, or SOC 201. {S/M} 4 credits
Robert Buchele, Elizabeth Savoca
Offered both semesters each year

B. Economic Theory

240 Econometrics
Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications and cross-section data analysis. Prerequisites: 150, 153 and 190 and MTH 111. {S/M} 4 credits
Robert Buchele, Elizabeth Savoca
Offered Spring 2010

250 Intermediate Microeconomics
Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy, and of federal and state policies which influence market choices. Prerequisite: 150, MTH 111 or its equivalent. {S} 4 credits
Susan Stratton Sayre, Charles Staelin
Offered both semesters each year

253 Intermediate Macroeconomics
Builds a cohesive theoretical framework within which to analyze the workings of the macroeconomy. Current issues relating to key macroeconomic variables such as output, inflation and unemployment are examined within this framework. The role of government policy, both in the short run and the long run, is also assessed. Prerequisite: 153, MTH 111 or its equivalent. {S} 4 credits
Elizabeth Savoca, Roisin O'Sullivan
Offered both semesters each year

255 Mathematical Economics
The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, 212, ECO 250 and 253, or permission of the instructor. {S/M} 4 credits
Roger Kaufman
Not offered in 2009–10

272 Law and Economics
An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: 250. {S} 4 credits
James Miller
Not offered in 2009–10
284 Environmental Economics
The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. Resource allocation and sustainability. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 250 or permission of the instructor. {S} 4 credits
Susan Stratton Sayre
Offered Spring 2010

362 Seminar: Population Economics
Topic: The Economics of Aging. Many countries today face rapidly aging populations. The economic consequences will pose enormous challenges to policymakers. What are the implications of an aging population for the sustainability of pension funds and health care systems? for labor force growth and productivity growth? for savings and asset markets? for the demand for public and private goods? What policy options have economists offered to deal with these issues? In this seminar we will study these questions and more from both microeconomic and macroeconomic perspectives. Prerequisites: ECO 250, 253 and 190. Enrollment limited to 15. {S} 4 credits
Elizabeth Savoca
Not offered in 2009–10

363 Seminar: Inequality
The causes and consequences of income and wealth inequality. Social class and social mobility in the U.S. The role of IQ and education. The distributional impact of technical change and globalization. Is there a “trade-off” between equality and economic growth? The benefits of competition and cooperation. Behavioral and experimental economics: selfishness, altruism and reciprocity. Fairness and the dogma of economic rationality. Does having more stuff make us happier? Prerequisites: 190, 150 and 250. {S} 4 credits
Robert Buchele
Offered Spring 2010

372 Seminar: Law and Economics
An economic analysis of legal rules and cases. Topics include contract law, accident law and criminal law. Students will participate in mock trials, write several short papers judging the mock trials and complete a significant research paper. (Students may not receive credit for both ECO 372 and ECO 272.) Prerequisite: ECO 250. (E) WI {S} 4 credits
James Miller
Offered Spring 2010

C. The American Economy

221 Labor Economics and Human Capital
An examination of the general characteristics of the labor market: why individuals engage in work and how labor market choices are made by workers and by firms; theories of human capital and in particular how education, skills and training enhance earning potentials; discrimination in the labor market and the role of labor unions. Prerequisites: 150 and 153. 4 credits
Arthur S. Casimir
Offered Fall 2009

230 Urban Economics
Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them, include housing, transportation, concentrations of poverty, financing local government. Prerequisite: 150. {S} 4 credits
Randall Bartlett
Offered Spring 2010

231 The Sports Economy
The evolution and operation of the sports industry in the United States and internationally. The course will explore the special legal and economic circumstances of sports leagues, owner incentives, labor markets, governance, public subsidies and other issues. Prerequisite: ECO 150; ECO 190 is recommended. {S} 4 credits
Andrew Zimbalist
Offered Spring 2010

233 Free Market Economics
An examination of the philosophy and ethics of economic theory and policy. Questions to be considered include the nature and meaning of economic justice, the free market, the role of the state in determining economic outcomes, and the distinction between positive and normative economics. Prerequisite: ECO 250 or 253, or permission of the instructor. {S} 4 credits
Thomas L. Bernardin
Offered Spring 2010
265 Economics of Corporate Finance
An investigation of the economic foundations for investment, financing and related decisions in the business corporation. It explores the basic concerns and responsibilities of the financial manager and the methods of analysis employed by them. This course offers a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: 190, 250, MTH 111. S 4 credits
Mahnaz Mahdavi
Offered Fall 2009

275 Money and Banking
An investigation of the role of financial instruments and institutions in the economy. Major topics include the determination of interest rates, the characteristics of bonds and stocks, the structure and regulation of the banking industry, the functions of a modern central bank and the formulation and implementation of monetary policy. Prerequisite: 253 or permission of the instructor. S 4 credits
Thomas L. Bernardin
Offered Spring 2010

314 Seminar: Industrial Organization and Antitrust Policy
An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: 250. S 4 credits
Deborah Haas-Wilson
Not offered in 2009–10

331 Seminar: The Economics of College Sports and Title IX
This seminar will explore the similarities and differences between professional and college sports. The economic factors that condition the evolution of college sports will be examined in detail, as will the relationship between gender equity (as prescribed by Title IX) and overall intercollegiate athletic programs. Topics will include history of college sports; the role of the NCAA; efforts at reform; cross-subsidization among sports; academic entrance and progress toward degree requirements; racial equity; coach compensation; pay for play; antitrust and tax treatment; commercialization; financial outcomes; progress toward gender equity; and efforts to impede gender equity. Prerequisites: ECO 250 and 190. S 4 credits
Andrew Zimbalist
Offered Fall 2009

341 Economics of Health Care
An examination of current economic and public policy issues in health care. Topics include markets for health insurance, physician services and hospital services; public policies to enhance health care quality and access; the economics of the pharmaceutical industry; and alternatives for reforming the U.S. health care system. Prerequisites: 250 and 190 or permission of the instructor. S 4 credits
Deborah Haas-Wilson
Not offered in 2009–10

351 Seminar: The Economics of Education
2010–11 Topic: Economics of Higher Education. An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of the U.S. News rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. Throughout the course an emphasis will be placed on empirically testing economic hypotheses using several databases. Prerequisites: 250 and 190 S 4 credits
Roger Kaufman
Not offered 2009–10

D. International and Comparative Economics

209 Comparative Economic Systems
Methods of comparison of economic systems and economic performance, including distributional equity as well as allocative efficiency and economic growth. Reviews of theories and history of Western capitalist development and of socialist development. The Soviet system in Russia and Eastern Europe, early reform programs there, the demise of this system, and current issues regarding the transition from Soviet-type to market economies. Comparative study of other regions, including China and East Asian economies, in the
context of the debate over globalization and global economic justice. Prerequisite: Either 150 or 153. {S} 4 credits
Karen Pfeifer
Not offered in 2009–10

211 Economic Development
An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the new globalization of production and finance. Prerequisites: 150 and 153. {S} 4 credits
Karen Pfeifer
Offered Fall 2009

213 The World Food System
Examination of changing international patterns of food production and distribution to shed light on the paradox of world hunger in the face of global food abundance. Explores the rise of modern agriculture and its advantages and disadvantages compared to traditional farming methods. Considers the transformation of third-world agriculture in the context of increasing concentration in agricultural production and marketing, the debate over food aid, technology transfer to developing countries, GATT/WTO agricultural agreements and structural adjustment/globalization policies. Prerequisite: 150. {S} 4 credits
Nola Reinhardt
Not offered in 2009–10

214 Economies of the Middle East and North Africa
An economic survey of the MENA region, applying development concepts such as the “rentier state,” the “watchmaker” economy, export-led growth and import-substitution industrialization. Examples from countries across the region illustrate the themes of interaction with Western capitalism and the global economy and variations among patterns of economic transformation and growth. Topics include the importance of oil and capital flows, industrial and agrarian trends, the economic role of government, employment and the export of labor, human development, the Euro-Mediterranean and Gulf Cooperation Council initiatives, and the impact of Islamism. Prerequisite: either ECO 150 or 153. {S} 4 credits
Karen Pfeifer
Offered Fall 2009

226 Economics of European Integration
Why would countries give up their own currencies to adopt a common new one? Why can citizens of Belgium simply move to France without any special formalities? This course will investigate such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus will be on the economics of integration, account will be taken of the historical, political and cultural context in which this process occurred. Major topics include the origins, institutions and policies of the European Union, the integration of markets for labor, capital and goods and monetary integration. Prerequisites: ECO 150 and 153. {S} 4 credits
Roisin O’Sullivan
Not offered in 2009–10

295 International Trade and Commercial Policy
An examination of the trading relationships among countries and of the flows of factors of production throughout the world economy. Beginning with the theories of international trade, this course moves on to examine various policy issues in the international economy, including commercial policy, protectionism and the distribution of the gains from trade, multilateral trade negotiations, preferential trade agreements, the impact of transnational firms and globalization, immigration, and trade and economic development. Prerequisite: 250. {S} 4 credits
Charles Staelin
Offered Fall 2009

296 International Finance
An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system:
its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. \( [S] \) 4 credits

Mahnaz Mahdavi

Offered Spring 2010

**PRS 308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies**

Urban growth is inextricably linked to economic development, environmental impact, social change and political conflict. By 2050 world urban population will double from 3 billion to 6 billion. Rates of urbanization, problems associated with urban growth, and policies to address those vary substantially. The urban population in Japan and in Eastern Europe is projected to fall. In the U.S. and South America it is projected to increase by half. In Sub-Saharan Africa and India it is projected to triple. We will develop multidisciplinary case studies of 21st-century urbanization. Enrollment limited to 12 juniors and seniors majoring in social sciences. (E) \( [S] \) 4 credits

Randall Bartlett (Economics)

Offered Fall 2009

**309 Seminar: Topics in Comparative Economic Systems**

Does the neoliberal paradigm rule the world? In the 1980s, “supply-side” and monetarist policies in Britain and the United States aimed to restore the free-market paradigm to “first world” capitalist countries. Then the “second world” was transformed by the demise of the U.S.S.R. and the absorption of East and Central European socialist economies into western Europe’s orbit, while the “third world” witnessed the dizzying growth of China and India and, elsewhere, structural adjustment and economic “reform.” Are there common patterns among these three transformations and how do they fit in the global economy today? Prerequisites: ECO 250 or 253 and one 200-level course in international economics. \( [S] \) 4 credits

Karen Pfeifer

Not offered in 2009–10

**310 Seminar: Comparative Labor Economics**

Topic: Labor Economics and Compensation Systems. Why do lawyers and doctors make so much more than college professors? Are corporate executives paid too much or too little? How much of the male-female wage gap is due to discrimination? Is education an investment in human capital, a signal or a means of reproducing the class structure? How has trade with developing countries affected wages in the United States? In this seminar we shall apply and extend economic theory to analyze these and other questions in labor economics. Prerequisites: ECO 250, 190 and MTH 111 (calculus). \( [S] \) 4 credits

Roisin O’Sullivan

Offered Fall 2009

**318 Seminar: Latin American Economies**

The Latin American economies have undergone a dramatic process of economic collapse and restructuring since 1980. We examine the background to the collapse and the economic reforms implemented in response. We assess the economic performance of the region under this “neoliberal” model, and ask why it is being increasingly rejected throughout the region. We consider the current status and future prospects of the region’s economies. Prerequisites: 250 or 253, and one course in international economics or development. \( [S] \) 4 credits

Nola Reinhardt

Offered Fall 2009

**375 Seminar: The Theory and Practice of Central Banking**

What role do central banks play in the management of short-run economic fluctuations? What has driven the recent global trend towards more powerful and independent central-banking institutions? This course will explore the theoretical foundations that link central bank policy to real economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks will then be examined. Much of the analysis will focus on the current practices of the U.S. Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: 253. \( [S] \) 4 credits

Roisin O’Sullivan

Offered Fall 2009

**395 Seminar: Topics in International Trade**

The globalization of the world economy has contributed to both boom and crisis. This seminar will explore selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. Possible topics include the implications of the new theories of international trade for the analysis of commercial policy, the national politics of commercial policy in a global economy, regional
integration, the emergence of China as a global trading power, the use of trade policy as a strategy for growth and development, direct foreign investment, the relationships between trade, international trade organizations and national sovereignty, the international implications of financial crisis and recession, and the constraints on the United States as a debtor nation. Pre-requisite: 250 and one 200-level course in international economics. \( \text{\textdollar} \) 4 credits

Charles Staelin
Offered Spring 2010

E. Special Studies

Admission to Special Studies is by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. Students contemplating a Special Studies should read the guidelines for special studies in the department’s “Guidebook for Prospective Majors” on the department’s Web page: www.smith.edu/economics.

404 Special Studies
4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; Offered each year

The Major


Adviser for Study Abroad: Karen Pfeifer

Basis: 150 and 153.

Requirements: ECO 150 and 153 or their equivalent, ECO 190, ECO 250, ECO 253 and five other courses in economics. One of these five must be a 300 level course (or honors thesis) taken at Smith (or with prior permission at one of the other Five Colleges) that includes an economics research paper and an oral presentation. ECO 190 may be replaced with GOV 190, SOC 201, PSY 190/MTH 190 or MTH 245, followed in each case by MTH 247. MTH 111 or its equivalent is a prerequisite for ECO 250 and ECO 253.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, or who has the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of ECO 150 and/or ECO 153, with course credit toward the major in economics. Students with AP, A-level or IB credit are urged to take the placement exams to ensure correct placement.

Economics credit will be given for public policy and environmental science and policy courses when taught by a member of the economics department. Economics credit will not be given for ACC 223.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college’s requirements. Only three semester course credits (and no more than two in any one semester) taken by a Smith student outside the Five Colleges may be counted toward the courses required for the major. This includes courses taken during study abroad or study away, and courses taken in summer school or during a leave of absence from the college. Any course taken for economics credit outside the Five Colleges should normally have prior approval by the major adviser or the department’s adviser for study abroad. Economics courses and appropriate statistics courses taken by transfer students before their matriculation to Smith and approved by the department and the college will be counted toward the major as if they had been taken at Smith.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major

Requirements: Six courses in economics, consisting of 150, 153, 190 and three other courses in economics; or
150, 153, a statistics course taken outside of the department and four other courses in economics. Crediting procedures are the same as for the major.

Honors

**Director:** Robert Buchele

**430d Honors Project**
8 credits
Full-year course; Offered each year

**430 Honors Project**
8 credits
Offered Fall 2009

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Students who, irrespective of major, desire to comply with the varying requirements of different states for licensure to teach in public schools are urged to consult the department as early as possible during their college career.

340 Historical and Philosophical Perspectives and the Educative Process
A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior majors. {S} 4 credits
Offered Spring 2010

Historical and Philosophical Foundations

110 Introduction to American Education
This course is an introduction to educational foundations. This course is designed to introduce you to the basic structure, function and history of American education, and to give you perspective on important contemporary issues in the field. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. Enrollment limited to 35. {S} 4 credits
Offered Spring 2010

IDP 118 The History and Critical Issues of Museums

SOC 317 Seminar: Inequality in Higher Education

342 Growing Up American: Adolescents and Their Educational Institutions
The institutional educational contexts through which our adolescents move can powerfully influence the growth and development of our youth. Using a cross-disciplinary approach, this course will examine those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations and cyber-communities. Three issues will be investigated. First, what theoretical and sociocultural perspectives shape these educational institutions? Second, how do these institutions serve or fail the diverse needs of American youth? Lastly, how and under what conditions do these educational institutions matter to youth? This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35. {S} 4 credits
Offered Spring 2010
552 Perspectives on American Education
Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees. 4 credits
Rosetta Cohen
Offered Spring 2010

Sociological and Cultural Foundations

200 Education in the City
The course explores how the challenges facing schools in America’s cities are entwined with social, economic and political conditions present within the urban environment. Our essential question asks how have urban educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we’ll investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers and privatization and at the local level by exploring the work of teachers, parents, youth workers and reformers. There will be fieldwork opportunities available for students. Enrollment limited to 35. 4 credits
Sam Intrator
Offered Fall 2009

210 Literacy in Cross-Cultural Perspective
This course will address issues in literacy and literacy education among special populations, specifically culturally and linguistically diverse learners. We will closely examine the multiple contexts for literacy education including school, home and community. Special topics include a sociocultural theory of literacy and literacy education; role of language in literacy education; role of culture in literacy and learning; literacy instruction in multilingual/multicultural classroom contexts; language, culture and the politics of schooling; and critical literacy in school and community. This course has a field component. Enrollment limited to 35. 4 credits
Lucy Mule
Offered Fall 2009

232 The American Middle School and High School
A study of the American secondary and middle school as a changing social institution. An analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. Directed classroom observation. Not open to first-year students. Enrollment limited to 35. 4 credits
Carol Berner
Offered Fall 2009

343 Multicultural Education
An examination of the multicultural approach, its roots in social protest movements and role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. Enrollment limited to 35. 4 credits
Lucy Mule
Offered Spring 2010

Learners and the Learning Process

235 Child and Adolescent Growth and Development
A study of theories of growth and development of children from prenatal development through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. Enrollment limited to 55. 4 credits
Janice Gatty
Offered Fall 2009, Spring 2010

238 Educational Psychology
This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year and second-year students. Enrollment limited to 55. 4 credits
Alan Rudnitsky
Offered Fall 2009


239 Counseling Theory and Education
Study of various theories of counseling and their application to children and adolescents in educational settings. Enrollment limited to 45. [S] 4 credits
*Sue Freeman
Offered Fall 2009

240 How Do We Know Students Are Learning?
Assessment has become increasingly important in our educational system. The “No Child Left Behind” Act is one example of a national move to determine the effectiveness of our schools. This course will focus on ways assessment is being done around the country and how we might interpret the results of the ensuing studies. Some of the questions to be discussed in this course include what is assessment? How is assessment conducted? What are the limits of assessment? How do we interpret assessment results? What are ways results can be manipulated? Students will examine assessment efforts underway and develop and interpret their own research studies. Enrollment limited to 12. (E) 4 credits
*Sue Freeman
Offered Fall 2009

249 Children With Hearing Loss
Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. [S] 4 credits
*Alan L. Marvelli
Not offered Spring 2010

548 Student Diversity and Classroom Teaching
An examination of diversity in learning and background variables, and their consideration in promoting educational equity. Also, special needs as factors in classroom teaching and student learning. Research and pre-practicum required. [S] 4 credits
*Sue Freeman
Offered Fall 2009

554 Cognition and Instructional Design
A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits
*Alan Rudnitsky
Offered Spring 2010

Curriculum and Instruction

231 Foundations and Issues of Early Childhood Education
The purpose of this course is to explore and examine the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations, and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This will lead students to consider, compare and contrast a variety of programs and models in early childhood education. [S] 4 credits
*Susan Elberedge
Offered Spring 2010

305 The Teaching of Visual Art in the Classroom
We live in a visual culture and children are visual learners. The visual arts offer teachers a powerful means of making learning concrete, visible and exciting. In this class students explore multiple teaching/learning strategies as they experience and analyze methods and materials for teaching visual arts and art appreciation. The class is designed for education majors seeking experience in and understanding of the visual arts. Studio work is part of each class. Since a practicum involving classroom teaching is required, this class works well for students who will be student teaching. Students who are not student teaching can expect to spend an additional hour each week working in a classroom. Admission by permission of the instructor. [S/A] 4 credits
*Cathy Topal
Offered Fall 2009

334 Telling Stories of Learning and Teaching
The strategic knowledge teachers use to inform instructional decision-making is tightly woven to the context of the teaching and rarely able to be stated as a set of rules or propositions. Case studies have become a powerful methodology for studying teaching. In this course, students will create and present a case study of a teaching episode. The case will include a video, teacher commentary, evidence from students and theoretical analysis. All of these elements will work together to explicate the strategic knowledge underlying the teaching. Each semester a theme providing the theoretical focus will be selected. Permission of the instructor is
required. Enrollment limited to 12. {S} 4 credits
Al Rudnitsky
Offered Fall 2009

336 Seminar in American Education

Youth Development and Social Entrepreneurship
Designed for students who aspire to study the theory and practice of programs devoted to serving youth and how they are founded, funded and sustained. We will examine theories that explain the factors that perpetuate the achievement gap and explore programs developed to redress these inequalities. This is a course with a service learning commitment. Students will work with youth in Springfield on a youth media project. Dates and times to be announced. 4 credits
Sam Intrator and Donald Siegel
Offered Fall 2009

John Dewey and His World
An in-depth study of America’s pre-eminent educational philosopher. Close readings of Dewey’s most influential work, as well as contextual readings on the period, including a consideration of social reforms and scientific developments that influenced Dewey’s writing. 4 credits
Rosetta Cohen
Offered Spring 2010

338 Children Learning to Read
This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an additional hour each week engaged in classroom observations, study group discussions and field-based experiences. Prerequisite: EDC 238. Open to juniors and seniors only with permission. {S} 4 credits
Susan Etheredge
Offered Fall 2009

345d Elementary Curriculum and Methods
A study of the curriculum and the application of the principles of teaching in the elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235 and 238, grade of B– or better in education courses. Admission by permission of the department. Preregistration meeting scheduled in April. {S} 12 credits
Cathy Swift (Fall), Alan Rudnitsky (Spring)
Full-year course; Offered each year

346 Clinical Internship in Teaching
Full-time practicum in middle and high schools. Required prerequisite: EDC 232. Open to seniors only. Admission by permission of the department. Preregistration meeting scheduled in April. {S} 8 credits
Lucy Mule
Offered Fall 2009

347 Individual Differences Among Learners
Examination of individual differences and their consideration in the teaching-learning process. Research and pre-practicum required. Prerequisites: 238 and 235 or 342 and permission of the instructor. {S} 4 credits
Sue Freeman
Offered Spring 2010

352 Methods of Instruction
Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching and assessment appropriate to the grade level and subject matter area. Content frameworks and standards serve as the organizing themes for the course. This course is designed as a companion seminar for students doing a full-time practicum at the middle or high school levels. Admission by permission of the department. Preregistration meeting scheduled in April. 4 credits
Lucy Mule
Offered Fall 2009

390 Colloquium: Teaching Science, Engineering and Technology
Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course will focus on providing you with the skills and knowledge needed to bring this excitement into the classroom. We will explore theories on student learning and curriculum design, investigate teaching strategies through hands-on activities and discuss current issues. Although the focus of the course is to prepare middle and secondary school teachers, other participants are welcome: the ideas we will examine will help develop communication and learning skills that can prepare you for a variety of careers. Not open to first-year students. Enrollment limited to 20. {S} 4 credits
Glenn Ellis
Offered Spring 2010
HST 390 Teaching History
A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students will develop lesson and unit plans using primary and secondary resources, films, videos and Internet materials. Discussions will focus on both the historical content and on the pedagogy used to teach it. For upper-level undergraduate and graduate students who have an interest in teaching. Does not count for seminar credit in the history major. 4 credits
Peter Gunn
Offered Fall 2009

ENG 399 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduate and graduate students who have an interest in teaching. 4 credits
Samuel Scheer
Offered Fall 2009

Smith College and Clarke School for the Deaf
Graduate Teacher Education Program

Foundations of Education of the Deaf

568 Psychology of Exceptional Children
Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. 2 credits
Cynthia Forsythe
Offered Spring 2010

Speech Science and Audiology

565 Hearing, Speech and Deafness
4 credits

Part I. Nature of Sound

Part II. Nature of Communication
Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory training and lip-reading instruction. Use of hearing in the development of speech-production skills. 4 credits
Holli Altman and Danial Salvucci
Offered Summer 2009

566 Audiometry, Hearing Aids and Auditory Learning
Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills. 2 credits
Holli Altman and Danial Salvucci
Offered Fall 2009

573 Audiometry, Acoustics and the Role of the Teacher
Holli Altman and Danial Salvucci
Offered Spring 2010

Language and Communication

561 Developing Auditory/Oral Communications in Deaf Children
A detailed analysis of speech production covering phonetic transcription and developing and improving speech readiness, voice quality, speech breathing, articulation, rhythm, phrasing, accent and fluency. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits
Allison Holmberg
Full-year course, Offered both semesters
562 Developing Language Skills in Deaf Children
Principles and techniques used in the development of language with deaf children. Study of linguistics and psycholinguistics. Consideration is given to traditional and modern approaches to language development. 4 credits
Joyce Fitzroy and Linda Findlay
Full-year course, Offered both semesters

567 English Language Acquisition and Deafness
A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits
Peter A. de Villiers
Offered Fall 2009

Curriculum and Instruction

563 Elementary School Curriculum, Methods and Media for the Deaf
Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. 4 credits
Judith Sheldon and Michael O’Connell
Full-year course, Offered both semesters

Student Teaching

569 Observation and Student Teaching
A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits
Members of the faculty
Full-year course, Offered both semesters

Education of the Deaf Electives

571 Introduction to Signing and Deaf Culture
Development of basic receptive and expressive skills in American Sign Language and fingerspelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits
Ruth P. Moore
Offered Spring 2010

572 The Deaf Child: 0–5 Years
The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits
Janice Gatty
Offered Spring 2010

Special Studies

400 Special Studies
1 to 4 credits
Offered both semesters each year

The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations; one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year. The following courses, when applied toward the major, cannot be taken with the S/U option: 235, 238, 342, 345, 346, 340.

Students may major without preparing to teach by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the department

Adviser for Study Abroad: Lucy Mule

Teacher/Lecturers—Elementary Program
Tiphareth Ananda, Ed.M.
Margot R. Bittell, M.S.Ed.
Penny Block, Ed.M.
Gina Bordoni-Cowley, M.Ed.
Elizabeth Cooney, A.B.
Elisabeth Grams Haxby, Ed.M.
Janice Henderson, Ed.M.
The Minor

**Required courses:** EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

### a. Special Needs

**Adviser:** Sue Freeman

EDC 239 Counseling Theory and Education (e)
EDC 248 Individuals with Disabilities
EDC 249 Children With Hearing Loss (e)
EDC 347 Individual Differences Among Learners (e)
EDC 350 Learning Disabilities (e)

### b. Child Development/Early Childhood

**Adviser:** Janice Gatty

EDC 231 Foundations and Issues of Early Childhood Education
EDC 341 The Child in Modern Society (e)
EDC 345d Elementary Curriculum and Methods (e)
EDC 347 Individual Differences Among Learners (e)

### c. Learning and Instruction

**Advisers:** Sam Intrator, Rosetta Cohen, Al Rudnitsky

EDC 232 The American Middle School and High School (e)
EDC 334 Telling Stories of Learning and Teaching (e)
EDC 338 Children Learning to Read (e)
EDC 343 Multicultural Education (e)
EDC 345d Elementary Curriculum and Methods (e)
EDC 356 Curriculum Principles and Design (e)
EDC 540 Critical Thinking and Research in Education (e)
EDC 554 Cognition and Instruction (e)

### d. Middle School or High School

**Advisers:** Rosetta Cohen, Sam Intrator, Lucy Mule

EDC 232 The American Middle School and High School
EDC 342 Growing Up American
EDC 346 Clinical Internship in Teaching
EDC 347 Individual Differences Among Learners (e)
EDC 352 Methods of Instruction

One course from Historical and Philosophical Foundations or Sociological and Cultural Foundations

### e. Education Studies

**Advisers:** Sam Intrator, Lucy Mule

This minor does not require EDC 235 and EDC 238.

Six courses from:
EDC 200 Education in the City
EDC 210 Literacy in Cross-Cultural Perspective (e)
EDC 222 Philosophy of Education
EDC 232 The American Middle School and High School
EDC 234 Modern Problems of Education
EDC 236 American Education
EDC 237 Comparative Education
EDC 336 Seminar in American Education
EDC 342 Growing Up American
EDC 343 Multicultural Education (e)

### Student-Initiated Minor

**Requirement:** The approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

### Honors

**Director:** Al Rudnitsky
431 Honors Project
8 credits
Offered first semester each year

432d Honors Project
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate
Advisers: Members of the department

510 Human Development and Education
540 Critical Thinking and Research in Education
552 Perspectives on American Education
554 Cognition and Instruction
548 Student Diversity and Classroom Teaching
559 Clinical Internship in Teaching
4 credits
Offered both semesters each year

580 Advanced Studies
Open to seniors by permission of the department.
4 credits
Members of the department

Requirements for Programs Leading to Educator Licensure

Smith College offers programs of study in which students may obtain a license enabling them to become public school teachers. Programs of study include the following fields and levels:

Elementary 1–6 Baccalaureate and Post-Baccalaureate
Middle School Baccalaureate and Post-Baccalaureate
Integrated English/History
Integrated Science/Mathematics
Visual Art PreK–8 Baccalaureate
Subject Matter Educator Baccalaureate and Post-Baccalaureate
  Biology 5–8, 8–12
  Chemistry 5–8, 8–12
  Earth Science 5–8, 8–12
  English 5–8, 8–12
  History 5–8, 8–12
  Foreign Language 5–12 French
  Foreign Language 5–12 Spanish
  Mathematics 5–8, 8–12
  Physics 5–8, 8–12
  Political Science 5–8, 8–12
Subject Matter Educator Baccalaureate
  Technology/Engineering 5–12
Post-Baccalaureate Teacher of the Deaf and Hard-of-Hearing Pre-K–8

All students seeking Educator Licensure must have a major in the liberal arts and sciences. Students must also meet specific requirements including subject matter appropriate for the teaching field and level, knowledge of teaching, pre-practicum fieldwork and a practicum experience. Students who are anticipating licensure at the elementary level should take two math courses. All students seeking Educator Licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL). Smith College’s pass rate for 2008 was 88 percent.

Students interested in obtaining Educator Licensure and in preparing to teach should contact a member of the Department of Education and Child Study as early in their Smith career as possible. Students can obtain a copy of the program requirements for all fields and levels of licensure at the department office in Morgan Hall.
A liberal arts education involves the acquisition of general knowledge to develop the ability for reasoned judgment and to prepare graduates to live full and rewarding lives. In a technologically rich era, engineering must become an integral part of the liberal arts environment. Engineering, often referred to as the application of scientific and mathematical principles in the service of humanity, is the bridge that connects the basic sciences and mathematics to the humanities and social sciences.

Students who major in engineering receive a bachelor of science degree, which focuses on the fundamentals of all the engineering disciplines. With rigorous study in three basic areas—mechanics, electrical systems and thermochemical processes—students learn to structure engineering solutions to a variety of problems using first principles.

The Picker Engineering program’s education objective is to produce graduates that will (a) incorporate their knowledge and understanding of the sciences, humanities and social sciences in the application of their engineering education; (b) apply their engineering education in service to humanity; (c) enter an engineering profession or graduate school; (d) consider the impact of their professional actions on society; (e) demonstrate leadership in their personal and professional endeavors; (f) engage in continuous learning and self-discovery.

Prior to graduation, all students majoring in engineering are strongly encouraged to take the Fundamentals of Engineering Exam (the “FE”) distributed by the national council of Examiners in Engineering and Surveying.

100 Engineering for Everyone
EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take EGR 100 for the major; however, those students considering majoring in engineering are strongly encouraged to take EGR 100 in the fall semester. Introduction to engineering practice through participation in a semester-long team-based design project. Students will develop a sound understanding of the engineering design process, including problem definition, background research, identification of design criteria, development of metrics and methods for evaluating alternative designs, prototype development and proof of concept testing. Working in teams, students will present their ideas frequently through oral and written reports. Reading assignments, in-class discussions, will challenge students to critically analyze contemporary issues related to the interaction of technology and society. (N) 4 credits
Susan Voss, Paul Voss, Fall 2009
Paul Voss, Spring 2010
Offered Fall 2009, Spring 2010
191D Engineering Forum
This forum series provides scholarly talks on a broad range of topics related to engineering with the goal of introducing students to types of research activities that are available at Smith College and other locations. Students will prepare for the talks by reading relevant papers and come prepared with written questions. Each presentation will include substantial time for discussion and questions. Each student will have the chance to go to lunch with one of the speakers. An additional goal of the forum is to provide an atmosphere for engineering students at all levels to interact and learn from one another. 1 credit
To be announced
Offered 2009–10 (Full-year course)

201/PHY 210 Mathematical Methods of Physical Sciences and Engineering I
Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. Enrollment limited to 20. {N/M} 4 credits
Gary Felder
Offered Fall 2009, Spring 2010

202/PHY 211 Mathematical Methods of Physical Sciences and Engineering II
Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211 and 212 or permission of the instructor. {N/M} 4 credits
Malgorzata Zielinska-Pfabé
Not offered 2009–10

MTH 204 Differential Equations and Numerical Methods in Engineering
An introduction to the computational tools used to solve mathematical and engineering problems such as error analysis, root finding, linear equations, optimization, ordinary and partial differential equations. Prerequisites: CSC 111, MTH 112 or MTH 114 or permission of the instructor. {M} 4 credits
Pau Atela, Christophe Golé
Offered every Spring

205 Science, Technology and Ethics
This course draws on readings from philosophy, science and technology studies, feminist and postcolonial science studies, and engineering to examine topics including technology and control, science and social inequality, and the drive toward production and consumption on increasingly large, cheap, fast, automated and global scales. What new models of science and engineering can change who decides how science and engineering are done, who can participate in the scientific enterprise, and what problems are legitimately addressed? Some course experience in one or more of the following is required: philosophy and ethics, the study of women and gender, or science and engineering. Enrollment limited to 15. {N/S} 4 credits
Donna Riley
Offered Fall 2010

220 Engineering Circuit Theory
Analog and digital circuits are the building blocks of computers, medical technologies and all things electrical. This course introduces both the fundamental principles necessary to understand how circuits work and mathematical tools that have widespread applications in areas throughout engineering and science. Topics include Kirchhoff’s laws, Thévenin and Norton equivalents, superposition, responses of first-order and second-order networks, time-domain and frequency-domain analyses, frequency-selective networks. Prerequisites (or corequisites): PHY 118 and PHY 210 (or equivalents) or permission of the instructor. Required laboratory taken once a week. {N} 4 credits
Judith Cardell
Offered Fall 2009

MTH 241 Probability and Statistics for Engineers
This course gives students a working knowledge of basic probability and statistics and their application to engineering. Analysis of data and simulation using computer software, are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control and multiple regression. Limited to 25 students. Prerequisites: PHY 210 or MTH 212 as well as CSC 111 (may be taken concurrently) Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. {M} 4 credits
Nicholas Horton, Katherine Halvorsen
Offered every Fall
250/CSC 231 Microprocessors and Assembly Language  
An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic and how the processor deals with I/O devices and interrupts. Prerequisite: 112 or permission of the instructor. (M) 4 credits  
Judy Franklin  
Offered Fall 2009

251/CSC 270 Digital Circuits and Computer Systems  
This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. (M) 4 credits  
Dominique Thiébaut  
Offered Spring 2010

260 Mass and Energy Balances  
This course provides an introduction to fundamental principles that govern the design and analysis of chemical processes. The conversion of mass and energy will serve as the basis for the analysis of steady-state and transient behavior of reactive and nonreactive systems. Specific topics covered will include a review of basic thermodynamics, behavior of ideal and real gases, phase equilibria, and an application of these principles to the concept of industrial ecology. Prerequisites: MTH 112 or 114 (may be taken concurrently) and CHM 111. (N) 4 credits  
Denise McKay  
Offered every Spring

270 Engineering Mechanics  
This is the first course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include conservation laws, static and dynamic behavior of rigid bodies, analysis of machines and frames, internal forces, centroids, moment of inertia, vibrations and an introduction to stress and strain. Prerequisite: PHY 117, MTH 112 (or the equivalent) or permission of the instructor. Required laboratory taken once a week. (N) 4 credits  
Glenn Ellis  
Offered every Fall

290 Engineering Thermodynamics  
Modern civilization relies profoundly on efficient production, management and consumption of energy. Thermodynamics is the science of energy transformations involving work, heat and the properties of matter. Engineers rely on thermodynamics to assess the feasibility of their designs in a wide variety of fields including chemical processing, pollution control and abatement, power generation, materials science, engine design, construction, refrigeration and microchip processing. Course topics include first and second laws of thermodynamics, power cycles, combustion and refrigeration, phase equilibria, ideal and non-ideal mixtures, conductive, convective and radiative heat transfer. Prerequisites (or co-requisites): EGR 260 and PHY 210 (or the equivalents) or permission of the instructor. (N) 4 credits  
Donna Riley  
Offered Spring 2010

302 Materials Engineering Science  
Materials science and engineering is at the forefront of technologies addressing elder care, manipulating weather, walking robots, plastic bridges, the body as a network, photonics, biomimetics and fashion. At the heart of this conversation is the need to understand the material’s structure (defect chemistry) and the manipulation of this structure. Topics include the influence of structure on electrical, optical, thermal, magnetic and thermomechanical behavior of solids. An emphasis will be placed on ceramics and glass. Students will address materials selection with respect to thermomechanical design. (N) 4 credits  
Linda Jones  
Offered every Fall

311/GEO 301 Aqueous Geochemistry  
This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip will serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory will emphasize wet-chemistry analytical techniques. Participants will prepare regular reports based on laboratory analyses, building to a final analysis of the project study area.
One weekend field trip. Prerequisites: One geoscience course and CHM 108 or CHM 111.
Amy Rhodes  
Offered Fall 2009

312 Thermochemical Processes in the Atmosphere  
Air pollution is a problem of local, regional and global scale that requires an understanding of the sources of pollutants in the atmosphere, their fate and transport, and their effects on humans and the environment. This course provides the technical background for understanding and addressing air pollution in both engineering and policy terms, with an emphasis on engineering controls. Prerequisites: CHM 111, PHY 210 and EGR 210 (or equivalents) or EGR 260 or permission of the instructor. 4 credits
Paul Voss  
Offered Fall 2009

315 Ecohydrology  
This course focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake, and runoff over a range of scales (plot to watershed). The course will address characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 245 or 241. 4 credits
Andrew Guswa  
Offered Fall 2009

317/PHY 317 Classical Mechanics  
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 116, 210 or permission of the instructor. 4 credits
Doreen Weinberger  
Offered every Spring

319/GEO 309 Groundwater Geology  
A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 101, or 102, or 108 or FYS 103 and MTH 111. Enrollment limited to 14. 4 credits
Robert Newton  
Offered Fall 2010

320 Signals and Systems  
The concepts of linear system theory (e.g., Signals and Systems) are fundamental to all areas of engineering, including the transmission of radio signals, signal processing techniques (e.g., medical imaging, speech recognition), and the design of feedback systems (e.g., in automobiles, power plants). This course will introduce the basic concepts of linear system theory, including convolution, continuous and discrete time Fourier analysis, Laplace and Z transforms, sampling, stability, feedback, control and modulation. Examples will be utilized from electrical, mechanical, biomedical, environmental and chemical engineering. Prerequisites: EGR 220 and PHY 210. 4 credits
Susan Voss  
Not offered Spring 2010

322 Acoustics  
Acoustics describes sound transmission through solids and fluids; the focus of this course is sound transmission through air. This course provides an overview of the fundamentals of acoustics, including derivation of the acoustic wave equation, the study of sound wave propagation (plane and spherical waves), the study of sound transmission through pipes, waveguides, and resonators impedance analogies, an overview of the acoustics related to the human auditory system and an introduction to room acoustics. The course includes several short hands-on experiments to help understand the relevant concepts. Prerequisite: EGR 220 Enrollment limited to 12. 4 credits
Susan Voss  
Offered Fall 2009

324/PHY 314 Advanced Electrodynamics  
A continuation of PHY 214. Electromagnetic waves in matter; the potential formulation and gauge transformations; dipole radiation; relativistic electrodynamics. Prerequisite: PHY 211 or permission of the instructor. 4 credits
Piotr Decowski  
Offered Spring 2010

325 Electric Energy Systems  
The course introduces students both to a variety of energy conversion technologies (renewable, hydro,
nuclear and fossil), and to the operation of electric power systems. Coursework includes broad analyses of the conversion technologies and computer simulation of power systems. Engineering, policy, environmental and societal aspects of energy conversion and energy use are discussed. A team-based project will analyze the system and societal impacts of different energy technologies for meeting a region’s electricity needs. Prerequisite: EGR 220. (N) 4 credits

Judith Cardell
Not offered in 2009–10

326 Dynamic Systems and Introduction to Control Theory
Dynamic systems are systems that evolve with time. They occur all around us, throughout nature and the built environment. Understanding dynamic systems leads to the ability to control them, so they behave according to the engineer's design. This course introduces students to both linear dynamic system and modern control theories, so that students will be able to design and control simple dynamic systems. Through design projects, students gain practical experience in designing a simple controller for a dynamic system. Prerequisites: EGR 220; CSC 111; basic linear algebra from courses such as MTH 204, PHY 210 or MTH 211. (N) 4 credits

Judith Cardell
Offered Spring 2010

330 Engineering and Global Development
This course examines the engineering and policy issues around global development, with a focus on appropriate and intermediate technologies. Topics include water supply and treatment, sustainable food production, energy systems, and other technologies for meeting basic human needs. Students will design and build a prototype for an intermediate technology. Restricted to students with junior standing in engineering or those who have obtained the instructor’s permission. (E) (N) 4 credits

Donna Riley
Offered Spring 2010

333 Technological Risk Assessment and Communication
Risk abounds in our everyday life; technology can play a central role in both inducing and reducing risk. This course covers topics in risk analysis including risk assessment (modeling and estimating risks), risk abatement (strategies and technologies for reducing risk) and risk management (public or private processes for deciding what risk levels are acceptable). We will examine the psychology of risk perception, judgment and decision making, and human factors issues in engineering design that increases or reduces risk. Students will develop an understanding of the complex relationships between risk and benefit, and learn to design and evaluate risk communication materials. Prerequisites: MTH 241 or some other introduction to probability or permission of the instructor. The course relies upon some knowledge of basic probability. (S/N) 4 credits

Donna Riley
Not offered 2009–10

340 Mechanics of Granular Media
An introduction to the mechanical properties of materials in which the continuum assumption is invalid. Topics include classification, hydraulic conductivity, effective stress, volume change, stress-strain relationships and dynamic properties. While soil mechanics will be a major focus of the class, the principles covered will be broadly applicable. Prerequisite: EGR 375 or GEO 241. (N) 4 credits

Glenn Ellis
Offered Spring 2010

346 Hydrosystems Engineering
Through systems analysis and design projects, this course introduces students to the field of water resources engineering. Topics include data collection and analysis, decision-making under uncertainty, the hydrologic cycle, hydropower, irrigation, flood control, water supply, engineering economics and water law. Prerequisites: MTH 112 or 114, EGR 374 (or permission of the instructor). 4 credits

Andrew Guswa
Not offered 2009–10

354/CSC 364 Computer Architecture
Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270 or 231. (M) 4 credits

Dominique Thiébaut
Not offered 2009–10
**363 Mass and Heat Transfer**
This course covers mass transport phenomena and unit operations for separation processes, with applications in both chemical and environmental engineering. Topics covered in the course include mechanical separations, distillation, gas absorption, liquid extraction, leaching, adsorption and membrane separations. Prerequisites: EGR 260 and either EGR 374 or EGR 290 or permission of the instructor. 4 credits
*To be announced*
Offered Fall 2011

**372 Advanced Solid Mechanics and Failure Analysis**
Building on the fundamentals of solid mechanics and materials science introduced in EGR 375, this course provides students with an advanced development of techniques in failure analysis, including static failure theories, fatigue life prediction and linear elastic fracture mechanics. These techniques are used in many aspects of mechanical design and the evaluation of structural integrity. Prerequisites: EGR 374 and EGR 375 or equivalent statics and introductory solid mechanics. *(N)* 4 credits
Borjana Mikic
Offered Fall 2009

**373 Skeletal Biomechanics**
Knowledge of the mechanical and material behavior of the skeletal system is important for understanding how the human body functions, and how the biomechanical integrity of the tissues comprising the skeletal system are established during development, maintained during adulthood and restored following injury. This course will provide a rigorous approach to examining the mechanical behavior of the skeletal tissues, including bone, tendon, ligament and cartilage. Engineering, basic science, and clinical perspectives will be integrated to study applications in the field of Orthopaedic Biomechanics. Enrollment limited to 16. Prerequisites include EGR 375 and BIO 111 or permission of the instructor. *(N)* 4 credits
Borjana Mikic
Offered Spring 2010

**374 Fluid Mechanics**
This is the second course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include intensive and extensive thermophysical properties of fluids, control-volume and differential expressions for conservation of mass, momentum and energy, dimensional analysis, and an introduction to additional topics such as viscous and open-channel flows. Prerequisite: EGR 270. *(N)* 4 credits
Andrew Guswa
Offered Spring 2010

**375 Strength of Materials**
This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior will be analyzed, along with the material and geometric contributions to this behavior. Lecture topics will be complemented with hands-on laboratory work designed to help students make connections between the theoretical and experimental behavior of materials. Prerequisite: EGR 270. Co-requisite: EGR 376. *(N)* 4 credits
*To be announced*
Offered every Spring

**376 Mechanics Laboratory**
This is a required noncredit laboratory course that meets once a week. Co-requisites: EGR 374 and/or EGR 375.
*To be announced*
Offered every Spring

**377 Aerial Vehicle Design**
Remotely piloted and autonomous aircraft are increasingly being used in scientific research, agriculture, disaster mitigation and national defense. These small and efficient aircraft offer major environmental benefits while, at the same time, raising complex ethical and policy issues. This course introduces the rapidly growing field of aerial vehicle design and low-Reynolds number aerodynamics through a major project in which students will design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111 and either EGR 220 or CSC 270 or permission of the instructor. Enrollment limited to 18 students. *(E)* 4 credits
Paul Voss
Offered Spring 2010

**389 Techniques for Modeling Engineering Processes**
The goal of this course is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach to be covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches to be covered are based upon probability and statistics and will include auto-regressive moving average (ARIMA) processes. Although
students will learn about the theory behind these approaches, the emphasis of the course will be on their application to model processes throughout the field of engineering. Some examples include earthquake ground motion, financial markets, water treatment and electrical systems. Acknowledging the interdisciplinary nature of AI, students will also investigate the possibilities of machine consciousness. Prerequisite or co-requisite: MTH 241. **4 credits**

**Glenn Ellis**

Not offered 2009–10

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### 390 Advanced Topics in Engineering

**Topic: Photovoltaic and Fuel Cell System Design.** This course applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling and analysis of renewable energy power systems. Concepts to be covered in this course include extraterrestrial radiation, solar geometry, atmospheric effects, polarization curve characteristics, system components and configurations, stand-alone and hybrid system design and load interactions. This course applies these theoretical concepts in a laboratory setting involving the design and testing of fuel cell and photovoltaic systems. Prerequisites: EGR 220, CHM 111, EGR 290 (may be concurrent). **4 credits**

**Denise McKay**

Offered Fall 2009

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### 400 Special Studies

Available to sophomore students with permission of their major adviser and engineering department. Variable credit 1–4 as assigned

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### 410D Engineering Design Clinic

This two-semester course leverages students’ previous coursework to address an actual engineering design problem. Students collaborate in teams on real-world projects sponsored by industry and government. These projects are supplemented by course seminars to prepare students for engineering design and professional practice. Seminars include such topics as the engineering design process, project management, team dynamics, engineering economics, professional ethics and responsibility, regulations and standards, technical and professional communication, universal design, work/life balance and sustainability. The course requires regular team design meetings, weekly progress reports, interim and final reports, and multiple presentations. Prerequisite: EGR 100 and senior standing in Engineering or permission of the instructor. **8 credits**

**Susannah Howe**

Offered Fall and Spring semester each year

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### The Major—B.S., Engineering Science

**Advisers:** Members of the department

The value of more liberally educated engineers, who typically bring strong communication and abstract reasoning skills to their work, has recently been acknowledged by the national engineering accrediting board, which has moved to give greater weight to the liberal arts in designing curricular standards. Consequently, the engineering major is based on a rigorous plan of study integrated with the liberal arts.

Smith offers an undergraduate curriculum leading to an accredited degree in engineering science, the broad study of the theoretical and scientific underpinnings that govern the practice of all engineering disciplines. The American Society for Engineering Education, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should “recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets.”

An integral component of the program is the continuous emphasis on the use of engineering science principles in design. This culminates in a final design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate and/or research internship to supplement their classroom instruction.

Engineers must be able to communicate effectively and work in team settings. Smith’s highly regarded writing-intensive first-year curriculum ensures that engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Virtually every engineering course offered at Smith incorporates elements of teamwork and oral/written communication.

**Requirements of the Major—B.S., Engineering Science**

**Math:** MTH 111 & 112 (or 114), MTH 204, MTH 241

**Physics:** PHY 117*, PHY 118**, PHY 210

**Chemistry:** CHM 111 or higher
**Computer Science:** CSC 111
**Engineering Core:** 100, 220, 260, 270, 290, select three from (320, 326, 363, 374 and 375) and 410 (8-credit Design Clinic)

*Physics 117 is required for the major; however, students may meet this course requirement when guided to take Physics 115 and the one-week engineering-physics problem-solving course offered during fall orientation period.

**Normal students will take PHY 118. However, students may petition to substitute an upper-level science course in order to achieve a specific educational objective. This petition must be approved by their adviser and program director.

**Technical Electives:**
Students are required to demonstrate reasonable technical depth by developing a sequence of three thematically related engineering electives (two of which must be at the 300 level or higher) selected in consultation with the student’s adviser and with a short proposal outlining the rationale.

**Liberal Arts Breadth:**
Students are required to demonstrate breadth in their curriculum by any of the following:
1. fulfilling the Latin Honors distribution requirements;
2. fulfilling the requirements for another major or minor within Div I or Div II; or
3. by submitting a cogent proposal describing an alternative approach including all courses that the student will take to acquire curricular breadth for consideration and approval by the engineering faculty and Program Chair.

Students are strongly encouraged to take an additional course in the natural sciences (e.g., biology, geology).

**Mathematical Skills:**
Students will be assessed during their first semester for their mathematical skills and comprehension. A j-term math skills studio is required for students whose math assessment scores are low.

Additionally, an engineering-physics problem solving course is offered during orientation period each fall. Students requiring the additional problem solving skills needed to complete the Physics requirements are required to take this one-week course.

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**The Major—B.A., Engineering Arts**

**Advisers:** Members of the program

**The Purpose of the B.A. in Engineering Arts**
The B.A. in engineering arts is offered for those students who do not intend to professionally practice as engineers but who recognize the increasing importance of science and technology in today’s world. The B.A. is not ABET-accredited. Those students interested in obtaining an accredited engineering degree should pursue the B.S. in engineering science.

**The Importance of the Liberal Arts**
The possibilities of coupling the B.A. in engineering arts with other disciplines are boundless. The bachelor’s degree in engineering coupled with a focused set of studies in the liberal arts leading to a possible major or minor in the humanities, social sciences, arts or sciences is particularly well suited for preparing students to address the complexities of the world in which we live. An additional major or minor beyond the B.A. in engineering arts is not required, however. A student may simply choose to explore the richness of the academic community that is Smith College by taking courses across the major fields of knowledge. This course selection must have a central focus or rationale that is identified by the student and is articulated in her Statement of Focus.

**A Statement of Focus**
A statement of academic focus that identifies the student’s educational objectives shall accompany a declaration of the major for the degree of B.A. in Engineering Arts. This statement shall detail the student’s choices of approximately six (6) additional courses that provide a coherent context for the major in engineering arts, both in terms of her understanding of engineering in a broader liberal arts context and in terms of her educational objectives.

For example, potential focus areas might include the arts (architecture or landscape studies) or education. A teaching certificate can be earned through the Department of Education and Child Study, which offers a licensure program for technology and engineering (grades 5–12) that is transferable to other states. A focus in health sciences is ideally suited for students who wish to pursue their interests in engineering while satisfying premedical requirements. Additional areas of
focus include engineering and public policy, economics, energy policy, ethics and global development. The engineering program has information on possible foci and pathways through the major.

Requirements for the Major—B.A., Engineering Arts Science Sequence: PHY 117 and one other science course¹

Math: MTH 111 and 112 or 114 (or equivalent), and PHY 210²

Engineering Core: EGR 100, 260, 220, 270 and 290

Engineering Electives: Two 300-level or higher engineering courses. These courses can be cross-listed with other departments. Course substitutions require approval of the advisor and director of engineering.

Statement of Focus
A statement of focus must be submitted to the adviser upon declaration of the major, detailing the student’s choices of approximately six additional courses that provide some coherent context for a major in engineering arts, both in terms of understanding engineering in a broader liberal arts context and in terms of the student’s specific educational goals.³

¹ Physics 117 is a prerequisite for EGR 270. The other science course is to be chosen by the student upon consultation with her major adviser.

² These mathematics courses are prerequisites for the required B.A. engineering core.

³ While the statement of focus would be a major requirement, the proposed courses are not. In practice, the adviser will assist the student in contextualizing her courses choices.

The major requires a total of 12 courses (or the equivalent). Students earning a bachelor of arts degree must complete at least 64 credits outside the department of the major.

The Engineering Minor
Some students may wish to minor in engineering as a way to complement their major and supplement their education.

Major advisers also serve as advisers for the minor. The requirements for the minor in engineering comprise a total of five (5) courses. These courses must include

1. EGR 100
2. PHY 117
3. One course from PHY 210 (EGR 201), MTH 204, MTH 241, EGR 220, EGR 260, EGR 270, EGR 290, EGR 374, EGR 375
4. One course from EGR 220, EGR 260, EGR 270, EGR 374, EGR 375, EGR 290 (not the same as in 3 above)
5. One course from EGR 302, EGR 312, EGR 315, EGR 320, EGR 321, EGR 325, EGR 330, EGR 340, EGR 346, EGR 372, EGR 373, EGR 380, EGR 390, EGR 410D and other 300 level EGR courses as they are added by EGR faculty.

Princeton-Smith Exchange

Engineering Exchange Program
An exchange program between Princeton University and Smith College permits students from Smith’s Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. This program is available to students in the spring semester of their sophomore or junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic advisor. Applications must be submitted to the Director of Engineering by October 20, and the candidates will be notified by November 15. If accepted, the Smith student must submit a leave of absence form to the junior class dean by December 1.

Honors

Director: Linda E. Jones

430d Honors Project
8 credits
Full-year course; Offered each year

432d Honors Project
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
The purpose of the English major is to develop a critical and historical understanding of the English language and of the literary traditions it has shaped in Britain, in the Americas and throughout the world. During their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre. Fuller descriptions of each term’s courses, faculty profiles, and other important information for majors and those interested in literary study can be found on the department’s Web page, accessible via the Smith College home page.

Most students begin their study of literature at Smith with English 120 or a first-year seminar before proceeding to one of the courses—199, 200, 201 and 231—that serve as a gateway for the major. First-year students who have an English literature and composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT, may enter one of the gateway courses in the fall semester. In 2009–10, English 120, 199 and 201 will be taught as writing intensive courses. Those first-year students who have taken a gateway course in the fall may, after consultation with the instructor, elect a 200-level class beyond the gateway in the spring.

To assist students in selecting appropriate courses, the department’s offerings are arranged in Levels I–V, as indicated and explained below.
Level I

Courses numbered 100–199: Introductory Courses, open to all students. In English 118 and 120, incoming students have priority in the fall semester, and other students are welcome as space permits.

First-Level Courses in Writing

ENG 118 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Literature and English Language and Composition may receive 4 credits each, providing they do not take English 118.

118 Colloquia in Writing

In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and nonnative speakers are especially encouraged to register for sections taught by Holly Davis. Priority will be given to incoming students in the fall-semester sections. 4 credits

Director: Julio Alves
Sections as listed below:

Re-Vision: Writing (and Looking) Again
Practice in writing essays of observation, analysis and argument. Readings cover a range of subjects from questions of personal identity to public issues of culture and politics. A strong focus on working with sources and developing research skills. WI

Brian Turner
Offered Fall 2009

The Politics of Language
Reading, thinking and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language and censorship. WI

Holly Davis
Offered Fall 2009, Spring 2010

Riding the Wave: The Women’s Movement, 1968–79
Reading and writing about the women’s movement of the late 1960s and 1970s, often called Second Wave Feminism. Readings will include primary documents, secondary sources and statistical data. Writing will include scholarly essays, biography and mixed genres. Regular library research and oral presentations. (E) WI 4 credits

Julio Alves
Offered Fall 2009

119 Writing Roundtable
Students hone their writing skills (defined broadly to include critical thinking, research and documentation, argument development, and mastery of written English) as they enhance their understanding of an issue of current import and consequence. They read and write in a variety of genres (ranging from experience narratives to academic essays) and supplement their required reading with excursions to scholarly and cultural venues at Smith. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. (E) WI 4 credits

Topic: Poverty
What defines poverty in the U.S. and abroad? Who defines it? How do we best improve the lives of the poor? What’s the relationship between poverty and gender? Which antipoverty programs work and which don’t? These are a few of the questions students write about in this course as they hone their writing skills. The readings include academic essays, organizational documents, newspaper articles, narrative journalism and personal experience narratives. The course makes use of resources in the Smith libraries, the Sophia Smith Collection and the Smith College Museum of Art. Enrollment limited to 15. (E) WI 4 credits

Julio Alves
Offered Spring 2010

First-Year Seminars

For course descriptions, see First-Year Seminar section

FYS 175 Love Stories
Ambreen Hai
Offered Fall 2009

FYS 118 Groves of Academe
Patricia Skarda
Offered Fall 2009

FYS 128 Ghosts
Cornelia Pearsall
Offered Fall 2009
FYS 158 Reading the Earth
Sharon Seelig
Offered Spring 2010

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel
Michael Gorra
Offered Fall 2009

FYS 170 Crime and Punishment
Jefferson Hunter
Offered Fall 2009

FYS 187 Writers and the Body: Health and Illness in African Diasporic Women’s Literature
Andrea Stone
Offered Fall 2009

First-Level Courses in Literature

112 Reading Contemporary Poetry
This course offers the opportunity to read contemporary poetry and meet the poets who write it. Class sessions alternate with readings by visiting poets. Graded Satisfactory/Unsatisfactory only. Course may be repeated. 2 credits
Ellen Watson
Offered Fall 2009

120 Colloquia in Literature
Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course instructor about possible openings. Enrollment in each section limited to 18. 4 credits

Fiction
A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. WI (L)
Robert Hosmer, Eric Reeves
Offered Fall 2009

Reading and Writing Short Poems
A course in the nuts and bolts of poetry. We will look at poems and study their techniques (e.g., sound patterns, image development, form). We will write and revise our own poems, using these techniques. Poets include Basho, Christopher Smart, Walt Whitman, Gwendolyn Brooks, Eavan Boland, Li-Young Lee. WI (L)
Michael Thurston, To be announced
Offered Fall 2009, Spring 2010

Reading and Writing Short Stories
Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization and style. Writing includes analysis, imitation or parody and original stories. WI (L)
Sara London
Offered Fall 2009

Reading the Landscape
A study of contemporary environmental issues and the ways in which writers—essayists, poets, novelists and autobiographers—have addressed them. Emphasis on questions of ecology, wilderness, landscape design, sustainability, protection of species, and the power of writer to effect social change. Discussion of such figures as Rachel Carson, Wendell Berry, Annie Dillard, Mary Oliver, Gretel Ehrlich, Edward Abbey and Leslie Silko, along with earlier works by Thoreau, Dickinson, Frost, Cooper and Audubon. Writing about landscapes and at least one field trip will be part of the experience. WI (L)
Dean Flower
Offered Fall 2009

The Uses of Storytelling
Stories entertain us, but they also teach, convert, mislead, mystify and console us; they shape the way we think, and maybe even keep us alive. Readings include a wide variety of narratives from different periods and settings, nonliterary as well as literary. WI (L)
Nancy Mason Bradbury
Offered Spring 2010

English Ghost Stories
Discussion of the traditions and conventions of the ghost story as practiced chiefly by British writers in the 19th and 20th centuries, emphasizing problems of the craft, i.e., what are the deeper reasons, psychological, spiritual, moral or other—that draw writers and readers to the genre. Study of such veteran practitioners as Charles Dickens, Sheridan Le Fanu, M.R. James, Rudyard Kipling, L.P. Hartley, Muriel Spark, Elizabeth Bowen, Penelope Fitzgerald and others. WI (L)
Dean Flower
Offered Spring 2010
160 “What Is English?”
While it might look like a solid and settled subject, English in fact is, and has always been, a discipline constituted by disagreement—over which books should be read, which students should read them, which ways of reading should be pursued, and sometimes, whether such questions have meaningful answers. If such disagreement is a problem, it is a productive one; a good deal of important literary scholarship has come from thoughtful engagement with these uncertainties. This course sketches, for English majors, prospective majors, and all students interested in literary studies, questions at the heart of the critical enterprise. In six lectures, with accompanying readings and discussion, the course illustrates the work of the critic and shows how, even though the discipline began a way to make reading literature unpleasant enough to merit academic credit, the pleasures of the text continue to enliven English. Graded S/U only. (L) 1 credit
Michael Gorrna and members of the department
Offered Spring 2010

170 The English Language
An introductory exploration of the English language, its history, current areas of change and future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students will learn about editing, proofreading and page layout; the course will also entail a comprehensive review of grammar and punctuation. (L) WI
Douglas Patey
Offered Spring 2010

Level II
Courses numbered 199–249. Open to all sophomores, juniors and seniors, and to qualified first-year students.

Gateway Courses
These four classes serve as entry points to the major, introductions to the critical, historical and methodological issues and questions that underlie the study of literatures in English. English majors must select at least two courses from this menu. Fall gateway courses are open to first-year students with the English Literature and Composition AP score of 4 or 5 or a score of 710 on the Critical Reading portion of the SAT.

199 Methods of Literary Study
This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students will learn how poetry, prose fiction, and drama work, how to interpret them, and how to make use of interpretations by others. English 199 seeks to produce perceptive readers who are well equipped to take on complex texts. This gateway course for prospective English majors is not recommended for students simply seeking a writing intensive course. Readings in different sections will vary, but all will involve active discussion and frequent writing. WI (L) 4 credits
William Oram, Floyd Cheung, Fall 2009
Ambreen Hai, Michael Thurston, Spring 2010
Offered both semesters each year

200 The English Literary Tradition I
A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for sophomores. (L) 4 credits
Douglas Patey
Offered Fall 2009

201 The English Literary Tradition II
A study of the English literary tradition from the 19th century to modern times. WI (L) 4 credits
Cornelia Pearsall, Jefferson Hunter
Offered Spring 2010

231 American Literature before 1865
A study of American writers as they seek to define a role for literature in their changing society. Emphasis on the extraordinary burst of creativity that took place between the 1820s and the Civil War. Works by Cooper, Hawthorne, Emerson, Thoreau, Melville, Douglass, Stowe, Whitman, Dickinson and others. (L) 4 credits
Richard Millington
Offered Fall 2009

Level Two Electives
These courses in particular are designed to interest non-majors as well as majors.

202/CLT 202 Western Classics in Translation, from Homer to Dante
Texts include the Iliad; tragedies by Aeschylus, Sophocles and Euripides; Plato’s Symposium; Virgil’s Aeneid;
Dante’s *Divine Comedy*. WI {L} 4 credits
Lecture and discussion
*Ann R. Jones* (Comparative Literature)
*Thalia Pandiri* (Classics)
*Robert Hosmer* (English Language and Literature)
Offered Fall 2009

203/CLT 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes’s *Yvain*; Shakespeare’s *Antony and Cleopatra*; Cervantes’ *Don Quixote*; Lafayette’s *The Princesse de Clèves*; Goethe’s *Faust*; Tolstoy’s *War and Peace*. WI {L} 4 credits
Lecture and Discussion
*Maria Banerjee* (Russian)
*Robert Hosmer* (English Language and Literature)
Offered Spring 2010

204/CLT 215 Arthurian Legend
The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh poems and tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *La Queste del Saint Graal*, the Gawain-poet and Malory. {L} 4 credits
*Nancy Mason Bradbury*
Offered Spring 2010

207/HSC 207 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication.
Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. {L} 4 credits
*Douglas Patey*
Offered Spring 2010

208 Science Fiction? Speculative Fiction?
What sort of problems does science fiction address, what are its conventions and how is it related to other genres—utopia, fantasy, romance, imaginary voyage? Particular attention to the theme of the “other” (monsters, aliens, robots, living planets). Readings in Wells, Zamyatin, Stapleton, Lem, Hoban, Dick, Le Guin and others. Recommended for non-majors. {L} 4 credits
*William Oram*
Offered Spring 2010

210 Old English
A study of the language of Anglo-Saxon England (c. 450—1066) and a reading of the Old English elegies. {L/F} 4 credits
*Craig Davis*
Offered Spring 2010

227 Modern British Fiction
Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, F.M. Ford, D.H. Lawrence, Virginia Woolf, Elizabeth Bowen, Doris Lessing, Shirley Hazzard, V.S. Naipaul. {L} 4 credits
*Jefferson Hunter*
Offered Fall 2009

233 American Literature from 1865 to 1914
A survey of American writing after the Civil War, with an emphasis on writers who criticize or stand apart from their rapidly changing society. Fiction by Twain, James, Howells, Dreiser, Crane, Chopin, Chesnutt, Jewett and Sui Sin Far; along with a selection of the poetry of the era. {L} 4 credits
*Richard Millington*
Offered Spring 2010

236/AAS 237 Twentieth-Century Afro-American Literature
A survey of the evolution of African-American literature during the 20th century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L} 4 credits
*Kevin Quashie*
Offered Fall 2009

237 Recent American Writing
Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. {L} 4 credits
*Dean Flower*
Offered Spring 2010
238 What Jane Austen Read: The 18th-Century Novel
A study of novels written in England from Aphra Behn to Jane Austen and Walter Scott (1688–1814). Emphasis on the novelists' narrative models and choices; we will conclude by reading several novels by Austen—including one she wrote when thirteen years old. (L) 4 credits
Douglas Patey
Offered Fall 2009

FLS 241 Screen Comedy
Lectures, with occasional discussion, on film comedies from a variety of places and times: American screwball comedies and British Ealing comedies, battles of the sexes; the silent or nonverbal comedy of Chaplin, Keaton and Jacques Tati; parodies of other film genres; political satire; musical comedy; adaptations of comic novels; fast-talking comedy by the Marx Brothers, Monty Python, Woody Allen and Howard Hawks; and to sum things up, Ingmar Bergman’s Smiles of a Summer Night. Some attention to animated cartoons; occasional readings in film criticism, film history and the theory of comedy. Prerequisite: a college course in film or literature or permission of the instructor. (L/A) 4 credits
Jefferson Hunter
Offered Spring 2010

242 A History of Mystery
A study of the development of detective fiction in English, starting with gothic mysteries in the late 18th century and with the investigatory puzzles of Edgar Allan Poe in the 1830s. Exploration of the ways in which the conventions of the genre reflect issues of class, gender and social change, and how in the 20th century those conventions have been reinvented, stylized, parodied and transformed. Writers discussed will include Poe, Wilkie Collins, Charles Dickens, Conan Doyle, G.K. Chesterton, E.C. Bentley, Dorothy Sayers, Agatha Christie, Jorge Luis Borges and others. Open to non-majors. (E) (L) 4 credits
Dean Flower
Offered Fall 2009

Level III
Courses numbered 250–299. Open to sophomores, juniors and seniors; first-year students admitted only with the permission of the instructor. Recommended background: at least one English course above the 100 level or as specified in the course description.

250 Chaucer
His art and his social and literary background. Emphasis on the Canterbury Tales. Students should have had at least two semester courses in literature. Not open to first-year students. (L) 4 credits
Nancy Mason Bradbury
Offered Fall 2009

252 Sixteenth-Century Literature
Topic: Passion and Despair in the English Renaissance. Ovidian, Platonic, Petrarchan and Romance traditions of love as they are questioned and reformulated by Renaissance writers. Lyric and narrative poetry by Wyatt, Shakespeare, Marlowe, Sidney, Spenser, Lady Mary Wroth and others. (L) 4 credits
William Oram
Offered Spring 2010

254 English Drama in the Age of Shakespeare
The evolution and interplay of structure, theme and character in plays by Shakespeare’s contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined. (L) 4 credits
Jane Degenhardt
Offered Spring 2010

CLT 255 Ghosts, Peasants, Doubles and Frames: Reading the 19th-Century Story
How did the modern short story emerge—why, where, when? What is its relation to other forms of short fiction—the Italian novella or the German novelle or the fairy tale? Why are they often so elaborately framed, with their kernel presented as a kind of oral performance: a story told by one character to another? Why do they so often rely on the fantastic and the unlikely—and how, by the end of the century, did the story come to concentrate instead on the mundane and the ordinary? What, in short, makes a tale worth telling? Readings in Goethe, Hoffman, Hawthorne, Gogol, Turgeniev, Maupassant, Verga, Kipling, Chekhov, Jewett and others. (L) 4 credits
Michael Gorra
Offered Fall 2009

256 Shakespeare
A Midsummer Night’s Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Corio-
209

English Language and Literature

Ianus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. {L} 4 credits
William Oram
Offered Fall 2009

257 Shakespeare
Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale. Not open to first-year students. {L} 4 credits
Eric Reeves, Sharon Seelig
Offered Spring 2010

260 Milton
A study of the major poems and selected prose of John Milton, radical and conservative, heretic and defender of the faith, apologist for patriarchy and advocate of human dignity, the last great Renaissance humanist, a poet of enormous creative power and influence. Not open to first-year students. {L} 4 credits
Eric Reeves
Offered Spring 2010

264 Bloomsbury
"Bloomsbury" refers to a district in London, and also to an intricately interconnected community of influential artists and writers, bound together by complex aesthetic and political as well as personal ties. Our reading will include works by novelists Virginia Woolf and E. M. Forster, economist John Maynard Keynes, essayist Lytton Strachey, and critics Clive Bell, Roger Fry and Leonard Woolf. This course has been designed in conjunction with a Spring 2010 exhibition at the Smith College Museum of Art (A Room of Their Own: The Artists of Bloomsbury) and will focus closely as well on art works by Woolf's sister Vanessa Bell, Dora Carrington, Duncan Grant and others. Prerequisite: a WI course; limited to 20 students. {L} 4 credits
Cornelia Pearsall
Offered Spring 2010

265 The Victorian Novel
The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns. {L} 4 credits
Michael Gorra
Offered Spring 2010

277 Postcolonial Women Writers
A comparative study of 20th century women writers in English from Africa, the Caribbean, South Asia and Australia. We will read novels, short stories, poetry, plays and autobiography in their historical, cultural and political contexts as well as theoretical essays to address questions such as: How have women writers addressed the dual challenge of contesting sexism and patriarchy from within their indigenous cultures as well as the legacies of Western imperialism from without? How have they combined feminism with anti-colonialism? How have they deployed the act of writing as cultural work on multiple counts: addressing multiple audiences; challenging different stereotypes about gender, sexuality, race, ethnicity? What new stories have they told to counter older stories, what silences have they broken? How have they renegotiated the public and the private, or called attention to areas often ignored by their male contemporaries, such as relations among women, familial dynamics, motherhood, bodily desire or the gendered effects of migration and diaspora? Writers include Anita Desai, Kamala Das, Thrity Umrigar, Deepa Mehta, Ama Ata Aidoo, Bessie Head, Nawal-el-Saadawi, Jamaica Kincaid, Michelle Cliff, Zadie Smith, Sally Morgan. Prerequisite: a WI course. {L} 4 credits
Ambreen Hai
Offered Fall 2009

278 Asian American Women Writers
The body of literature written by Asian American women over the past one hundred years has been recognized as forming a coherent tradition. What conditions enabled its emergence? How have the qualities and concerns of this tradition been defined? What makes a text central or marginal to the tradition? Writers to be studied include Maxine Hong Kingston, Sui Sin Far, Mitsuye Yamada, M. Eveline Galang, Trinh T. Minh-ha, Paisley Rekdal, Lynda Barry, Lois-Ann Yamanaka, Bharati Mukherjee and Smith College alumna Frances Chung. {L} 4 credits
Floyd Cheung
Offered Fall 2009

279 American Women Poets
A selection of poets from the last 50 years, including Sylvia Plath, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Glück and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in
Advanced Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair.

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Pierce Hall 105, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

216 Intermediate Poetry Writing
Students gain reading mastery by close attention to poems of diverse sensibilities and intentions, and are given practice creating poetic effects through tone, diction, rhythm, image, lineation, anaphora, alliteration, assonance, syllabics and irregular rhyme. They create a portfolio of original poems and develop the skills of critique and revision. Poems and craft essays are assigned for each class, as well as packets of poems by visiting writers. Students will be expected to attend Poetry Center readings and Q&As. Recommended background: ENG 120 Reading and Writing Short Poems. Admission by permission of the instructor. (E) 4 credits
Ellen Doré Watson
Offered Spring 2010

290 Crafting Creative Nonfiction
A writers’ workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Admission by permission of the instructor. (L) 4 credits
Hilton Als, Robert Hosmer
Offered Fall 2009, Spring 2010

292 Crafting the Memoir
This workshop explores, through reading and writing, the presentation of self in the memoir. A major focus will be on the interweaving of voice, structure, style and content. As we read our own works and those of others, we will be searching for strategies, devices, rhythms, patterns and approaches that we might adapt in future writings. The reading list will consist of writings by 20th-century women. Admission by permission of the instructor. (L) 4 credits
To be announced
Offered Spring 2010

295 Advanced Poetry Writing
Admission by permission of the instructor. (L) 4 credits
Annie Boutelle
Offered Fall 2009, Spring 2010

296 Writing Short Stories
Admission by permission of the instructor. (L) 4 credits
Sue Miller
Offered Fall 2009, Spring 2010

384/AMS 351 Writing About American Society
An examination of contemporary American issues through the works of literary journalists ranging from Elizabeth Hardwick to Joan Didion; Frances Fitzgerald to Adrian Nicole Le Blanc. Intensive practice in expository writing to develop the student’s own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited to 15. Admission by permission of the instructor. (L/S) 4 credits
Hilton Als
Offered Spring 2010

Level IV

300-level courses, but not seminars. These courses are intended primarily for juniors and seniors who have
taken at least two literature courses about the 100-level. Other interested students need the permission of the instructor.

399 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. {L} 4 credits
Samuel Scheer
Offered Fall 2009

Level V

Seminars. Seminars are open only to juniors and seniors and admission is by permission of the instructor.

Seminars in the English department stand as the capstone experience in the major. They bring students into the public aspects of intellectual life, and the papers they require are not only longer but also different in kind from those in 200-level classes. These papers require a research component in which students engage the published arguments of others, or at least demonstrate an awareness of the ongoing critical conversation their work is entering. But such work proves most useful when most available, and so we also require that students present their thinking in some way to the semi-public sphere of the seminar itself.

All students who wish to take a seminar must apply at the English department office by the last day of the preregistration period. The instructor will select the students admitted from these applicants.

PRS 306 Beowulf and Archaeology
The Old English poem Beowulf may be the most expressive document we possess for the cultural world of Europe from the 5th through 8th centuries AD, even though it survives in a single copy from c. 1000. Our interpretation of this poem has been enhanced by discoveries of the Sutton Hoo ship-burial in East Anglia, a huge 6th-century hall in Denmark and other significant finds. This seminar will examine the way archaeological investigation, historical research and literary criticism all combine to create a more revealing, though still controversial “assemblage of texts” from this formative phase of early European society. Enrollment limited to 12 juniors and seniors. (E) {L/H/A} 4 credits
Craig R. Davis (English)
Offered Spring 2010

308 Seminar: One Big Book
This capstone course offers an intensive, research-based study of a single important work of literature in English, seen in its social, historical and intellectual context on the one hand, and in terms of its reception history on the other. The course may be repeated once for credit with a different topic and instructor. Permission of the instructor required. Enrollment limited to 12. {L} 4 credits
Topic: George Eliot’s Middlemarch.
Prerequisites: two 200-level courses in either the reading of fiction or in 19th-century British literature or a combination thereof.
Michael Gorra
Offered Spring 2010

312 Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860
This seminar will explore the varied publications produced by people of African descent, America, Canada and England, including early sermons and conversion narratives, criminal confessions, fugitive slave narratives and the black press. We will consider these works in terms of publishing history, editorship (especially women editors), authorship, readership, circulation, advertising, influence, literacy, community building, politics and geography. We will examine their engagements with such topics as religion, law, economics, emigration, gender, race and temperance. Smith’s manuscript and periodical holdings will offer us a treasure trove of source materials. {L} 4 credits
Andrea Stone
Offered Spring 2010
Victorian Britain’s aggressive imperial expansion, including Joseph Conrad, H. Rider Haggard, Rudyard Kipling, Olive Schreiner, Alfred Tennyson and Queen Victoria. Admission by permission of the instructor. Enrollment limited to 12. [L] 4 credits

Cornelia Pearsall
Offered Fall 2009

333 Seminar: A Major British or American Writer

Alice Munro
Alice Munro has won extraordinary and steadily growing recognition as one of the very finest and canniest writers of our time. The subtlety of her narrative skills and the subdued brilliance of her moral insights mark her as a major figure. And yet this has not translated into the kind of attention one might expect in college and university curricula. Certainly there are challenges for both student and teacher in tracing out the arc of her achievement, beginning with the early “Dance of the Happy Shades” to her most recent work. But this tracing provides an opportunity to follow Munro “writing her lives”—in all their narrative sublimity. Prerequisites: Three literature courses, including one American literature course and one upper-level course in fiction. Enrollment limited to 12. (E) [L] 4 credits

Eric Reeves
Offered Fall 2009

Heaney and Muldoon
In-depth study of two living poets important not only in the context of Northern Ireland but also for their impact on poetry in English during the latter 20th century. Discussions will focus on the intersecting poetic trajectories of these two careers and on the poets’ negotiation of the poetry/politics intersection.

Michael Thurston
Offered Spring 2010

365 Seminar: Studies in 19th-Century Literature

Topic: Women in Romantic Literature. A study of sisters, wives, mothers and nature in the works of Jane Austen, Mary Shelley, Sir Walter Scott, the Brontës and the Romantic poets. [L] 4 credits

Patricia Skarda
Offered Fall 2009

376 Contemporary British Women Writers
Consideration of a number of contemporary women writers, mostly British, some well-established, some not, who represent a variety of concerns and techniques. Emphasis on the pleasures of the text and significant ideas—political, spiritual, human and esthetic. Efforts directed at appreciation of individuality and diversity as well as contributions to the development of fiction. Authors likely to include Anita Brookner, Angela Carter, Isabel Colegate, Eva Figes, Penelope Fitzgerald, Molly Keane, Penelope Lively, Edna O’Brien, Barbara Pym, Jean Rhys, Muriel Spark and Jeannette Winterson; some supplementary critical reading. [L] 4 credits

Robert Hosmer
Offered Fall 2009

393 South Asian Fictions of Autobiography
How have modern South Asians adapted the forms of autobiography to make sense of their lives? What can individual idiosyncratic life stories tell us more broadly about culture or history? How does writing help us to process, or create meanings from, experiences of colonization, national independence, family, race, gender, sexuality, migration, loss or trauma? What are the implications of creating intimacy, voice or subjectivity in a colonizer’s alien language? This course explores how diverse writers (Indian, Pakistani, Sri Lankan, diasporic) have crafted life writing in English to produce broader meanings for various purposes (nation building, anticolonial resistance, self-fashioning, diasporic identity formation, telling of suppressed histories, remembrance). Readings include fictional and actual autobiographies by Gandhi, Nehru, G.V. Desani, Nirad Chaudhuri, Attia Hosain, Sara Suleri, Michael Ondaatje, Shyam Selvadurai, Hanif Kureishi, Meena Alexander and theories of autobiography. Enrollment limited to 15. [L] 4 credits.

Ambreen Hai
Offered Spring 2010
FYS 158 Reading the Earth
FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel
FYS 187 Writers and the Body: Health and Illness in African Diasporic Women’s Literature
CLT 205 Twentieth-Century Literature of Africa
CLT 215 Arthurian Legends
CLT 237 Traveller’s Tales
CLT 255 Ghosts, Peasants, Doubles and Frames: Reading the 19th-Century Novel
CLT 300 Contemporary Literary Theory
FLS 241 Screen Comedy
PRS 306 Beowulf and Archaeology
PRS 311 Bodies and Machines
THE 261 Writing for the Theatre
400 Special Studies
1 to 4 credits
Offered both semesters each year
408d Special Studies
8 credits
Full-year course; Offered each year

The Major

Advisers: Members of the department

Major Requirements

Twelve semester courses are required for the major. In March 2009, the department voted in a new set of requirements. Students in course may choose either the old or new requirements; students in the class of 2013 and thereafter must complete the new ones.

New Requirements

1. Two of our four gateway courses—ENG 199 (methods), 200 (British survey I), 201 (British survey II) or 231 (American survey I)—ideally to be taken by the end of the sophomore year;
2. Two courses concentrating on literature written before 1832;
3. Semester courses on two of three early canonical authors: Chaucer (250), Shakespeare (256 or 257) and Milton (260);
4. Culminating Experience: two seminars in literature at the 300 level, at least one to be taken in the senior year. A senior who has undertaken an honors thesis, year-long Kahn Institute project or research-based 4-credit special studies may substitute her project for the second seminar.

Old Requirements

1. Two of the following: 199, 200, 201 or 231;
2. Two courses concentrating on literature written before 1832;
3. Semester courses on two of three early canonical authors: Chaucer (250), Shakespeare (256 or 257) and Milton (260);
4. A seminar;
5. Five additional courses

In 2009–10 the following courses fulfill requirement number 2: 200, 202, 204, 207, 210, 231, 238, 250, 252, 254, 256, 257, 260, 365, PRS 306.

No course may be used to fulfill more than one requirement.

Up to two courses in film, a foreign or comparative literature, or dramatic literature offered through the theater department may count toward the major. Up to three advanced writing courses may count toward the major. Only one colloquium (120) may count toward the major. English 118 does not count. No course counting toward the major may be taken for an S/U grade.

We strongly recommend that all students take at least one historical survey sequence: English 200, 201; English 202, 203; or English 231, 233. We recommend that students interested in graduate school in English literature or in high school English teaching take both the British (200, 201) and the American (231, 233) surveys. Those considering graduate school should be aware that most doctoral programs in English require a reading knowledge of two foreign languages, and that preparation in literary theory will be extremely useful.
The Minor

The minor in English consists of six courses: English 199; a two-semester survey (ENG 200, 201, ENG 202, 203 or ENG 231, 233); plus three additional English courses chosen in consultation with the minor adviser, two of which must be above the 100 level.

Honors

**Director:** Michael Gorra (2009–10)

**430d Honors Project**
8 credits
Full-year course; Offered each year

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due after spring vacation, to be followed during April by the student’s oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

In exceptional circumstances the department will permit a student to submit a work of fiction, poetry or creative nonfiction for honors.

Graduate

**580 Graduate Special Studies**
Independent study for graduate students. Admission by permission of the chair. 4 credits
Offered both semesters each year

**580d Graduate Special Studies**
8 credits
Full-year course; Offered each year
Environmental Science and Policy

The Environmental Science and Policy (ES&P) minor is designed for students with a serious interest in environmental issues and sustainability and a commitment to scientifically based problem solving and policy analysis. The minor consists of six courses chosen with the guidance and approval of an ES&P minor adviser. Interested students are urged to meet with the director, coordinator and/or an ES&P adviser early in their academic planning.

Requirements: Six courses including one course from each of the following groups: Chemistry, Ecology, Geology and Environmental Policy, plus an elective in consultation with the minor adviser. The senior seminar, EVS 300, or the special studies, EVS 400 (4-credit option), is also required. A course in statistics (e.g. MTH 245 or the equivalent) and Geographic Information Systems (e.g. EVS/GEO 150) are recommended. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with preapproval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions. No more than one course may be taken S/U; EVS 300 may not be taken S/U.

EVS 150/GEO 150 Modeling our World: An Introduction to Geographic Information Systems

A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning, archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. {N} 4 credits

Robert Burger
Offered Spring 2011

†1 Shizuka Hsieh, Assistant Professor of Chemistry
†2 Andrew J. Guswa, Associate Professor of Engineering
Paul Voss, Assistant Professor of Engineering
Robert M. Newton, Professor of Geology
Amy Larson Rhodes, Associate Professor of Geology
Donald C. Baumer, Professor of Government
†1 Gregory White, Professor of Government
†2 David Newbury, Professor of History and of African Studies
Jeffry Ramsey, Associate Professor of Philosophy
Nathanael Fortune, Associate Professor of Physics
*1 Leslie King, Associate Professor of Sociology
Michelle Joffroy, Associate Professor of Spanish and Portuguese
EVS 205 Environmental Policy: Economic Perspectives
PENDING CAP APPROVAL
This course will provide an introduction to economic analysis of environmental problems. The focus will be on understanding how economists analyze environmental issues and on learning to communicate basic economic arguments about environmental issues to a broad audience. The course will cover a variety of topics including cost-benefit analysis, pollution taxes, quotas, and permits, sustainability, and intergenerational equity. Classes will be a mix of lecture, discussion and student presentations. Limited to 20 students. No prerequisites.  {S} 4 credits
Susan Stratton Sayre
Offered Spring 2010

EVS 300 Seminar in Environmental Science and Policy
Current patterns of human resource consumption and waste generation are not ecologically sustainable. Effective solutions require a working knowledge of the scientific, social, political and economic factors surrounding environmental problems. This seminar examines the impact of human activities on natural systems; the historical development of environmental problems; the interplay of environmental science, education and policy; and efforts to build a sustainable society. Discussions will center on conflicting views of historical changes, ecological design and sustainability, biodiversity, environmental policy, media coverage of environmental issues, ecological economics and environmental justice. An extended project will involve active investigation, analysis and presentation of an environmental issue of local or regional importance with the explicit goal of identifying sustainable alternatives. May not be taken S/U and count towards the minor. Prerequisite: all courses completed or concurrent for the Environmental Science and Policy minor or by permission of the instructor.  {S/N} 4 credits
L. David Smith
Offered Spring 2010

EVS 400 Special Studies
Admission by permission of the instructor, the program director, and ES&P’s curricular subcommittee. Special Studies are open only to qualified juniors and seniors, and in appropriate cases, to sophomores. 1–4 credits
Offered both semesters each year

FYS 177 Global Environmental Changes and Challenges
This course examines how humans have changed Earth’s four vital spheres (biosphere, atmosphere, hydrosphere and lithosphere) over the last century, and the social, scientific and political challenges posed by these environmental alterations. We will reflect on how differing worldviews have influenced our past actions and may determine our future trajectory. Readings and discussions will examine the scientific evidence, environmental writings, and national and international responses to the environmental crises that confront humanity. Students will investigate strategies for mitigating damage, conserving resources and restoring natural function of the Earth. Enrollment limited to 16 first-year students.  (E) WI  {N/S} 4 credits
Amy Rhodes (Geology) and L. David Smith (Biological Sciences)
Offered Spring 2010

Chemistry
CHM 108 Environmental Chemistry
GEO 301 Aqueous Geochemistry*
EGR 260 Mass and Energy Balances
EGR 312 Thermochemical Processes in the Atmosphere

Ecology
BIO 110 Introductory Colloquia: Life Sciences for the 21st Century—Conservation Biology
BIO 154 Biodiversity, Ecology and Conservation
BIO 266 Principles of Ecology
BIO 268 Marine Ecology and lab
BIO 364 Plant Ecology and lab
BIO 390 Topics in Environmental Biology: Coral Reefs: Past, Present and Future

Geology
GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future
GEO 105 Natural Disasters: Confronting and Coping
GEO 108 Oceanography: An Introduction to the Marine Environment
GEO 109 The Environment
GEO 111 Introduction to Earth Processes and History
GEO 301 Aqueous Geochemistry*
GEO 309 Groundwater Geology
EGR 315 Ecohydrology
Environmental Policy

ANT 230  Africa: Population, Health and Environmental Issues
ANT 236  Economy, Ecology and Society
ANT 241  Anthropology of Development
ECO 284  Environmental Economics
GOV 254  Politics of the Global Environment
GOV 306  Politics and the Environment
PPL 222  Colloquium: U.S. Environmental History and Policy
SOC 332  Seminar in Environmental Sociology

Electives

Elective courses can be chosen from courses listed for the environmental science and policy minor, and outside the minor with consultation and approval of the minor adviser. Examples are:

BIO 103  Economic Botany: Plants and Human Affairs
BIO 110  Introductory Colloquia: Bacteria: The Good, the Bad, and the Absolutely Necessary
BIO 110  Introductory Colloquia: Island Biology
BIO 260  Invertebrate Diversity and lab
BIO 264  Plant Systematics and lab
BIO 272  Vertebrate Biology
BIO 366  Biogeography
EGR 330  Engineering and Global Development
EGR 346  Hydrosystems Engineering
EGR 390  Seminar: Advanced Topics in Engineering: Science, Technology and Ethics
EVS 150/GEO 150  Modeling Our World: An Introduction to Geographic Information Systems
FYS 177  Global Environmental Changes and Challenges
GOV 207  Politics of Public Policy
HST 299  Ecology and History in Africa
PHI 238  Environmental Ethics
PHI 304  Colloquium in Applied Ethics: Sustainability
PHY 100  Solar Energy and Sustainability
PPL 220  Public Policy Analysis
SOC 232  World Population
SPN 372  Topics in Latin American and Iberian Studies: Women, Environmental Justice and Social Action
SWG 230  Feminisms and the Fate of the Environment

*GEO 301  Aqueous Geochemistry fulfills the requirements in both Chemistry and Geology (one course covers two requirements)
Ethics

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Advisers

†2 John M. Connolly, Professor of Philosophy, Director
†1 Elizabeth V. Spelman, Professor of Philosophy
*1 Donald Joralemon, Professor of Anthropology
Albert Mosley, Professor of Philosophy

Susan Levin, Associate Professor of Philosophy
Jeffry Ramsey, Associate Professor of Philosophy
†1 Donna Riley, Associate Professor of Engineering
Ernest Alleva, Lecturer of Philosophy

This minor offers students the opportunity to draw together courses with a major focus on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong residing in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222, and any four other courses offered in various departments and programs at Smith and the Five Colleges. The list tends to vary from year to year, so be sure to consult one of the advisers.

In recent years, courses at Smith, for example, have included

ANT 255  Dying and Death
EGR 390  Topics in Engineering: Science, Technology and Ethics
PHI 221  Ethics and Society
PHI 235  Morality, Politics and the Law
PHI 238  Environmental Ethics
PHI 241  Business Ethics: Moral Issues in the Boardroom and the Classroom
PHI 242  Topics in Medical Ethics
PHI 304  Colloquium in Applied Ethics
PHI/PSY 275  Topics in Moral Psychology
SOC 203  Qualitative Methods

However, be sure to check the availability of courses each semester or consult with the director of the program.
Exercise and Sport Studies

Professors
- Donald Steven Siegel, Ed.D.
- James H. Johnson, Ph.D., Chair
- Barbara Brehm-Curtis, Ed.D
- Christine M. Shelton, M.S.

Lecturers
- Jane M. Stangl, Ph.D.
- Lynn Oberbillig, M.B.A.
- Tim Bacon, M.A.
- Jacqueline Blei, M.S.

Performance Instructors
- Kim Bierwert, B.S.
- Christine Davis, M.S.
- Bonnie May, M.S.
- Suzanne Payne, M.Ed.
- Judith Strong, B.S.
- Carla Coffey, M.A.
- Karen Klinger, M.S.
- Scott Johnson, B.S.
- Wendy Walker, M.A.
- Ellen O’Neil, M.S.T.
- David Stillman, B.S.
- Richard Cesario
- Rosalie Perl, RN, CPT, RYT200
- Craig Collins, B.S.
- Nancy Rothenberg, 3rd degree black belt
- Lisa Thompson, B.A.
- Lynne Paterson, RYT200
- Jennifer Good-Schiff, A.S., ACA, WFR
- Jean Ida Hoffman, M.S.
- Judy Messer, RYT, Sensei
- Jo Schneiderman, M.Ed.
- Cindy Schimelpfenig, A.S.
- Dorothy Steele
- Katrina O’Brien, B.S., ACA, WFR, NAUI
- Jaime Ginsberg, M.Ed.
- Lynn Hersey, M.S.
- Julie Perrelli, Ph.D.
- Tyler Hotchkiss

Teaching Fellows
- Rhemi Abrams-Fuller, B.A.
- Kathleen Boucher, B.A.
- Lacey Carmon, B.A.
- Sarah Cox, B.A.
- Sheila Gisbrecht, B.A.
- Jeanne Coree Naslund, B.A.
- Ruth Ness, B.A.
- Katlin Okamoto, B.A.
- Benjamin Raphelson, B.A.
- David Schary, B.A.

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

A. Theory Courses

100 Playing the Game: Introduction to Exercise and Sport Studies
An overview of the disciplines that address physical activity and sport. The course takes into account the general effects of physical activity and how one studies and analyzes these experiences. Course content includes an examination of behavioral, sociocultural, biophysical experiences and professional possibilities. 4 credits
Jane Stangl
Offered Fall 2009

107 Emergency Care
The ultimate goal is to teach emergency medical care that will enable the student to (a) recognize symptoms of illness and/or injuries; (b) implement proper procedures; (c) administer appropriate care; (d) achieve and maintain proficiency in all skills; (e) be responsible and behave in a professional manner; (f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Enrollment limited to 14. 2 credits
Craig Collins
Offered both semesters
110 Introduction to Coaching
This course will introduce students to the principles of coaching that are applicable to all sports. Content will include the following areas of sport science: pedagogy, leadership, psychology, biomechanics, physiology, growth and development and areas of health and wellness related to the well-being of athletes. This course will be of particular interest to education students or those intending to pursue a career in teaching, as the course will prepare students to obtain the American Sport Education Program (ASEP) Coaching Certification, which is now or will be mandatory for public high school coaches in many states including Massachusetts. Enrollment limited to 20. [S] 4 credits
Tim Bacon
Offered Spring 2010

130 Stress Management
The physical and psychological components of stress, identification of personal stress response patterns, and techniques for daily stress management. Enrollment limited to 20. 2 credits
Katie Jones, Fall 2009
Barbara Brebm-Curtis, Spring 2010
Offered both semesters

140 Health Behavior
The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging. This course may not be taken for the S/U grading option. Enrollment limited to 20. (WI) [N] 4 credits
Barbara Brebm-Curtis
Offered Spring 2010

150 Nutrition and Health
An introduction to the science of human nutrition. We will study digestion, absorption, and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight control, vegetarianism and women’s nutrition concerns. High school chemistry recommended but not required. [N] 4 credits
Barbara Brebm-Curtis
Offered Fall 2009

175 Applied Exercise Science
An experiential course designed to introduce students to applied exercise physiology and kinesiology. Energy expenditure, energy systems, aerobic power, exercise fuels, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. [N] 2 credits
James Johnson
Offered Fall 2009

175j Applied Exercise Science
Same description as 175 above.
Shella Gisbrecht and Kaitlin Okamoto
Offered during Interterm

200 Sport: In Search of the American Dream
A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena. [H/S] 4 credits
Donald Siegel and Julie Perrelli
Offered Spring 2010

IDP 208 Women’s Medical Issues
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence and the media’s representation of women. [N] 4 credits
Leslie Jaffe
Offered Spring 2010

210 Kinesiology
A course in applied anatomy and biomechanics. Students learn basic structural anatomy as well as the application of mechanics to human movement. Special emphasis is given to the qualitative analysis of human movement. This is an important course for any student who intends to study physical therapy or personal training. [N] 4 credits
James Johnson
Offered Spring 2010
220 Psychology of Sport
An introduction to the principles and applications of the four main areas of sport psychology: peak performance, psychological skills training, motivation and group processes. Students will have an opportunity to research and apply models of interest. Prerequisite: PSY 111 {S} 4 credits
Tim Bacon
Offered Fall 2009

230 Body Images and Sport Media
An exploration of sporting images as projected through the media with primary emphasis on print and electronic journalism—to include written narratives, photography, television, film and digital images. The course will examine the (re)presentation and (re)production of the athletic or healthy body as the standard for fitness. The topic will include issues on embodiment, cultural symbolism, political and moral ideologies, as well as commercialization. {S} 4 credits
Jane Stangl
Offered Spring 2010

280 Applied Sports Medicine
Injuries due to involvement in sport result in untold expense, discomfort and possible lifelong problems. The etiology and prevention of injury are discussed. Also covered are overtraining, childhood sport and specialization and how to maintain healthy athletes. The most common sport injuries are analyzed. Lecture and discussion are supported by applied laboratory exercises. Enrollment limited to 20. {S} 4 credits
James Johnson
Offered Fall 2009

EDC 336 Seminar in American Education
Topic: Youth Development and Social Entrepreneurship. Designed for students who aspire to study the theory and practice of programs devoted to serving youth and how they are founded, funded and sustained. We will examine theories that explain the factors that perpetuate the achievement gap and explore programs developed to redress these inequalities. This is a course with a service learning commitment. Students will work with youth in Springfield on a youth media project. Dates and times to be announced. 4 credits
Sam Intrator and Donald Siegel
Offered Fall 2009

340 Women’s Health: Current Topics
A seminar focusing on current research papers in women’s health. Recent topics have included reproductive health issues, eating disorders, heart disease, depression, autoimmune disorders and breast cancer. Prerequisites: 140 or a strong biological sciences background and permission of the instructor. Open to juniors and seniors. This course may not be taken for the S/U grading option. Enrollment limited to 14. {N} 4 credits
Barbara Brebm-Curtis
Offered Fall 2009

400 Special Studies
1 to 4 credits
Members of the department
Offered both semesters

B. Performance Courses
Credit
Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student’s physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Courses with multiple sections may be repeated for credit, but individual course sections may not be repeated for credit.

901 Aquatic Activities
Beginning Swimming
A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety and enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and comfort in the water. A person who can swim at least one length of the pool is not eligible for this course. Limited to 12 novice or nonswimmers. 1 credit
Karen Klinger; Fall 2009
Diane Williams, Spring 2010
Offered both semesters
**Advanced Beginning Swimming**
This course will focus on the improvement of swimming skills. Performance goals include being able to swim all four strokes and the turns associated with those strokes at a level that surpasses initial performance by the end of the semester. Students are assessed at the beginning and end of the semester with the aid of video feedback. Prerequisite: ability to swim at least one length of the pool. Enrollment limited to 12. 1 credit  
*Craig Collins*  
Offered both semesters

**Intermediate Swimming**
This course will focus on improving swimming techniques in all four strokes and introducing the use of the pool as a fitness medium in preparation for swim conditioning. Enrollment limited to 18. 1 credit  
*Craig Collins*  
Offered Fall 2009

**Springboard Diving**  
The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to 8. 1 credit  
*Kim Bierwert*  
Offered both semesters

**SCUBA Diving I**  
The use and care of equipment, physiology and techniques of SCUBA diving. Students must supply their own mask, fins, snorkel which may be purchased through the instructor. Optional NAUI certification through open water dives is available for a fee. Prerequisite: satisfactory swimming skills and good health. Enrollment limited to 16. 1 credit  
*David Stillman*  
Offered both semesters

**Swim Conditioning**  
Swimming workouts to improve physical fitness. Stroke improvement, exercise program design, and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. 1 credit  
*Marlene Pineda*  
Offered Spring 2010

**Aquatic Aerobics**  
This fun-filled class teaches the value of vertical exercise in the water while shattering the myth that it is primarily for senior citizens or people with injuries. All exercises are choreographed to music that is upbeat and motivating. Designed to have fun and educate, this class is a great way to start your day. Enrollment limited to 20. 1 credit  
*Craig Collins*  
Offered both semesters

**905 Water Safety**
Lifeguard Training
American Red Cross Certification in Lifeguard Training and Basic First Aid/AED (Automated External Defibrillator) and CPR for the Professional Rescuer. Prerequisites: 300-yard swim using crawl, breast and side strokes and retrieval of 10 lb. brick from 8 ft. depth. Enrollment limited to 10. 2 credits  
*Craig Collins*  
Offered Spring 2010

**910 Badminton**  
The development of badminton skills, strokes and strategy. Students will learn to play singles and doubles in this fast indoor sport. Enrollment limited to 16. Course will meet first 8 weeks of the semester. 1 credit  
*Kathleen Boucher and Ruth Ness*  
Offered Spring 2010

**910j Badminton**  
A repetition of 910. Enrollment limited to 12. 1 credit  
*Kathleen Boucher*  
Offered Interterm 2010

**920 Fencing**
Fencing I  
The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 16 per section. 1 credit  
*Jacqueline Blei*  
Offered both semesters

**925 Golf**
Golf I—Beginner  
An introduction to the game of golf. Taught from “green to tee,” this course will teach the basic mechanics of the swing as well as correct club selection. The initial focus of the course will be directed to the “short
“game” and develop toward appropriate use of mid-, and long irons, concluding with woods/metals. Applied rules of golf and etiquette will also be addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Class meets first seven weeks of the fall semester. In the spring semester, class meets last 6 weeks. Enrollment limited to 10 per section. 1 credit

Wendy Walker, Fall 2009
Lynn Hersey, Spring 2010
Offered both semesters

Golf II—Advanced Beginner
Designed to further develop the student’s golf swing, this course will follow a “green to tee” approach with emphasis on the mid- to long irons, woods/metals and shot-making. Applied rules of golf etiquette will be incorporated with the intent to apply course management strategies. Field trips to local ranges and courses are anticipated. Equipment is provided. Class is designed with the continuing Golf I student in mind. Prerequisite: Golf I or an entry-level Skills Test. Class meets first seven weeks of the fall semester. In the spring semester, class meets last six weeks. Enrollment limited to 10 per section. 1 credit

Lynn Hersey
Offered Spring 2010

930 Equitation
A series of courses in hunter seat equitation and basic dressage. Attention also given to safety, use and care of equipment, equine health and stable management. Students must attend registration session to be announced in eDigest. All sections are to be arranged. There is a fee.

Equitation I
For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat and over fences. 1 credit

Suzanne Payne, Cindy Schimelpfenig
Offered both semesters

Equitation II
For students in their second semester of riding at Smith. Sections range from advanced beginner to advanced levels on the flat and over fences. Prerequisite: Equitation I. 1 credit

Suzanne Payne, Cindy Schimelpfenig
Offered both semesters

935 Introduction to Wilderness Skills
A course designed to teach the fundamentals of outdoor travel and camping in a variety of wilderness environments. We will study many outdoor skills including backcountry camping techniques, outdoor cooking and fire making, wilderness first aid, orienteering, some classic woodcraft skills as well as trends in outdoor recreation. Although the class will focus on backpacking techniques, it will also include other seasonal activities such as paddling, snowshoeing, etc. Upon successful completion of the course, students should begin to achieve sufficient outdoor skills to be comfortable and safe when traveling on wilderness trips. Students should plan for at least one overnight weekend trip. Enrollment limited to 11. 2 credits

Scott Johnson, Fall 2009
Katrina O’Brien, Spring 2010
Offered both semesters

940 Outdoor Skills
Flatwater Canoeing
An introduction to solo and tandem canoeing. Students progress from flatwater lake paddling to river running in this outdoor adventure class. Students are also taught how to take a multi-day canoe trip and learn such touring skills as map reading, portaging, planning and camp cooking. Students have the opportunity to participate in a weekend overnight trip. Class meets the first seven weeks of the fall semester. Enrollment limited to 10. 1 credit

Katrina O’Brien
Offered Fall 2009
Whitewater Kayaking
An introduction to solo whitewater kayaking. This more adventurous class begins in the pool and pond with basic paddling skills, then progresses to local fast water rivers. Students should expect to run Class I and II rapids. Other than one indoor pool session before spring recess, class meets each week beginning after spring recess. Prerequisite: satisfactory swimming skills. Enrollment limited to eight per section. 1 credit
Scott Johnson, Katrina O’Brien
Offered Spring 2010

Whitewater Canoeing
An introduction to solo and tandem whitewater canoeing. This exciting class is taught on local rivers offering Class I and II rapids during the spring. Class meets the last six weeks of the semester. Prerequisite: Previous flatwater canoeing experience, plus satisfactory swimming skills. Enrollment limited to 10. 1 credit
Katrina O’Brien
Offered Spring 2010

Sea Kayaking
This course is designed to introduce recreational and sea kayaking to the novice. This class begins in the pool and progresses to a local river. Ocean paddling, navigation, safe exiting, equipment and paddle techniques are covered. Students have the opportunity to participate in a weekend overnight trip to the coast. Student comfort in water recommended. Enrollment limited to 10. Course will meet the first seven weeks of the fall semester. 1 credit
Jennifer Good-Schiff
Offered Fall 2009

Rock Climbing I
This course is designed to introduce the fundamentals of rock climbing to the beginner. It will emphasize smooth climbing technique as well as familiarity with the equipment, various knots, belaying and rappelling. Basic top-rope anchor building will also be covered. Safety issues will also be a strong emphasis in this course. The majority of class time will take place on the Ainsworth Gym Climbing Wall, but the course will also include two off-campus trips. Enrollment limited to 12. 1 credit
Scott Johnson
Offered both semesters

Rock Climbing II
This course will review the fundamentals of rock climbing, then introduce more advanced skills with a greater emphasis on gaining proficiency with outdoor climbing techniques and top-rope anchor building. Safety issues will remain a strong emphasis in this course. The majority of class time will take place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. Class meets for the first seven weeks of the fall semester. Enrollment limited to 8. 1 credit
Scott Johnson
Offered Fall 2009

945 Physical Conditioning

Aerobics
Exercise to music. Various exercise styles will be introduced. This class will also cover basic exercise principles, injury prevention and the fundamentals of exercise program design. The goal of this course is to enable students to enter any group fitness setting with confidence. Enrollment limited to 35. 1 credit
Rosalie Peri
Offered both semesters

Kickboxing I
This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form of the basic techniques before progressing to more complicated combinations. Enrollment limited to 20 per section. 1 credit
Judy Messer
Offered both semesters

Kickboxing II
This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class will include group, partner and individual training consisting of but not limited to: short group cardio workouts, jumping rope, medicine balls, weights, fitness balls, floor mat work, striking mitts, striking paddles and heavy bag training. Prerequisite: Each student must have completed the Kickboxing I class or has completed another Kickboxing Course that is instructor approved. Good health is a must. Participating student will be challenged at a high fitness level. Enrollment limited to 18. 1 credit
Judy Messer
Offered Spring 2010
Self-Paced Fitness
An introduction to the principles and methods of training to improve and maintain fitness. Each student designs and follows an individualized conditioning program. Programs are tailored to the needs of the student. Each individual is monitored throughout the semester and students are expected to do most of their exercise out of class. Enrollment limited to 20. 1 credit
James Johnson, Ben Raphelson
Offered both semesters

Physical Conditioning
A course designed to teach the basics of functional fitness. Aerobic and anaerobic exercises are emphasized. Students learn the fundamentals of exercise training. Strong emphasis is placed on multiple forms of exercise and how to design an individualized exercise program. Students are expected to exercise outside of class. Enrollment limited to 14. 1 credit
Kathleen Boucher, Ruth Ness, Fall 2009
To be announced, Spring 2010
Offered both semesters

945j Physical Conditioning
A repetition of 945. 1 credit
Ruth Ness
Offered during Interterm 2010

Athletic Fitness
A vigorous fitness course designed for students interested in high-level training. Individual assessments are made to assess aerobic and anaerobic power. We will assess VO2 max, lactate threshold, power, speed and agility. Individualized training programs will be developed and administered. Class meets first eight weeks of the semester. Enrollment limited to 12. 1 credit
Jaime Ginsberg
Offered Spring 2010

Resistance Training for Women
This course introduces students to multiple methods of resistance training. There is a strong emphasis on understanding anatomical structure and how to stress and train specific parts of the body. Students will participate in a structured, periodized, resistance training program designed to improve body function. This class meets the first eight weeks of the semester. Class limited to 14.
Diane Williams
Offered Fall 2009

Pilates Mat Training I
A course designed to teach the mat exercises of Joseph Pilates. These exercises are designed to increase core strength, increase joint mobility and stability and increase muscle tone and flexibility. By the end of this course the student will be able to develop and maintain their own Pilate’s matwork program. Enrollment limited to 25. 1 credit
Rosalie Peri, Jean Hoffman
Offered both semesters

Pilates Mat Training II
A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course will explore the history of Pilates, the benefits of Joseph Pilates Matwork and the six main Pilates principles. Prerequisite: Pilates Mat Training I or permission of the instructor. Enrollment limited to 25. 1 credit
Rosalie Peri
Offered Spring 2010

950 Sculling
An introduction to sculling techniques. A variety of boats are utilized to teach this great lifetime sport including singles and doubles. Classes will be taught on Paradise Pond and the Connecticut River. Course will meet the first seven weeks of the fall semester. In the spring semester, class meets last six weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 10 per section. 1 credit
Jeanne Coree Nashlund
Offered both semesters

955 Self–Defense
Self Defense I
This course offers strategies for personal safety and confident communication skills. Nonverbal, verbal and physical techniques will be emphasized. Enrollment limited to 20. 1 credit
Nancy Rothenberg
Offered both semesters

Kung Fu
Indonesian Kung-Fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations
and forms. Enrollment limited to 20. 1 credit

Nancy Rothenberg
Offered both semesters

960 Squash

Squash I
Instructions in basic strokes, rules, tactics and strategy
designed to allow the student to progress to a USSRA
level 2.0 to 2.5 (Beginner). Enrollment limited to 10
per section. 1 credit

Judith Strong, To be announced
Offered both semesters

965 Tai Chi

Tai Chi I
An introduction to the Chinese martial art that was de-
veloped over 300 years ago. Emphasis will be on learn-
ing and understanding the unique movements of Chen
Taijiquan, proper practice for health and self-defense
applications. No prerequisites. Enrollment limited to 26
per section. 1 credit

Richard Cesario
Offered both semesters

Ba Gua Zhang
Eight Trigram Palm is a traditional Chinese martial art
once used by the Emperor’s Imperial Guard. Its theory
is based on the I Chin, (Book of Changes) and the
eight surrounding trigrams. As a martial art, Ba Gua
Zhang incorporates a number of training methods,
making it a challenging and effective practice in terms
of self-defense and health building. This course will
teach strengthening postures, strike sequences, turning
the circle and forms which are the four pillars of this
unique martial art. Enrollment limited to 20.

1 credit

Richard Cesario
Offered Spring 2010

970 Tennis

Tennis I—Beginning
Students will be introduced to the basic strokes of ten-
nis (forehand, backhand, volleys, serves). Singles and
doubles play and basic positioning will be presented.
Tennis rules and etiquette will be included in the cur-
riculum. Enrollment limited to 16 per section. 1 credit

Dorothy Steele, Sarah Cox, Katlin Okamoto, Fall 2009
Dorothy Steele, Sarah Cox, Spring 2010
Offered both semesters

Tennis II—Advanced Beginning
Students must have a working knowledge of the four
basic tennis strokes (forehand, backhand, volleys,
serves). The format for Tennis II is a “play and learn”
environment. There will be emphasis on positioning
and basic strategies for singles and doubles. Lobs and
overheads will be introduced. In addition, tennis drills
will be presented to help students refine and practice
the four basic strokes. Prerequisite: Tennis I or permis-
sion of the instructor. Enrollment limited to 16 per
section. 1 credit

Christine Davis
Offered both semesters

975 Yoga

Yoga I
An introduction to basic hatha yoga poses, breath tech-
niques, meditation and yoga philosophy. Designed to
give students an opportunity to explore movement and
breathing patterns in an effort to strengthen the mind/
body connection. Enrollment limited to 26 per section.
1 credit

Elizabeth Thompson, Lynne Paterson, Jo Schneider-
man, Fall 2009
Elizabeth Thompson, Lynne Paterson, Jo Schneider-
man, Spring 2010
Offered both semesters

Yoga II
Continuing level of Anusara Yoga will include a refine-
ment of postures, breath and meditation techniques.
Introduction of intermediate postures with emphasis
on standing poses, backbends, inversions and arm
balances will provide a vehicle for deeper exploration
of yoga practice and philosophy. Prerequisite: Yoga I.
Enrollment limited to 26. 1 credit

Lynne Paterson
Offered Spring 2010

Riding

In addition to riding classes for credit, noncredit riding
instruction and participation in competitive riding are
The Minor in Exercise and Sport Studies

Advisers: Barbara Brehm-Curtis, James H. Johnson

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine. Students interested in coaching receive certification.

Requirements: Six four-credit courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. In addition, one appropriate course from another department may be substituted with the adviser’s permission. A maximum of four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Areas of Emphasis & Course Recommendations

Students may wish to follow one of the following specific areas of emphasis:

Coaching/Education
ESS 100, 107, 110, 215, 220, 225 & EDC 336

Exercise Science
ESS 100, 107, 150, 210, 215, 220, 400

Health
ESS 100, 107, 130, 140, 150, 340 & IDP 208

Sociocultural Perspectives
ESS 100, 130, 140, 200, 215, 220, 225, 230, 340

Graduate

Master of Science in Exercise and Sport Studies

Adviser: Jane Stangl

Requirements: The master’s degree in exercise & sport studies is a 51-credit program that is tracked over the course of two years. Candidates receive theoretical and applied practice in coaching through 12 credits of a practicum experience by serving as an assistant coach to an intercollegiate team.

501 Seminar in Administration of Athletic Teams
The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organizing, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. 2 credits

Lynn Oberbillig
Offered Fall 2009

502 Philosophy and Ethics
This course will introduce selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in a democratic and capitalist culture. Drawing on case studies and contemporary sources, the course will examine beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. This class meets for the last seven weeks of the semester. 2 credits

Donald Siegel
Offered Fall 2009

505d Practical Foundations of Coaching
Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. 6 credits

Jacqueline Blet, Bonnie May, Ellen O’Neil
Full-year course; Offered each year

506d Advanced Practicum in Coaching
Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505d. 6 credits

Jacqueline Blet, Bonnie May, Ellen O’Neil
Full-year course; Offered each year

507 Critical Thinking and Research in Coaching
A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the athletic department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. 1 credit

Jane Stangl
Offered Fall 2009
510 Biomechanics of Sport
Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210, undergraduate kinesiology or biomechanics. \( \text{(N)} \) 4 credits
James Johnson
Offered Spring 2010

540 Microcomputers in Exercise and Sport Studies
Examination of computer utilization in exercise and sport studies. Major course components include (a) databases and spreadsheets, (b) internet resources, (c) digitized video and (d) biochemical analysis. This class meets the last six weeks of the semester. \( \text{(M)} \) 2 credits
Donald Siegel
Offered Fall 2009

555 Sports Nutrition
The purpose of this course is to provide students with a basic understanding of the relationships among nutrition, health and athletic performance. Students in this course will apply basic nutrition science information to sports training and competition. This course will focus extensively on what coaches and athletes need to know about nutrition for optimal performance. 2 credits
Barbara Brehm-Curtis
Offered Spring 2010

560 Sociocultural Analysis of Sport
Sport is one of the most pervasive social institutions within U.S. and North American society. Sociological and cultural studies concepts will be employed to investigate sport as a social institution in its own right, as well as its inter-relationship with other institutions. Herein, sport is examined as a key agent in contemporary culture and ideological development. Graduate status only. Enrollment limited to 20. 4 credits
Jane Stangl
Offered Fall 2009

570 Sport Psychology
An examination of the theory and application of psychological skills training in sport from a cognitive-behavioral perspective. Included are strategies that affect behavior, motivation, perception and self-beliefs. Leadership and group dynamics will also be covered. Case studies will be used to facilitate operationalizing theory. \( \text{(S)} \) 4 credits
Donald Siegel
Offered Spring 2010

580 Special Studies
Coaching issues, exercise science and sociocultural aspects of sport or other approved topics. Hours scheduled individually. Optional for graduate students. 1 to 4 credits
Members of the department
Offered both semesters

590 Thesis
Optional for graduate students. 4 credits
Offered both semesters

590d Thesis
Optional for graduate students. 8 credits
Full-year course
Film Studies

Visiting faculty and some lecturers are generally appointed for a limited term. 
Visit www.smith.edu/catalog for current course information.

Associate Professor
Alexandra Keller, Ph.D., Director

Assistant Professor
Bernadine Mellis (Five College Visiting Artist in Film Studies)

Lecturer
Lucretia Knapp, M.F.A.

Advisers
Anna Botta, Professor of Italian Language and Literature
Dawn Fulton, Associate Professor of French Studies
Jefferson Hunter, Professor of English Language and Literature
Alexandra Keller, Associate Professor of Film Studies
Barbara Kellum, Professor of Art
Richard Millington, Professor of English Language and Literature
Frazer Ward, Assistant Professor of Art

200 Introduction to Film Studies
This course offers an overview of cinema as an artistic, industrial, ideological and social force. Students will become familiar with the aesthetic elements of cinema (visual style, editing, cinematography, sound, performance, narration and formal structure, etc.), the terminology of film production, and the relations among industrial, ideological, artistic and social issues. Films (both classic and contemporary) will be discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers. Enrollment limited to 60. Priority given to Smith College film studies minors and Five College film studies majors. [A] 4 credits
Alexandra Keller
Offered Fall 2009

241 Genre/Period

Global Cinema After World War II
This course examines national film movements after the Second World War. The post-war period was a time of increasing globalization, which brought about a more interconnected and international film culture. But it was also a time during which certain key national cinemas defined, or redefined, themselves as national cinemas. We will investigate both of these trends, as well as focus on the work and influence of significant directors and landmark films, emphasizing not only cultural specificity, but also crosscultural and transhistorical concerns. Films and film movements to be examined will include Italian Neo-realism, French New Wave, New German Cinema, Brazilian Cinema Novo, Chinese Fifth Generation, Hong Kong Action Cinema and the films of Ousmane Sembene, Thomas Gutierrez Aléa, Satyajit Ray, Akira Kurosawa, Julie Dash and Spike Lee. [A] 4 credits
Alexandra Keller
Offered Spring 2010

Topic: Screen Comedy
Lectures, with occasional discussion, on film comedies from a variety of places and times: American screwball comedies and British Ealing comedies; battles of the sexes; the silent or nonverbal comedy of Chaplin, Keaton and Jacques Tati; parodies of other film genres; political satire; musical comedy; adaptations of comic novels; fast-talking comedy by the Marx Brothers, Monty Python, Woody Allen and Howard Hawks; and to sum things up, Ingmar Bergman’s Smiles of a Summer Night. Some attention to animated cartoons; occasional readings in film criticism, film history and the theory of comedy. Prerequisite: a college course in film or literature or permission of the instructor. [L/A] 4 credits
Jefferson Hunter
Offered Spring 2010
280 Introduction to Video Production
This course involves both an introduction to the history and contemporary practice of experimental video and video art, as well as the acquisition of the technical, analytical and conceptual skills to complete individual video projects. Students will be engaged in screenings and discussion and class exercises and will produce three to four (short) individual video projects. Projects are designed to develop basic technical proficiency in the video medium as well as practical skills for the completion of the video projects. This is a beginning course that will cover the basics of shooting, lighting, audio and digital editing. Prerequisite: 200 (which may be taken concurrently). Priority given to Smith College film studies minors and Five College film studies majors. Permission of the instructor required. Enrollment limited to 13. (A) 4 credits
Lucretia Knapp
Offered Fall 2009

First Person Documentary
PENDING CAP APPROVAL
This introductory video production course will emphasize documentary filmmaking from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Prerequisite: FLS200 Introduction to Film Studies. Enrollment limited to 12. Priority given the Five College Film Studies majors. (E) (A) 4 credits
Bernadine Mellis
Offered Spring 2010

351 Film Theory
This seminar will explore central currents in film theory, including formalist, realist, auteurist, structuralist, psychoanalytic, feminist, poststructuralist theories, and genre, queer and cultural studies approaches to questions regarding the nature, function and possibilities of cinema. We will understand film theory readings through the sociocultural context in which they were and are developed. We will also be particularly attentive to the history of film theory: how theories exist in conversation with each other, as well as how other intellectual and cultural theories influence the development, nature and mission of theories of the moving image. We will emphasize written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, DeLauretis, Doty, Hall, Cahiers du Cinema, the Dogme Collective, etc.), but will also look at instantiations of film theory that are themselves acts of cinema (Man with a Movie Camera, Rock Hudson’s Home Movies, The Meeting of Two Queens). The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills film theory requirement for the major and minor. Enrollment limited to 12. Prerequisite: 200 or the equivalent. Priority given to Smith College film studies minors and Five College film studies majors. Priority given to seniors, then juniors. (A) 4 credits
Alexandra Keller
Offered Spring 2010

400 Special Studies
1–4 credits
Offered both semesters each year

Crosslisted Courses

FRN 244 French Cinema
Topic: Cities of Light: Urban Spaces in Francophone Film
Dawn Fulton
Offered Spring 2010

FRN 361 The Cinema of François Truffaut
Martine Gantrel
Offered Spring 2010

GER 230 The Wall on Film
Jocelyne Kolb
Offered Fall 2009

THE 261 Writing for the Theatre
Andrea Hairston, Fall 2009
Leonard Berkman, Fall 2009, Spring 2010
Offered Fall 2009, Spring 2010

THE 262 Writing for the Theatre
Andrea Hairston, Fall 2009
Leonard Berkman, Fall 2009, Spring 2010
Offered Fall 2009, Spring 2010
THE 361/ 362 Screenwriting  
Andrea Hairston  
Offered Spring 2010

Five College Film Studies Major

The Five College film studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities and social sciences, and can lead to careers in teaching, arts administration, Web design or freelance work in non-industry venues. The major comprises ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

Program of Study:
1. One introduction to film course (normally taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or a group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video or digital production course or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories

A thesis is optional; students should check with their home campus adviser.

In the course of fulfilling the program of study, at least one course must focus on nonnarrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

The Minor

Advisers: Anna Botta, Dawn Fulton, Jefferson Hunter, Alexandra Keller, Barbara Kellum, Richard Millington, Frazer Ward

The Film Studies Program provides the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. Our goal is to expose students to a range of cinematic works, styles and movements and to help them understand the medium’s significance as an art form, as a technology, as a means of cultural and political expression, and as symptomatic of social ideologies.

Requirements: Six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:
- FLS 200 Introduction to Film Studies
- FLS 351 Film Theory

Electives:
- ENG 120 Colloquia in Literature: Shakespeare and Film
- FLS 240 Film and Music
- FLS 241 Genre/Period
- FLS 245 British Film and Television
- FLS 280 Introduction to Video Production
- FLS 282 Advanced Video Seminar
- FLS 350 Questions of Cinema
- FRN 244 French Cinema
- FYS 127 Adaptation
- FYS 146 Contemporary Theatre and Film in China
- GER 230 German Cinema
- ITL 342 Italian Cinema
- SPN 245 Topics in Latin American and Peninsular Studies
  Topic: Latin American Film as Visual Narrative
SPN 246 Topics in Latin American Literature
Topic: Reinterpreting Magical Realism in Literature and Film

SPN 246 Topics in Latin American Literature
Topic: Negotiating the Borderlands: Text Film, Music

THE 318 Movements in Design: Production Design for Feature Films

Smith College Advisers
Anna Botta, Professor of Italian Language and Literature
Dawn Fulton, Associate Professor of French Studies
Jefferson Hunter, Professor of English Language and Literature
Alexandra Keller, Associate Professor of Film Studies, Director
Barbara Kellum, Professor of Art
Richard Millington, Professor of English Language and Literature
Frazer Ward, Assistant Professor of Art

Honors

Director: Alexandra Keller

430d Honors Project
A thesis on a film studies topic or a creative project.
8 credits
Members of the department
Full-year course; offered every year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
First-Year Seminars (FYS) are inter- or multi-disciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem that is of special interest to the instructor(s). First-Year Seminars are focused on the seminar-style of investigation; they are not survey courses or introductions to a specific discipline. They afford the faculty and students an opportunity to explore a subject broadly and intensively.

First-Year Seminars are voluntary, but we encourage students to enroll in them since they aim to give new students a unique introduction to college-level learning. First-Year Seminars are small in size (16 students, 20 if team-taught) and are restricted to first-year students. They incorporate training in the use of intellectual capacities that form the foundation of a successful liberal arts education. These capacities include some or all of the following: writing, speaking, library research, accessing databases, working in small groups, quantitative reasoning and critical thinking. First-Year Seminars are also effective in showing students how to integrate student support services into their academic pursuits.

**FYS 103 Geology in the Field**
Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 17 first-year students. WI (L) 4 credits

John Brady (Geosciences)
Offered Fall 2009

**FYS 113 Meanings and Values in the World of Work**
This course examines diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? How is it related to family life and individual well-being? What makes work desirable or undesirable and meaningful or meaningless? What rights, interests and obligations does or should it involve? Is there a right or obligation to work? How should various opportunities, benefits and burdens associated with work be distributed? How are work and education related? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? Enrollment limited to 16 first year students. (E) WI (S) 4 credits

Ernest Alleva (Philosophy)
Offered Fall 2009

**FYS 118 The Groves of Academe**
A study of short stories, novels, memoirs and films that describe and interpret the postsecondary academic experience of the 20th century. Many of the selections are set at Smith. By reading about the real and fictional experiences of others, students may come to understand their own. In addition to some serious analytical essays, students will make presentations (alone and with others) on the works material in the Smith archives, and the issues under consideration. Enrollment limited to 16 first-year students. WI (L) 4 credits

Patricia Skarda (English Language and Literature)
Offered Fall 2009

**FYS 124 African–American Folk Culture**
“Who are the folk?” and “What is culture?” This course will provide students with an opportunity to discover the multiple answers to these questions in the process of exploring African-American non-elite cultural expressions; through an investigation of folk art, music,
dance, theatre, literature, humor, material culture and religious belief systems, for example. Particular attention will be given to the role of folklore in the perception and transmission of shared values, beliefs, and attitudes among Americans of African descent. Students will be introduced to the role of ethnographic fieldwork and the collection of folklore through an analysis of selected publications of anthropologist and literary figure Zora Neale Hurston. Through in-depth discussion and analysis of assigned readings and the development of individual and/or group research projects, students will gain a greater understanding of anthropological fieldwork and ethnographic writing, the dynamics of culture(s) in general, and of African-American non-elite cultures in particular. Enrollment limited to 16 first-year students. WI 4 credits

Adrienne Andrews (Anthropology)
Offered Fall 2009

FYS 128 Ghosts
This course explores what Toni Morrison in *Beloved* calls “the living activity of the dead”: their ambitions, their desires, their effects. Often returning as figures of memory or history, ghosts raise troubling questions as to what it is they, or we, have to learn. We shall survey a variety of phantasmagorical representations in poems, short stories, novels, films, spiritualist and scientific treatises and spirit photography. This course counts towards the English major. Enrollment limited to 16 first-year students. WI [N/M] 4 credits

Cornelia Pearsall (English Language and Literature)
Offered Fall 2009

FYS 137 Of Minds and Molecules: Philosophical Perspectives on Chemistry and Biochemistry
What is the “shape,” “size” or “color” of a smell? We often use vision as a metaphor when describing our perceptions from our other senses, but does this limit what we perceive? How do the (often visual) models that chemists use, and the metaphors that are associated with those models, affect what chemists study? For example, what do we mean when we speak of molecular “switches” or “brakes”? How do the metaphors and the kinds of languages that chemists use differ from those used in the arts? Is chemistry a single discipline, sharing a common language? Is it even an autonomous discipline at all, or is it reducible to physics? We will explore these questions from a philosophical perspective, using examples drawn primarily from chemistry and biochemistry. The course is designed for first-year students who would like to explore current conceptual issues that challenge some of the common beliefs about science. Enrollment limited to 20 first-year students. WI [N/M] 4 credits

Nalini Bhushan (Philosophy) and David Bickar (Chemistry)
Offered Fall 2009

FYS 140 Literature and Medicine
How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? How important are metaphors, framing, time, characterization and motivation? Comparing narratives from different cultures, students will also compose their own stories. The course also introduces broader issues in the medical humanities, such as medical ethics, healthcare disparities and cross-cultural communication. Works (available in translation) from China, Taiwan, France, Russia, and North and Latin America. Enrollment limited to 16 first-year students. WI [L] 4 credits

Sabina Knight (Comparative Literature)
Offered Fall 2009

FYS 141 Reading, Writing and Placemaking: Landscape Studies
Landscape studies is the interdisciplinary consideration of how we view, define and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes, and so do politicians, builders, hunters, children, artists and writers, among others. In this course, we will examine how writers, in particular, participate in placemaking and how the landscape influences and inhabits literary texts. The course will include some landscape history and theory, visits by people who study landscape from nonliterary angles, and the discovery of how landscape works in texts in transforming and surprising ways. Enrollment limited to 16 first-year students WI [L] 4 credits

Ann Leone (French Studies)
Offered Fall 2009

FYS 142 Reacting to the Past
*Reacting to the Past* is an interdepartmental, first-year seminar based on historical role-playing. In it students enact moments of high drama from the distant and not-so-distant past, and from cultures strange and engrossing. The seminar consists of two or three competitive games, with subjects varying depending on the section. These games include “The Threshold of Democracy: Athens in 403 B.C.”; “Confucianism and
the Succession Crisis of the Wanli Emperor”; “The Trial of Anne Hutchinson”; “Henry VIII and the Reformation Parliament”; “Rousseau, Burke and the Revolution in France, 1791”; “The Trial of Galileo”; “Kansas 1999, Evolution and Creationism”; and “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” In the “Athens” game, for example, students constitute themselves as the Athenian Assembly after the Peloponnesian War; assigned roles corresponding to the factions of the day, they quarrel about such issues as the democratic character of the regime, the resumption of an imperial foreign policy; the fate of Socrates, etc. In the “Wanli” game they are the Hanlin Academy of 16th-century China, where a succession struggle inside the Ming dynasty is underway. In the “Hutchinson” game they are the General Court of Massachusetts, conducting the trial of Anne Hutchinson, accused of heresy. Similarly in the other games, students are members of a court of law or legislative body. Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes and strive to achieve the group’s objectives. Some students take on individual roles, such as Thomas More in the “Henry VIII” game, Lafayette in the “French Revolution” game or Mahatma Gandhi in the “India” game. Course materials include game rules, historical readings, detailed role assignments and classic texts (e.g., Plato’s Republic, the Analects of Confucius, Machiavelli’s The Prince, Rousseau’s Social Contract). Papers are all game- and role-specific; there are no exams. WI (E) (WI) 4 credits

Sections:
- Section: Patrick Coby (Government); enrollment limited to 23
- Section: Daniel Gardner (History); enrollment limited to 16
- Section: Richard Sherr (Music); enrollment limited to 21

Offered Fall 2009

FYS 146 Contemporary Theatre and Film in China
This First-Year Seminar writing intensive begins with a survey of Chinese theatrical traditions within a broad historical framework. We explore Chinese theatre traditions of popular performance, storytelling, puppetry and shadow plays and opera. Using texts, media resources and film, we look at traditional regional forms including Yuan and Ming drama, oral traditions and storytelling, Beijing opera and its regional variations. Our primary focus is on 20th-century stage and film: utilizing the dual perspectives of directing and design, we will study how some of the critical issues facing the Chinese people today are represented on theatre and cinema. Enrollment limited to 18 first-year students. (E) (WI) 4 credits

Nan Zhang (Theatre) and Ellen Kaplan (Theatre)
Offered Spring 2010

FYS 150 Sherlock Holmes and the Scientific Method
If it were not for murder and other dastardly deeds, Sherlock Holmes probably would have been a scientist, based upon his classic method involving observations, hypotheses, tests of hypotheses and finally conclusions. We will read a variety of Sherlock Holmes stories, learn to make geological observations, take field trips to observe natural settings, rivers, cemeteries and then write our own Sherlock Holmes stories illustrating the scientific method. This is a writing intensive course that requires creativity and the ability to observe and reason, but has no other prerequisites. Enrollment limited to 14 first-year students. WI (L/N) 4 credits

Larry Meinert (Geosciences)
Offered Fall 2009

FYS 151 Making Sense of the Pre-Columbian
What is the pre-Columbian past, and how has it been constructed, reconstructed and represented—both in antiquity and in the present? We will study sites famous today, such as Machu Picchu, and cultures such as the Maya, but also places and practices less well known, from Chaco Canyon to Nazca. Working with materials from across the Americas, this seminar will consider what is under excavation today and how archaeological practice produces knowledge of the past; how museums shape current thinking about pre-Columbian cultures; and how sacrifice and other ritual practices from the past have been interpreted across history. We will visit museum exhibitions, work with manuscript paintings, online archaeological and mapping data, and wrestle with political issues that bind the past to the present. Enrollment limited to 16 first-year students. WI 4 credits

Dana Leibsohn (Art)
Offered Fall 2009

FYS 154 Law, Community and Belonging
This course explores the role of the law in policing the boundaries of belonging. How do communities invoke the law to classify insiders and outsiders, and with
what consequences? How does this function of the law affect how individuals live their lives? Drawing on a diverse range of sources, from cases and statutes to the literature of mobility and displacement, this first-year seminar will explore a variety of questions associated with the politics of belonging. Enrollment limited to 16 first-year students. (E) WI {S} 4 credits Alice Hearst (Government) Offered Fall 2009

**FYS 158 Reading the Earth**
This course focuses on natural observation, to be practiced on the Smith campus and in the Connecticut River Valley; on recording what we see; and asking questions about how and why we see. About half our time will be given to noticing and recording and the rest to consideration of other observers, such as Darwin, Thoreau, Aldo Leopold, Barry Lopez, Edward Abbey. Students will keep journals of their observations, present these in a variety of forms, and prepare a final project that may involve other media besides the written word and engage other periods besides the present. Enrollment limited to 16 first-year students. WI {L} 4 credits Sharon Seelig (English Language and Literature) Offered Spring 2010

**FYS 159 What’s in a Recipe?**
What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story? Does a recipe bolster or undermine national cooking? This seminar will look at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading will inform our writing as we try to establish such connections as the politics of chocolate, olive oil cooperatives, avocado farms, the traveling tomato, potatoes, and the cultural milieu from which each recipe emerged. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. WI {L} 4 credits Nancy Saporita Sternbach (Spanish and Portuguese) Offered Fall 2009

**FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel**
We will use a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman’s adultery and two that focus on a young man’s ambition—Balzac’s *Pere Goriot*; Flaubert’s *Madame Bovary*; Dostoevsky’s *Crime and Punishment*; Tolstoy’s *Anna Karenina* (there are some additional readings in history, criticism and political theory. Enrollment limited to 16 first-year students. WI {L} 4 credits Michael Gorra (English Language and Literature) Offered Fall 2009

**FYS 165 Childhood in the Literatures of Africa and the African Diaspora**
A study of childhood as an experience in the present and a transition into adulthood and the ways in which it is intimately tied to social, political and cultural histories and identities. The course focuses on four key questions: How do cultural values and expectations shape narratives of childhood in different contexts? How do narratives told from the point of view of children represent and deal with various forms of alienation? How does the enforced acquisition of a colonizer’s language affect children as they attempt to master the codes of an alien tongue and culture? What are the relationships between recollections of childhood and published autobiography? Enrollment limited to 16 first-year students. WI {L} 4 credits Katwiwa Mule (Comparative Literature) Offered Fall 2009

**FYS 170 Crime and Punishment**
What are some of the causes and consequences of human wrongdoing? What kinds of wrongdoing do we consider worse than others and why? How can we tell the guilty from the innocent? How can punishments be made to fit crimes? What’s the relation between punishment and guilt, the distinction between punishment and revenge? How, finally, do we define and recognize and attain that most elusive and important of human ideas: justice? We will investigate these questions by reading, discussing and writing about selections from the Old and New Testaments, a trilogy of ancient Greek plays (*Aeschylus’ Oresteia*), a medieval allegory (*Dante’s Inferno*), a 19th-century psychological novel (*Dostoevsky’s Crime and Punishment*) and two or three modern American films. Enrollment limited to 16 first-year students. (E) WI {L} 4 credits Jefferson Hunter (English Language and Literature) Offered Fall 2009
**FYS 171 Women Writing Resistance**
This course explores women’s testimony as a tool for understanding U.S. history in the 19th and 20th centuries. In particular, we will explore how women have used cultural work to unmask power relations in their confrontations with colonialism, racism, patriarchy, war and capitalism, to envision and enact alternative ways of being. Our focus will be on women’s writing, including speeches, journalism, letters and memoir, in comparison with other forms of creative expression such as dance, folklore and political action. Central to our studies will be to think critically about how knowledge is produced, and how women’s cultural work has changed over time. While our focus will be on primary documents we will study them within the context of U.S. women’s history. Enrollment limited to 16 first-year students. WI {H/L/S} 4 credits
*Jennifer Guglielmo (History)*
Offered Fall 2009

**FYS 172 (Dis)Obedient Daughters**
How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her mother while seeking her mother’s love and approval? How is the problem compounded when the mother’s culture is different from her first-generation-immigrant daughter’s? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Maxine Hong Kingston, Nora Okja Keller, Jhumpa Lahiri, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI {L} 4 credits
*Thalia Pandiri (Classics)*
Offered Fall 2009

**FYS 173 Psychology of Oppression and Liberation**
Oppression is manifest on many levels, including the structural, interpersonal and intrapsychic. Using the lens of race and ethnicity, this course explores psychological processes linked to internalizing and resisting oppression. The course emphasizes four themes: examining prevailing theories of oppression and liberation; understanding oppression and liberation across intersecting social identities; translating these conceptualizations into measurement for scientific research, and the limits of this; and applying scholarship in this domain to practice. Through focusing on psychological concepts, we consider writings from across the disciplines, including psychology, philosophy, literature, religion, education, cultural studies and medicine. Enrollment limited to 16 first-year students. (E) WI {S} 4 credits
*Benita Jackson (Psychology)*
Offered Spring 2010

**FYS 174 The Muslim World in the Age of the Crusades: Encounters, Influences, and Lasting Legacies**
Explores the historical phenomenon of the Crusades and its religious, political, social and cultural impact on the Muslim World from 1095 CE until the modern day. Special attention is given to the wide range of Muslim reactions to the Crusades, to the effects of the Crusades on the course of Islamic history and religious thought, and to the cross-cultural interactions and influences that were characteristic of this period. The seminar also considers the enduring legacy of the Crusades in modern times by examining—through a variety of media: religious and historical texts, films, novels, etc.—cases in which the Crusades gave rise to religious discourses that were foundational for the perception and treatment of the “other” in Christian and Muslim cultures. The broader objective of this seminar is to explore the many ways in which religious discourses with roots in the past continue to shape political, social and cultural realities. Enrollment limited to 16 first-year students.
{H/L} 4 credits
*Suleiman Mourad (Religion)*
Offered Fall 2009

**FYS 175 Love Stories**
Could a Jane Austen heroine ever marry a servant? What notions about class or decorum dictate what seem to be choices of the heart? How are individual desires in fact shaped or produced by social, historical and cultural forces, by dominant assumptions about race, class, gender or sexuality? How do dominant love stories both reflect these assumptions and actively create or legislate the boundaries of what may be desired? How may nondominant (queer or interracial) love stories contest those boundaries, creating alternative narratives and possibilities? This course explores how notions of love, romance, marriage or sexual desire are structured by specific cultural and historical formations. We will closely analyze literature and film from a range of locations: British, American and postcolonial. We will also read some theoretical essays to provide conceptual tools for our analyses. Enrollment limited
to 16 first-year students. This course may count towards the English major. WI [L] 4 credits

Ambreen Hai (English Language and Literature)
Offered Fall 2009

FYS 177 Global Environmental Changes and Challenges
This course examines how humans have changed Earth’s four vital spheres (biosphere, atmosphere, hydrosphere and lithosphere) over the last century and the social, scientific and political challenges posed by these environmental alterations. We will reflect on how differing worldviews have influenced our past actions and may determine our future trajectory. Readings and discussions will examine the scientific evidence, environmental writings, and national and international responses to the environmental crises that confront humanity. Students will investigate strategies for mitigating damage, conserving resources and restoring natural function of the Earth. Enrollment limited to 16 first-year students. (E) WI [N/S] 4 credits

Amy Rhodes (Geosciences) and L. David Smith (Biological Sciences)
Offered Spring 2010

FYS 178 Perceiving and Thinking Through Drawing and Writing
We will use the art element, LINE, to take us on a writing journey of discovery. To draw is to look closely—to perceive. Recording our perceptions in writing is a way to refine our ideas. Following and recording linear structures in our surroundings and writing about our discoveries develop artistry in both writing and drawing. Moving between drawing, reflecting and writing is also a way to wonder, to provoke research, to gather ideas and to learn. Enrollment limited to 16 first-year students. (E) WI [A/S] 4 credits

Cathy Weisman Topal (Education and Child Study)
Offered Spring 2010

FYS 179 Rebellious Women
This writing-intensive First-Year Seminar will introduce students to the rebellious women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. Using Estelle Freedman’s No Turning Back on the history of feminisms as our primary text, we will chronicle the history of feminist ideas and movements, interweaving historical change with contemporary debate. This course will use a variety of sources as our “texts” in addition to Freedman and will rely heavily on primary sources from the Sophia Smith Collection. The intention of this seminar is threefold: (1) to provide an overview of feminist ideas and action throughout American history, (2) to introduce students to primary documents and research methods and (3) to encourage reflection and discussion on current women’s issues. Enrollment limited to 16 first-year students. (E) WI [H/S] 4 credits

Kelly Anderson (Study of Women and Gender)
Offered Fall 2009

FYS 180 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Study of Roman, Medieval, Renaissance, Orientalist, Postcolonial and Hollywood Cleopatras, with the larger goal of understanding how political and cultural forces shape all narratives, even those purporting to be objective. (E) WI [H/L] 4 credits

Nancy Shumale (Classics)
Offered Spring 2010

FYS 181 Play Time: Theories of Creativity, Games and Learning
We will explore the human impulse for play and its relationship to human development and learning. Questions that will occupy our time: What is the role of play in cognitive and social development? What is the connection between play, learning and creativity, and what social and institutional conditions promote this relationship? How have notions of play changed over time, and what are the economic, cultural and social implications of these changes? As a companion to the seminar, we will apply what we study by designing and teaching in an afterschool program for local youth that will be held by the Smith College Museum of Art. Enrollment limited to 16 first-year students. (E) 4 credits

Sam Intrator (Education and Child Study)
Offered Spring 2010

FYS 182 The Body Beautiful: History and Sociology of Beauty Culture in the United States
This course will explore the sociological significance of beauty culture economies, politics and practices in the United States from the 19th century to the current moment. This exploration will highlight how race, class, gender, sexuality and citizenship intersect in embodied ways through beauty culture and its institutions. Read-
First-Year Seminars

First-Year Seminars will be drawn from sociology, women and gender studies, critical race theory and history. In addition, students will work with primary materials such as print media, visual media, film and memoirs. Enrollment limited to 16 first-year students. \{H/S\} 4 credits

Ginetta Candelario (Latin American Studies and Sociology)
Offered Fall 2009

FYS 183 The Big Bang Theory and Beyond
According to modern science, the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evidence supports this “big bang model?” Throughout this course, we will focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. No prior math or science background is assumed. Enrollment limited to 16 first-year students. (E) WI \{N\} 4 credits

Gary Felder (Physics)
Offered Fall 2009

FYS 184 Educating Women: A History and Sociology, at Home and Abroad
In the United States and abroad, in the past and today, the nature and scope of women’s education are deeply connected to religious, economic and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw in fascinating ways on issues of national identity and culture. In this seminar, we will explore the history and sociology of this subject, beginning in our own country, at the very start of America’s public school system, and ending with a global perspective, considering the challenges of educating women in countries where female literacy is still deeply contested. Students will do in-depth research in the Sophia Smith Collection and college archives. Enrollment limited to 16 first-year students. (E) WI \{S\} 4 credits

Rosetta Marantz Cohen
Offered Fall 2009

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
Examining Italian cinema from neorealism to today, this course will investigate how major directors have negotiated two apparently independent postwar traditions: the aesthetic of realism (which purports to show Italian society and landscape without embellishments) and that search for beauty and style which has historically characterized Italian civilization and become its trademark in today’s global culture (Made in Italy). Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Ozpetek, Pasolini, Visconti. Conducted in English. Films with English subtitles. Enrollment limited to 16 first-year students. WI \{L/A\} 4 credits

Anna Botta
Offered Fall 2009

FYS 186 Israel: Texts and Contexts
The role of literary and visual culture in the construction of Israel’s founding myths and critiques of its present realities. The relationship between Zionism as a political ideology and an aesthetic revolution: redefining sacred and secular space (Jerusalem, the socialist kibbutz, cosmopolitan Tel Aviv); reviving Hebrew as a living language; rewriting the Bible; and imagining the New Jew. How shadows of the Holocaust, fantasies of the Arab and post-nationalist ennui shape the context of the broader Middle East. Poetry, prose, song, art and film from before and after the creation of a Jewish state, by European, Jewish and Arab creative figures, all in translation. Enrollment limited to 16 first-year students. WI \{L\} 4 credits

Justin Cammy (Jewish Studies and Comparative Literature)
Offered Fall 2010

FYS 187 Writers and the Body: Health and Illness in African Diasporic Women’s Literature
This seminar will explore representations of health and illness in writing by women of the African diaspora from the 19th century to the present. Our authors hail from Antigua, Bermuda, Canada, Guadeloupe and the United States, and their interventions (ideological and geographical) engage and even broader territory. We will ask how women novelists, memoirists, poets and playwrights (some of them health care professionals) challenge, support, influence and/or respond to contemporary medical theories of health and illness. We will also make use of archival and digital resources at Smith. Enrollment limited to 16 first-year students. WI \{L\} 4 credits

Andrea Stone
Offered Fall 2009
The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 63–65 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

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Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.
French Studies

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors

**2 Mary Ellen Birkett, Ph.D., Chair
Ann Leone, (Professor of French Studies and Landscape Studies), Ph.D.
†2 Janie Vanpée, Ph.D.
†2 Eglal Doss-Quinby, Ph.D.
Martine Gantrel, Agrégée de l’Université, Docteur en Littérature Française

Associate Professors

Jonathan Gosnell, Ph.D.
†1 Hélène Visentin, D.E.A, Docteur de L’Université
Dawn Fulton, Ph.D.

Assistant Professor

**1 Nicolas Russell, Ph.D.

Lecturer

Anouk Alquier, M.A.

Visiting Lecturer from the École Normale Supérieure in Paris
Raphaël Blanchier, Agrégé de l’Université

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless otherwise indicated. In all language courses, multi-media work will supplement classroom instruction.

Students who receive scores of 4 or 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

Language

101 Accelerated Elementary French
An accelerated introduction to French based on the video method French in Action. Emphasis on the acquisition of listening, speaking and writing skills, as well as cultural awareness. Four class meetings per week and daily video and audio work. Students completing the course normally enter FRN 102. First-year students who complete both 101 and 102 may qualify for study in Paris or Geneva by taking three courses at the 220 level and higher in their sophomore year. Students must complete both 101 and 102 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 18 per section. No spring preregistration allowed. [F] 5 credits
Anouk Alquier, Eglal Doss-Quinby
Offered each Fall

102 Accelerated Intermediate French
Emphasis on the development of oral proficiency, with special attention to reading and writing skills, using authentic materials such as poems and short stories. Students completing the course normally enter FRN 220. Prerequisite: FRN 101. Enrollment limited to 18 per section. Priority will be given to first-year students. [F] 5 credits
Anouk Alquier, Jonathan Gosnell
Offered each Fall

120 Intermediate French
Review of basic grammar and emphasis on oral expression through role plays and discussions. Materials include a film, video clips, poems, articles, songs. Prerequisite: two or three years of high school French. Students completing the course normally go on to FRN 220. Enrollment limited to 18 per section. Four class hours per week. [F] 4 credits
Martine Gantrel, Jonathan Gosnell
Offered each Fall
121 Conversation Section for French 120
Optional for students concurrently enrolled in FRN 120. Discussion of contemporary French issues, with emphasis on conversational strategies and speech acts of everyday life. Normally, activities will be based on the grammar and vocabulary studied in class each week. Enrollment limited to 15. Graded S/U only. (F) 1 credit
Céline Krebs
Offered each Fall

220 High Intermediate French
Review of language skills through weekly practice in writing and class discussion. Materials may include a movie or video, a comic book, a play and a novel. Prerequisite: three or four years of high school French, FRN 102 or 120 or permission of the department. Students completing the course normally go on to FRN 230. Enrollment limited to 18 per section. (F) 4 credits
Anouk Alquier, Mary Ellen Birkett, Raphaël Blanchier, Fall 2009
Mary Ellen Birkett, Martine Gantrel, Spring 2010
Offered each Fall and Spring

221 Conversation Section for French 220
Optional for students concurrently enrolled in French 220. Discussion of contemporary French and Francophone issues, with emphasis on conversational strategies and speech acts of everyday life. Activities will include role playing and group work. Enrollment limited to 15. Graded S/U only. (F) 1 credit
Erina Iwasaki, Fall 2009
Julie Rampage, Spring 2010
Offered each Fall and Spring

300 Advanced Grammar and Composition
Emphasis on some of the more difficult points of French grammar and usage. Discussions of some basic concepts in linguistics. Some work on phonetics. A variety of writing assignments and writing exercises. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. (F) 4 credits
Nicolas Russell
Offered Fall 2009

385 Advanced Studies in Language
Topic: Global French: The Language of Business and International Trade. An overview of commercial and financial terminology against the backdrop of contemporary French business culture, using case studies, French television and newspapers and the Internet. Emphasis on the acquisition of essential technical vocabulary, the development of skills in reading and writing business documents, and oral communication in a business setting. Prepares students for the Diplôme de français professionnel (Affaires B2) granted by the Paris Chamber of Commerce and Industry and administered at Smith College. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary or permission of the instructor. (F) 4 credits
Eglal Doss-Quinby
Offered Spring 2010

Intermediate Courses in French Studies

230 Colloquia in French Studies
A transition from language courses to more advanced courses in literature and culture. This course is designed to develop skills in expository writing and oral expression and to provide tools and vocabulary for critical thinking in French. Materials studied in the course include novels, films, essays and cultural documents. Students may receive credit for only one section of FRN 230. Enrollment limited to 16. Basis for the major. Prerequisite: FRN 220 or permission of the instructor. (L/F) 4 credits
Offered each Fall and Spring
Sections as follows:

Fantasy and Madness
A study of madness and its role in the literary tradition. Such authors as Maupassant, Flaubert, Myriam Warmer-Vieyra, J.-P. Sartre, Marguerite Duras. The imagination, its powers and limits in the individual and society.
Raphaël Blanchier
Offered Fall 2009

Women Writers of Africa and the Caribbean
An introduction to works by contemporary women writers from francophone Africa and the Caribbean. Topics to be studied include colonialism, exile, motherhood, and intersections between class and gender. Our study of these works and of the French language will be informed by attention to the historical, political and cultural circumstances of women writers in a former French colony. Texts will include works by Mariama Bâ, Maryse Condé, Gisèle Pineau and Myriam Warmer-Vieyra.
Dawn Fulton
Offered Fall 2009
**Elements of Mystery**

Probably the most structured of popular fiction, the “detective story” balances a credible plot with believable characters and a setting that both complements and integrates the action. We will explore how authors such as Simenon, Boileau-Narcejac and Japrisot carefully create suspense, bring order out of disorder and treat questions of justice and morality.

*Mary Ellen Birkett*  
Offered Fall 2009

**Voices of/from the Outskirts**

An exploration of “les banlieues” (the French suburbs) and their inhabitants through different media (novels, diaries, popular songs and films) from the 1980s to the present. We will focus on the culture(s), and the interaction(s) within the different communities and within the French society at large, establishing parallels and drawing comparisons with the United States, hence encouraging an international perspective. How do artists (writers, singers, directors) try to (re)present the banlieue? How do they portray their own experiences? Who (re)presents the banlieue and for whom? What roles do factors like generation, migration, racism, gender play in the face of the banlieues?

*Anouk Alquier*  
Offered Fall 2009

**Consumers, Culture and the French Department Store**

How have French stores and shopping practices evolved since the grand opening of Le Bon Marché in 1869? In what ways have megastores influenced French “culture”? A century after the Le Bon Marché inauguration, the first French hyper-marché was launched during a similar moment of economic prosperity. What are the social, cultural and political implications of this development? We will examine the representations of mass consumption in literature, the press, history and analyses of French popular and bourgeois culture. We will pay particular attention to the role of women in the transactions and development of culture.

*Jonathan Gosnell*  
Offered Spring 2010

**235j Speaking (Like The) French: Conversing, Discussing, Debating, Arguing**

A total immersion course in French oral expression using authentic cultural materials—French films and television programs such as roundtable discussions, formal interviews, intellectual exchanges and documentary reporting. Students will analyze and learn how the French converse, argue, persuade, disagree and agree with one another. Intensive practice of interactive multimedia exercises, role-playing, debating, presenting formal exposés and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Enrollment limited to 14.  

*Eglal Doss-Quinby*  
Offered Spring 2010

**251 The French Press Online**

A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers online such as *Le Monde, Le Moniteur, Libération*.
260 Literary Visions
A portrait of postrevolutionary France as Balzac, Flaubert, Proust and others have depicted it in their novels. Close readings of literary texts viewed in their cultural context. Special attention will be given to the evolution of the novel as a genre, from realism and naturalism to modern narratives. Prerequisite: FRN 253 or higher.
{L/F} 4 credits
Martine Gantrel
Offered Fall 2009

299 Navigating Paris
This course is required for all students going to Paris on Smith's Junior Year Abroad Program. It prepares students for the practical, academic, social and cultural issues they will confront prior to leaving and upon arrival in Paris. Topics include the French university system; the vocabulary of money and banking, telecommunications, computers and the Internet; living with a host family; and cultural differences. Six weekly meetings, each lasting two hours, starting in mid-March. Taught in French and English. Graded S/U only. Prerequisite: Acceptance to the Smith College Junior Year in Paris Program. {F} 1 credit
Members of the department of French studies, past and future directors of the Junior Year in Paris Program and members of the Office for International Studies
Offered Spring 2010

Advanced Courses in French Studies
Prerequisite: Two courses in French studies at the 200 level or permission of the instructor.

FRN 301/CLT 301 Readings of Contemporary Literary Theory in French
For students concurrently enrolled in CLT 300 wishing to read and discuss in French the literary theory at the foundation of contemporary debate. Readings of such seminal contributors as Saussure, Lévi-Strauss, Barthes, Foucault, Derrida, Lacan, Cixous, Kristeva, Irigaray, Fanon, Deleuze, Baudrillard. Optional course. Graded S/U only. (E) {L/F} 1 credit
Janie Vanpée
Offered Fall 2009
**320 Women Writers of the Middle Ages**
What genres did women practice in the Middle Ages and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Reading will include the love letters of Héloïse, the lais and fables of Marie de France, the songs of the trobairitz and women trouvères, and the writings of Christine de Pizan. {L/F} 4 credits  
_Eglal Doss-Quinby_  
Offered Fall 2009

**363 In the Name of Love: Romance and the Romantic Novel in 19th-Century France**
One of the most ancient and universal feelings, love is also infinitely elusive. Indeed, love stories keep recreating themselves. Yet, to the extent that love stories are often as much about the self as they are about love, every period in history marks them differently. In this course, we will read love stories by a variety of French 19th-century novelists, both male and female, and examine what the mystery, magic and travails of love allow the romantic self to discover, hide or express about itself. Such authors as Chateaubriand, Benjamin Constant, Mme de Stael, Lamartine, Alexander Dumas, Louise Colet and Nerval. {F/L} 4 credits  
_Martine Gantrel_  
Offered Spring 2010

**Seminars**
Prerequisite: one course in French studies at the 300 level.

**392 Topics in Culture**  
*Topic: Locating “la Francophonie.”* What is the status of the French language today? What is its relationship to France’s colonial past, to concepts of universalism and cultural difference, and to the shifting alliances created by immigration and globalization? Through the study of theoretical, political, and literary texts from Africa, the Caribbean and Europe, we will consider various uses and critiques of _la Francophonie_ from the 1960s to the present. Readings will include works by Senghor, Beyala, Condé, Césaire and Sebbar. {L/F} 4 credits  
_Dawn Fulton_  
Offered Fall 2009

**404 Special Studies**
Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. 4 credits  
Offered both semesters each year

**FRN 480/SPN 481 The Teaching of French/Spanish**
The theoretical and instructional implications of teaching foreign languages. This course reflects contemporary efforts to enhance foreign language teaching and learning and is designed for aspiring and in-service instructors, and to prepare participants for the challenges of the profession. The theoretical component incorporates a wide range of historical and contemporary trends in language pedagogy as well as critical appraisal of different SLA theories. The practical component focuses on developing a teaching persona, a relationship with learners, and classroom organization and presentation skills. The course will transform knowledge into practice, and will culminate in the creation of a teaching portfolio. {F} 4 credits  
_Anonç Alquier_  
Offered Fall 2009

**Cross-Listed Courses and Recommended Courses From Other Departments and Programs**

**CLT 100 Introduction to Comparative Literature: The Pleasures of Reading**  
_Janie Vanpée_  
Offered Spring 2010

**CLT 253 Literary Ecology**  
_Anne Leone_  
Offered Spring 2010

**CLT 271 Writing in Translation: Bilingualism in the Postcolonial World**  
_Dawn Fulton_  
Offered Spring 2010
CLT 300 Foundations of Contemporary Literary Theory

Janie Vanpée

Offered Fall 2009

Study Abroad in Paris or Geneva

Advisers:  Paris: Janie Vanpée
            Geneva: Jonathan Gosnell

Majors in French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year.

Recommendations for study abroad:
Normally, students going on Smith College Junior Year Abroad programs to Paris or Geneva should have completed a minimum of four four-credit courses of college French, of which at least one should be taken in the spring semester preceding study abroad. Students beginning French with FRN 101 and 102 must take three more four-credit French courses in their sophomore year. Students should take one of the following: FRN 251, 253, 254, 256, 260 or a course at a higher level. Students who begin the study of French at Smith at the level of FRN 230 or higher need take only three four-credit French studies courses before going abroad on Smith College Junior Year Abroad programs; one of these courses must be at the 253/254 level or higher, taken in the spring of sophomore year.

The Major

Advisers: Mary Ellen Birkett, Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel, Jonathan Gosnell, Ann Leone, Nicolas Russell, Janie Vanpée

Requirements
Ten four-credit courses at the 230 level or above, including:
1. The basis for the French studies major: FRN 230;
2. The language requirement: two four-credit, 300-level language courses;
3. Seven additional four-credit courses, as detailed below, two of which must be taken at the advanced level in the senior year.

Students majoring in French studies must have a minimum of five 300-level French courses, including the language requirement. Majors must take at least three courses covering periods before the 20th century; FRN 253 and above may count toward this distribution requirement. In consultation with the major adviser, a student may take up to two, 4-credit courses from appropriate offerings in other departments; the focus of approximately one-third of each course should be on France and/or the Francophone world for the course to count toward the French major. Only one course counting toward the major may be taken for an S/U grade. Students considering graduate school in French studies are encouraged to take CLT 300/FRN 301, Contemporary Literary Theory.

Honors

Director: Eglal Doss-Quinby

430d Honors Project
8 credits
Full-year course; offered each year

431 Honors Project
8 credits
Offered Fall semester each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Adviser: Martine Gantrel

580 Advanced Studies
Arranged in consultation with the department.
4 credits
Offered both semesters each year

580d Advanced Studies
8 credits
Full-year course; offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year
Students contemplating a major in geosciences should elect 101 and 102, or 108, or FYS 103, and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

101 Introduction to Earth Processes and History
An exploration of the concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals and the rise of humans. Students planning to major in geosciences should also take GEO 102 concurrently. \{N\} 4 credits

Robert Newton, Fall 2009
Amy Rhodes, Fall 2010
Offered Fall 2009, Fall 2010

102 Exploring the Local Geologic Landscape
The Connecticut Valley region is rich with geologic formations and features that can be reached by a short van ride from Smith. This is a field-based course that explores that geology through weekly trips and associated assignments. Evidence for volcanoes, dinosaurs, glaciers, ancient lakes, rifting continents and Himalayan-size mountains in Western Massachusetts will be explored. A required course textbook will provide important background information for the field trips. Students who have taken FYS 103 Geology in the Field are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the geoscience major. \{N\} 2 credits

Mark Brandriss
Offered Fall 2009, Fall 2010

FYS 103 Geology in the Field
Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 17. WI \{N\} 4 credits

John Brady
Offered Fall 2009, Fall 2010

104 Global Climate Change: Exploring the Past, the Present and Options for the Future
This course seeks to answer the following questions: What do we know about past climate and how do we know it? What causes climate to change? What have been the results of relatively recent climate change on
human populations? What is happening today? What is likely to happen in the future? What choices do we have? (N) 4 credits
Robert Newton
Offered Fall 2009, Fall 2010

105 Natural Disasters: Confronting and Coping
An analysis of earthquakes, tsunamis, floods, hurricanes and tornadoes, volcanic eruptions, landslides, asteroid impacts and wildfires. Topics include the current status of predicting disasters, how to minimize their impacts, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend, rapid climate change and what the future holds. Discussion sections will focus on utilizing GIS (Geographic Information Systems) to investigate disaster mitigation. (N) 4 credits
H. Robert Burger
Offered Fall 2010

106 Extraordinary Events in the History of Earth, Life and Climate
A journey through the 4.6 billion-year history of global change focuses on the extraordinary events that shaped the evolution of the Earth and life. Some of these events include the origin of life, the buildup of oxygen in the atmosphere, mass extinctions of dinosaurs and other organisms, continental glaciations, profound changes in climate and the evolution of humans. Discussion topics also include the changes that humans have been making to their environments, and the possible consequences and predictions for the future of our planet. (N) 4 credits
Mark Brandriss
Offered Spring 2011

108 Oceanography: An Introduction to the Marine Environment
An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one weekend field trip. Discussion sections meet Monday and Wednesday. (N) 4 credits
Sara Pruss
Offered Spring 2010, Spring 2012

109 The Environment
An investigation of the earth’s environment and its interrelationship with people, to evaluate how human activity impacts the earth and the sustainability of natural resources. We will study various natural processes important for judging environmental issues currently faced by citizens and governments. Topics include land-use planning within watersheds, water supply, nonrenewable and renewable energy, air pollution and global climate change. (N) 4 credits
Amy Rhodes
Offered Spring 2010, Spring 2011

112/ARC 112 Archaeological Geology of Rock Art and Stone Artifacts
What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. (N) 4 credits
Bosiljka Glumac
Offered Spring 2012

150/EVS 150 Modeling Our World: An Introduction to Geographic Information Systems
A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning, archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. (N) 4 credits
Robert Burger
Offered Spring 2011
FYS 150 Sherlock Holmes and the Scientific Method
If it were not for murder and other dastardly deeds, Sherlock Holmes probably would have been a scientist, based upon his classic method involving observations, hypotheses, tests of hypotheses, and finally conclusions. We will read a variety of Sherlock Holmes stories, learn to make geological observations, take field trips to observe natural settings, rivers, cemeteries, and then write our own Sherlock Holmes stories illustrating the scientific method. This is a writing intensive course that requires creativity and the ability to observe and reason, but has no other prerequisites. WI \{L/N\} 4 credits
Larry Meinert
Offered Fall 2009, Fall 2010

FYS 177 Global Environmental Changes and Challenges
This course examines how humans have changed Earth’s four vital spheres (biosphere, atmosphere, hydrosphere and lithosphere) over the last century, and the social, scientific and political challenges posed by these environmental alterations. We will reflect on how differing worldviews have influenced our past actions and may determine our future trajectory. Readings and discussions will examine the scientific evidence, environmental writings, and national and international responses to the environmental crises that confront humanity. Students will investigate strategies for mitigating damage, conserving resources and restoring natural function of the Earth. Enrollment limited to 16 first-year students. (E) WI \{N/S\} 4 credits
Amy Rhodes (Geology) and L. David Smith (Biological Sciences)
Offered Spring 2010

221 Mineralogy
A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 101, or 102, or 108 or FYS 103. Recommended: CHM 111 or equivalent. \{N\} 4 credits
Mark Brandriss, Fall 2009
John Brady, Fall 2010
Offered Fall 2009, Fall 2010

222 Petrology
An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. \{N\} 4 credits
John Brady
Offered Spring 2010, Spring 2011

231 Invertebrate Paleontology and Paleoecology
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and their importance for geologic-biostratigraphic problem solving. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life and the record of extinctions. At least one weekend field trip. Prerequisite: 101, or 102, or 108 or FYS 103; open without prerequisite to majors in the biological sciences. \{N\} 4 credits
Sara Pruss
Offered Fall 2009, Fall 2010

232 Sedimentology
A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisite: 101, or 102, or 108 or FYS 103. \{N\} 4 credits
Bosiljka Glumac
Offered Fall 2009, Fall 2011

241 Structural Geology
The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials and methods of analysis. Prerequisite: 101, or 102, or 108, or FYS 103. \{N\} 4 credits
Robert Burger
Offered Spring 2011
251 Geomorphology
The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester laboratories will involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories will include field trips to examine landforms in the local area. Prerequisite: 101, or 102, or 108 or FYS 103. {N} 4 credits
Robert Newton
Offered Spring 2010, Spring 2011

270j Carbonate Systems and Coral Reefs of the Bahamas
A field-oriented course to examine the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geoscience course and permission of the instructors. Enrollment limited to 16. {N} 3 credits
Bosiljka Glumac and Sara Pruss
Offered January 2010

301/EGR 311 Aqueous Geochemistry
This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip will serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory will emphasize wet-chemistry analytical techniques. Participants will prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip. Prerequisites: One geoscience course and CHM 208 or CHM 111. {N} 4 credits
Amy Rhodes
Offered Fall 2009

309/EGR 319 Groundwater Geology
A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 101, or 102, or 108 or FYS 103 and MTH 111. Enrollment limited to 14. {N} 4 credits
Robert Newton
Offered Fall 2010

AST 330 FC30a Seminar: Topics in Astrophysics—Asteroids

361 Tectonics and Earth History
A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed from the rock and fossil record of planet Earth. Student presentations and discussions about recent developments in geology are central to the course. Prerequisites: all intermediate-level required courses in geosciences, any of which may be taken concurrently. Limited to geoscience majors and, with permission, to geoscience minors. {N} 4 credits
Bosiljka Glumac, Spring 2010
Mark Brandriss, Spring 2011
Offered Spring 2010, Spring 2011

370 Economic Geology
Since pre-history all civilizations have used natural resources for food, shelter and clothing. Economic geology focuses on the discovery and understanding of natural resources, particularly metals such as copper, iron, gold and silver. This course focuses upon the geological and geochemical processes that concentrate elements to economic levels. Since ore deposits can occur in almost all rock types, this course builds on other geology courses to better understand how ore deposits have formed in the past and how we can use knowledge of existing deposits to make new discoveries. Prerequisite: GEO 222 (may be taken concurrently) or permission of the instructor. {N} 4 credits
Lawrence Meinert
Offered Spring 2010
400 Advanced Work or Special Problems in Geosciences
Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.
1 to 4 credits

Members of the department
Offered both semesters each year

The following two engineering courses are considered equivalent to a 300 level geoscience course and can be used to satisfy the elective advanced level course requirement.

EGR 315 Ecohydrology
This course focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake, and runoff over a range of scales (plot to watershed). The course will address characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 245 or 241. 4 credits

Andrew Guswa
Offered Fall 2009

EGR 340 Mechanics of Granular Media
An introduction to the mechanical properties of materials in which the continuum assumption is invalid. Topics include classification, hydraulic conductivity, effective stress, volume change, stress-strain relationships and dynamic properties. While soil mechanics will be a major focus of the class, the principles covered will be broadly applicable. Students will apply these basic principles to explore an area of interest through an in-depth project. Prerequisite: EGR 272 or GEO 241. (N) 4 credits

Glenn Ellis
Not offered in 2009–10

For additional offerings, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: For the class of 2010, Robert Newton; for the class of 2011, John Brady; for the class of 2012, Sara Pruss; for the class of 2013, Bosiljka Glumac

Adviser for Study Abroad: Sara Pruss, 2009–10

Basis: 101 and 102, or 108, or FYS 103, or GEO 102 in conjunction with any other 100-level geoscience course.

Requirements: Beyond this basis, the requirements for individual tracks within the major include:

1) Geoscience Track
a) Six intermediate-level geoscience courses: 221, 222, 231, 232, 241 and 251.
b) Two advanced-level geoscience courses: 361 plus one additional course at the advanced level or a 4–6 credit summer geology field camp.

2) Environmental Geoscience Track
a) Two chemistry courses: General Chemistry (CHM 111), Environmental Chemistry (CHM 108) or Aqueous Geochemistry (GEO 301).

b) One ecology course: Biodiversity, Ecology and Conservation and Lab (BIO 154, 155), Marine Ecology and Lab (BIO 268, 269) (prereq BIO 154 or GEO 108), Principles of Ecology and Lab (BIO 266, 267) (prereq BIO 154 and a course in statistics) or Plant Ecology and Lab (BIO 364, 365) (prereq course in plant biology or ecology or environmental science).


d) Four intermediate-level geoscience courses: 221, 222, 231, 232, 241 or 251.
e) One 300-level course in geosciences or a 4–6 credit summer geology field camp.

f) Research: Special Studies (GEO 400) or Honors (GEO 430d or 432d).

3) Educational Geoscience Track

a) Three education courses (*recommended): *The American Middle School and High School (EDC 232), *Educational Psychology (EDC 238), *Growing up American: Adolescents and their Educational Institutions (EDC 342), Individual Differences Among Learners (EDC 347), Methods of Instruction (EDC 352), or *Teaching Science, Engineering and Technology (EDC 390).

b) Six additional geoscience courses above the 100-level. One of these must be at the 300-level or be a 4–6 credit summer geology field camp course.

(Note: This track does not lead to Educator Licensure. Students who wish to satisfy licensure requirements would need to take all EDC courses listed above, plus EDC 346 (Clinical Internship in Teaching), and should consult with a faculty member of the Department of Education and Child Study.)

Smith courses that satisfy the advanced-level course requirement include: Aqueous Geochemistry (GEO 301), Groundwater Geology (GEO 309), Environmental Geophysics (GEO 311), Ecohydrology (ENG 315), Seminar: Topics in Astrophysics-Asteroids (AST 330), Mechanics of Granular Media (ENG 340), Geology Senior Seminar (GEO 355), Economic Geology (GEO 370) and Advanced Work or Special Problems in Geology (GEO 400). Appropriate courses taken at other institutions also may qualify, as does a 4–6 credit geology field camp.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

The Minor

Advisers: Same as for the major.

Many emphases are possible within the geoscience minor. For example, a student interested in earth processes and history might take 101, 106, 112, FYS 103, 231, 232, 251, 361 and an elective course. A student concerned about environmental and resource issues might take 101, 104, 105, 108, 109, FYS 177, 221, 232 and 309. Students contemplating a minor in geosciences should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: Six geoscience courses and a total of no more than three courses at the 100 level.

Honors

Director: Robert Newton, 2009–10
John Brady, 2010–11

430d Honors Project
8 credits
Full-year course; Offered each year

432d Honors Project
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Field Experiences

The department regularly sponsors an off-campus field-based course for geoscience students. This course may be entirely during Interterm, such as recent courses in the Bahamas and Hawaii. Or it may be a spring semester course with a field trip during spring break or during the following summer, such as recent courses in Death Valley, Iceland and Greece. Because there are many important geologic features that are not found in New England, geoscience majors are encouraged to take at least one of these courses to add breadth to their geologic understanding.

The Department of Geosciences is a member of the Keck Geology Consortium, a group of eighteen colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.
Students who plan to major in German studies or who wish to spend the junior year in Hamburg should take German in the first two years. Students enrolled in 250 (220), 300 (222) or higher course should consider taking the Zertifikat Deutsch examination administered by the Goethe Institute and offered each spring on campus. The Zertifikat Deutsch is highly regarded by private and public sector employers in all German-speaking countries as proof of well-developed communicative skills in basic German. Students are also recommended to take courses in other departments that treat a German topic.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 110y, 144 (115), 200 or 250 (220).

A course number in parentheses represents the former course number (prior to the year 2009–10).

A. German Language

Credit is not granted for the first semester only of the yearlong elementary language courses.

110y Elementary German
An introduction to spoken and written German, and to the culture and history of German-speaking people and countries. Emphasis on grammar and practical vocabulary for use in conversational practice, written exercises and listening and reading comprehension. By the end of the year, students will be able to read short edited literary and journalistic texts as a basis for classroom discussion and compose short written assignments. Students who successfully complete this yearlong course and take GER 200 and GER 250 (220) will be eligible for the Junior Year Abroad in Hamburg. {F} 10 credits
Section 1: Joel Westerdale
Section 2: Anca Holden
Full-year course; Offered each year

200 Intermediate German
A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. Prerequisite: 110y, permission of the instructor or by placement. {F} 4 credits
Sec. 1: Judith Keyler-Mayer
Sec. 2: Judith Keyler-Mayer
Offered Fall 2009

250 Advanced Intermediate German
Introduction and practice of more advanced elements of grammar, with an emphasis on expanding vocabulary. Discussion of topics in modern German culture; development of reading skills using unedited literary and journalistic texts; weekly writing assignments. Stu-
Students in this course are eligible to take the examination for the Zertifikat Deutsch that is administered at Smith each spring by the Goethe Institute. The Zertifikat Deutsch is highly regarded by private and public sector employers in all German-speaking countries as proof of well-developed communicative skills in basic German. Students who successfully complete GER 250 (220) will be eligible for the Junior Year Abroad in Hamburg. Prerequisite: 200, permission of the instructor or by placement. {F} 4 credits

Judith Keyler-Mayer

Offered Spring 2010

350 Language and Power

Language as the transmission of politics and culture: a study of the German-language media (newspapers, magazines, Internet, television, supplemented by a variety of films and texts to be chosen in accordance with the interests and academic disciplines of students in the class). Active and intense practice of written and oral German through weekly compositions and linguistic exercises, as well as discussions and presentations analyzing the manner in which linguistic nuances reflect cultural and political practices. Conducted in German. Prerequisite: GER 300 (222), permission of the instructor or by placement. {F/L} 4 credits

Jocelyne Kolb

Offered Fall 2009

Grim(m) Tales and Happy Endings

This course invites you to journey into the world of German fairy tales, of sagas and legends. Castles and humble huts, enchanted forests and crumbling ruins are the topographies of our critical inquiry into bewitching, at times haunting tales of power struggles, family conflicts, the rise from “rags to riches,” as well as cruel acts, punishments and rewards. Although our focus will be on literary tales, chief among them the Tales of the Brothers Grimm, we will look at other traditions of storytelling and their continuing relevance as literary and cultural products for today. Prerequisite: GER 250 (220) or permission of the instructor. {F/L} 4 credits

Gertraud Gutzmann

Offered Spring 2010

339 Topics in Media Studies

Reading Other People’s Mail: Letters in Literature and Life

Would Goethe’s Werther have used e-mail? What if Dangerous Liaisons had appeared as a blog? Starting with two epistolary novels, Goethe’s The Sufferings of Young Werther (1774) and Laclos’s Dangerous Liaisons (1784), we will study the art and function of letter-writing by men and women in fiction and reality from the 18th century to the present. Additional readings from, for example, Schiller, Austen, F. Schlegel, Rahel Levin, Fontane, Freud, Rilke, Proust, Th. Mann, H. Arendt, Derrida. {L/H/F} 4 credits

Jocelyne Kolb

Offered Spring 2010

B. German Literature and Society (Taught in German)

300 Topics in German Culture and Society

War and Peace in Germany

This course probes the discourse on war and peace in German culture from the 17th century to the present. We will look at examples from literature, film, art, music and popular culture: Gryphius, Heine, Remarque, Brecht, Böll and others. Conducted in German. Highly recommended for students wishing to participate in the Junior Year Abroad Program in Hamburg. Prerequisite: 250 (220), permission of the instructor or by placement. {F/L} 4 credits

Judith Keyler-Mayer

Offered Fall 2009

The Birth of German Studies

Goethe (1749–1832) did it all. He was a political advisor as well as a poet, a director of mines as well as of theater, a scientist as well as a painter. What is more, everything that Goethe did and wrote about during his long lifetime continues to shape German studies as we now understand it. Using Goethe’s literary, scientific and theoretical writings as a touchstone, we will trace the historical context and current state of the field. 4 credits

Jocelyne Kolb

Offered Spring 2010
400 Special Studies
Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. 1–4 credits
Offered both semesters each year

C. Courses in English

227 Topics in German Studies
Evil
This course examines portrayals of evil in literature, theory and film, looking at the relationship between evil and the development of the modern autonomous individual; the intersection of morality, freedom and identity; and the confrontation of literary and historical evil in the 20th century. Literary works by Goethe, Kleist, Kafka, Thomas Mann; theoretical texts from Nietzsche, Freud, Arendt; films from Murnau and others. Conducted in English. {L/H} 4 credits
Joel Westerdale
Offered Fall 2009

230 Topics in German Cinema
The Wall on Film
A study of cinematic responses to the Berlin Wall 20 years after its fall in November 1989. Using as a frame Ruttman's Berlin: Symphony of a City (1927) and Schadt's remake 75 years later, we will analyze the Wall as an influence on the culture, politics, and psyche of Berliners and non-Berliners. Films by Wilder, Wenders, Schlöndorff, von Trotta, Levy, Becker, Henckel von Donnersmark and Akin; texts include P. Schneider, B. Schlinck, T. Brussig, M. Maron and J. Hermann. {A/H/L} 4 credits
Jocelyne Kolb
Offered Fall 2009

Cross-Listed Courses

JUD 110j Elementary Yiddish
An introduction to Yiddish language in its cultural context. Fundamentals of grammar and vocabulary designed to facilitate reading and independent work with Yiddish texts. The course is divided into three parts: intensive language study every morning; a colloquium on aspects of Yiddish cultural history every other day; and an afternoon service internship with the collection of the National Yiddish Book Center; the largest depository of Yiddish books in the world. Admission by permission of the instructor; contact Justin Cammy prior to the November registration period. Smith enrollment limited to 9. {H} 4 credits
Taught on site at the National Yiddish Book Center.
Judson College, Hampshire College and the National Yiddish Book Center.
Justin Cammy (Smith College), Rachel Rubinstein (Hampshire College) and staff of the National Yiddish Book Center
Offered Interterm 2010

JUD 257 (C) Jewish Writers in Modernist Berlin
The upheavals of World War I and the Russian Revolution drew Eastern European Jewish intellectuals to Berlin, leading to its emergence as a multilingual center of European Jewish modernism and avant-garde experimentation. This course explores the influence of movements such as Expressionism, Dada, and the Neue Sachlichkeit on Jewish modernist development, with a focus on how exile, cosmopolitanism, revolution, folklore, and nationalism spawned creative innovation. Readings (with some film, visual art and theory) from Benjamin, Düblin, Kafka, and Lasker-Schüler in dialogue with Hebrew and Yiddish writers such as S.Y. Agnon, "Der Nister" (the Hidden One) and Dovid Bergelson, all in translation. Enrollment limited to 19. {L} 4 credits
Jonathan Skolnik (UMass)
Offered Fall 2009

JUD 260 (C) Yiddish Literature and Film
Topic: The Novel Between Revolution and Catastrophe. Why did Yiddish, the language of Eastern European Jewry and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Charts the development of a trans-Atlantic Yiddish culture in the competition between Poland, the Soviet Union and the Americas. Topics may include creative betrayals of folklore (dybbuks, Golems and demons); modernist experimentation; sexual politics of Yiddish expression; radicalism; ethnic performance; the art of memory; and the Yiddish trace in contemporary fiction. All texts in translation. Enrollment limited to 19. {L} 4 credits
Justin Cammy
Offered Spring 2010
D. Courses Offered on the Junior Year Abroad Program in Hamburg

260 Orientation Program in Hamburg
The Orientation Program has three main goals: (1) to ensure daily practice in spoken and written German needed for study at the University of Hamburg; (2) to offer a comprehensive introduction to current affairs in Germany (political parties, newspapers and magazines, economic concerns); (3) to offer extensive exposure to the cultural and social life of Hamburg and its environs. Students are also introduced to German terminology and methodology in their respective majors, to German academic prose style, and to a characteristic German form of academic oral presentation, the Referat. The Orientation Program culminates in the presentation of a Referat on a topic in each student’s academic area of concentration. 2 credits

Manfred Bonus, Andreas Stuhlmann and staff
Offered Fall 2009 for five weeks on the Junior Year in Hamburg

270 German History and Culture from 1871 to 1945
This course covers the Wilhelminian Empire, the Weimar Republic and the Third Reich. For the Weimar Republic, the focus will be on the political, economic, social and cultural issues the republic was facing. For the Third Reich, we will focus on the establishment of dictatorship; the persecution of Jews; everyday life in Hitler Germany; World War II; resistance and opposition; the end of the Third Reich. Limited to students enrolled in the JYA program. (H/F) 4 credits

Rainer Nicolaysen
Offered Fall 2009 on the Junior Year in Hamburg

280 Theater in Hamburg: Topics and Trends in Contemporary German Theater
This course offers an introduction to the German theater system; through concentration on its historical and social role, its economics and administration. We will study the semiotics of theater and learn the technical vocabulary to describe and judge a performance. Plays will be by German authors from different periods. The JYA program will cover the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the JYA program. (L/A/F) 4 credits

Jutta Gutzeit
Offered Fall 2009 on the Junior Year in Hamburg

290 Studies in Language II
The objective of this course is to improve written and oral skills by building on work done during the orientation program. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students will be taught how to compose a term paper (Hausarbeit) in the German fashion. In addition, there will be an optional weekly phonetics tutorial. (F) 4 credits

Jutta Gutzeit
Offered Fall 2009 and Spring 2010 on the Junior Year in Hamburg

310 Studies in Language III
The objective of this course is to improve written and oral skills by building on work done during the orientation program or the winter semester. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students taking the course in the winter semester will be taught how to compose a term paper (Hausarbeit) in the German fashion. In addition, there will be an optional weekly phonetics tutorial. Preparation for the qualifying exam “Deutsch als Fremdsprache” at the University of Hamburg. Prerequisite: 290 or by placement. (F) 4 credits

Jutta Gutzeit
Offered Fall 2009, Spring 2010 on the Junior Year in Hamburg

320 Germany 1945–1990: Politics, Society and Culture in the Two German States
This course, which provides a continuation of 270, will cover the post-war period of occupation; the founding of two German states; German-German relations during the Cold War; and the reunification of Germany. Historical analysis; reading of selected literary works; screening of films. Prerequisite: 270 or permission of the instructor. Limited to students enrolled in the JYA program. (L/H/F) 4 credits

Rainer Nicolaysen
Offered Spring 2010 on the Junior Year in Hamburg
The Major

**Advisers:** Judith Keyler-Mayer, Jocelyne Kolb, Joel Westerdale (Fall)

**Adviser for Study Abroad:** Jocelyne Kolb, Judith Keyler-Mayer

Courses other than those in the Smith catalogue taken during the Junior Year Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion can be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

**Basis:** GER 200 (Intermediate German)

**Requirements:** Ten courses (or 40 credits) beyond the basis.

**Required Courses:**
- GER 161  The Cultures of German-Speaking Europe
- GER 250  Advanced Intermediate German
- GER 300  Topics in German Culture and Society (may be repeated as an elective with a different topic)
- GER 350  Language and Power (must be taken at Smith)
- GER 360  Advanced Topics in German Studies (must be taken at Smith)

One of the following courses: GER 291, 320, 340/339 or two 298 courses (varied topics)

**Electives:**
Five courses (or 20 credits) from the following:
- GER 211 America and the Germans
- GER 24 Jews in German Culture
- GER 330 Literary Forms
- GER 230 Topics in German Cinema
- GER 231 Weimar Film
- GER 233 Nazi Cinema
- GER 339/340 Topics in Media Studies
- GER 291 Topics in the Culture of Science and Technology
- GER 298 NEXUS courses, 2 credits, varied topics
- CLT 214 Literary Anti-Semitism
- CLT 296 Enlightenment

**Courses Available only on the Hamburg JYA Program:**

- GER 26 Orientation Program in Hamburg
- GER 270 German History and Culture from 1871 to 1945
- GER 280 Contemporary German Theater
- GER 290 Studies in Language II
- GER 310 Studies in Language III

Students may count FYS 156 or GER 211 toward the major, but not both.

**Period Requirements:** Students must take at least one course representing each of the following periods: before 1832; 1832–1933; 1933–present

For any of the three periods a ten-page paper on a specifically German topic may serve as fulfillment of the requirement provided that:

1) students gain prior approval of the chair of the Department of German Studies
2) the course for which the paper is written deals with some aspect of European culture, history or society, and
3) the paper substantially conforms to the topic of the course.

Courses outside the Department of German Studies may count toward the major with prior approval of the department chair.

The Minor

**Advisers:** Judith Keyler-Mayer and Joel Westerdale

**Basis:** GER 200 (Intermediate German)

**Requirements:** Six courses (or 24 credits) beyond the basis

**Required Courses:**
Three courses are required:
- GER 161 The Cultures of German-Speaking Europe
- GER 250 Advanced Intermediate German
- GER 350 Language and Power or GER 360 Advanced Topics in German Studies
Electives:
Three additional courses from those listed under the major.

Honors

Directors: Joel Westerdale (Fall); Jocelyne Kolb (Spring)

430d Honors Project
8 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
For first-year students in their first semester, admission to 200-level courses, excepting GOV 200, GOV 220 and GOV 241, is only by permission of the instructor. Seminars require the permission of the instructor and ordinarily presume as a prerequisite a 200-level course in the same field.

100 Introduction to Political Thinking
A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, legitimacy, revolution, freedom, equality and forms of government—democracy especially. Lecture/discussion format taught in independent sections, with one or more sections designated Writing Intensive (WI). Open to all students. Entering students considering a major in government are strongly encouraged to take the course in their first year, either in the fall or the spring semester. **4 credits

Patrick Coby, Gary Lehring, Spring 2010
Donna Robinson Divine, Steven Goldstein, Gary Lehring, Fall 2010
To be announced, Spring 2011

190 Empirical Methods in Political Science
The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. **S/M 4 credits

Howard Gold
Offered Spring 2010, Spring 2011

American Government
200 is suggested preparation for all other courses in this field.
200 American Government
A study of the politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior, and how all of these forces interact in the determination of government policy. {S} 4 credits
Donald Baumer
Offered Spring 2010, Spring 2011

201 American Constitutional Interpretation
The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Not open to first-year students. {S} 4 credits
Alice Hearst
Offered Fall 2009, Fall 2010

202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment
Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. {S} 4 credits
Alice Hearst
Offered Spring 2010, Spring 2011

204 Urban Politics
The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. {S} 4 credits
Martha Ackelsberg
Offered Spring 2010

206 The American Presidency
An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. {S} 4 credits
Marc Lendler
Offered Spring 2010, Spring 2011

207 Politics of Public Policy
A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. {S} 4 credits
Donald Baumer
Offered Fall 2009

208 Elections in the Political Order
An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Special attention will be paid to the 2000 presidential election. {S} 4 credits
Howard Gold
Offered Fall 2010

209 Colloquium: Congress and the Legislative Process
An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy-making process. In addition to examining the structure and operation of Congress, we will explore the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 different states and 435 separate Congressional districts. Enrollment limited to 20. {S} 4 credits
Donald Baumer
Offered Fall 2010

210 Public Opinion and Mass Media in the United States
This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media’s role in shaping public preferences and politics. {S} 4 credits
Howard Gold
Offered Fall 2009
214 Colloquium: Free Speech in America
An examination of the application of the First Amendment in historical context. Special attention to contemporary speech rights controversies. Enrollment limited to 20. {S} 4 credits
Marc Lender
Offered Fall 2010

215 Colloquium: The Clinton Years
This is a course about the eight years of the Clinton presidency. It will cover the elections, policy debates, foreign policy, battles with the Republican Congress and impeachment. The purpose is to begin the task of bringing perspective to those years. Prerequisites: One American government course and permission of the instructor. Enrollment limited to 20. {S} 4 credits
Marc Lender
Offered Fall 2009, Fall 2010

216 Minority Politics
An examination of political issues facing the minority communities of American society. Topics include social movements, gender and class issues. {S} 4 credits
Velma Garcia
Offered Spring 2011

304 Seminar in American Government
Communism and Anti-Communism in America
A look at the controversies surrounding the American Communist Party and the reaction to it. We will study the Party’s creation, its relationship to the Soviet Union, its various phases, the issue of espionage and its response to the Cold War. We will look at the intertwined issue of anti-Communism, including Congressional investigations, the McCarthy era and presidential responses. Readings will include overviews of Communist Party history, including material from newly opened Soviet archives, memoirs and primary documents. {S} 4 credits
Marc Lender
Offered Fall 2009

Pathologies of Power
A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. {S} 4 credits
Marc Lender
Offered Spring 2011

306 Seminar in American Government
Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. {S} 4 credits
Donald Baumer
Offered Spring 2010, Spring 2011

307 Seminar in American Government
Topic: Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. {S} 4 credits
Velma Garcia
Offered Fall 2010

312 Seminar in American Government
Topic: Political Behavior in the United States. An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects will involve analysis of survey data. {S} 4 credits
Howard Gold
Offered Fall 2009, Fall 2010

411 Washington Seminar in American Government
Policy making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits
Robert Hauck
Offered Fall 2009, Fall 2010

412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. 8 credits
Donald Baumer
Offered Fall 2009, Fall 2010

413 Washington Seminar: The Art and Craft of Political Science Research
This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students
will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar’s more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. (S) 2 credits

Robert J.P. Hauck
Offered Fall 2009, Fall 2010

Comparative Government

220 Introduction to Comparative Politics
This course introduces the study of comparative political analysis through the comparative study of democratization. It weaves conceptual approaches with case studies of historic as well as contemporary political systems. The focus is on the major approaches and controversies in the study of democratization as well as the manner in which this conceptual literature has been applied to—but also reshaped by—the evolution of specific political systems. (S) 4 credits

Velma Garcia
Offered Spring 2010

221 European Politics
This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. (S) 4 credits

Mlada Bukovansky
Offered Spring 2010

223 Russian Politics
After a brief discussion of the origins, evolution and collapse of the Soviet system, this course will focus on the politics of contemporary Russia. Issues to be addressed include constitutional change, electoral behavior, the role of civil society and the course of economic reform. (S) 4 credits

Steven Goldstein
Offered Spring 2010

224 Islam and Politics in the Middle East
An analysis of traditional Muslim political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism and globalization. Readings will also cover such topics as regional conflicts, revolutions as well as the impact of these disparate developments on the position of women. (S) 4 credits

Donna Robinson Divine
Offered Fall 2009

226 Latin American Political Systems
A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered. (S) 4 credits

Velma Garcia
Offered Fall 2009, Fall 2010

228 Government and Politics of Japan
An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. (S) 4 credits

Dennis Yasutomo
Offered Fall 2009

229 Government and Politics of Israel
A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. (S) 4 credits

Donna Robinson Divine
Offered Fall 2010

230 Government and Politics of China
Treatment of traditional and transitional China, followed by analysis of the political system of the People’s Republic of China. Discussion centers on such topics as problems of economic and social change, policy formulation and patterns of party and state power. (S) 4 credits

Steven Goldstein
Offered Fall 2009, Fall 2010

232 Women and Politics in Africa
This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications
for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists. {S} 4 credits

*Catharine Newbury*

*Offered Spring 2011*

### 233 Problems in Political Development

Why are so many states of the world poor and “underdeveloped”? What is the meaning of development, and how can it be achieved? Focusing on areas of Africa, Latin America and Asia, this course will explore the role of the state in development, institutions, actors and social movements which structure political interaction, and the relationship between democratization and development. {S} 4 credits

*Catharine Newbury*

*Offered Fall 2009*

### 237 Colloquium: Politics and the U.S./Mexico Border

This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization, and the emergence of the maquiladoras (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the U.S. and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course will focus on the border as a region historically marked both by conflict and interdependence. Open to majors in government and/or Latin American studies; others by permission of the instructor. Enrollment limited to 20. {S} 4 credits

*Velma Garcia*

*Offered Spring 2010, Spring 2011*

### 321 Seminar in Comparative Government

**Topic:** The Rwanda Genocide in Comparative Perspective. In 1994, Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and the Democratic Republic of the Congo. {S} 4 credits

*Catharine Newbury*

*Offered Fall 2009*

### 322 Seminar in Comparative Government

**Topic:** Mexican Politics from 1910 to the Present. An in-depth examination of contemporary political and social issues in Mexico. The country, once described as the “perfect dictatorship,” is in the process of undergoing a series of deep political and economic changes. This seminar provides an examination of the historical foundations of modern Mexican politics, beginning with the Revolution. In addition, it examines a series of current challenges, including the transition from one-party rule, the neo liberal economic experiment and NAFTA, border issues, the impact of drug trafficking and rebellion in Chiapas. {S} 4 credits

*Velma Garcia*

*Offered Fall 2009*

### 323 Seminar in Comparative Government and Political Theory

**Topic:** Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East. This seminar explores the rise and spread of Jewish and Muslim political activism in the Middle East with a special focus on those which operate in Egypt, Lebanon, Israel, the Palestinian territories and in Saudi Arabia. The particular groups addressed include Gush Emunim, Kach, Israel’s Redemption Movements, Hamas, Hizbullah, Islamic Jihad in both the Palestinian territories and in Egypt and al-Queda. The reading material focuses on the conditions giving rise to these various activist groups and examines their political objectives. The social organization of these movements will also be explored particularly with regard to gender and the
consequences of globalization. [S] 4 credits

Donna Robinson Divine

Offered Spring 2010, Spring 2011

International Relations

241 is suggested preparation for all other courses in this field.

241 International Politics
An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior and the influence of the world economy on international relations. Not a course in current events. Enrollment limited to 70. [S] 4 credits

Timothy Ruback, Fall 2009
Brent Durbin, Spring 2010
Gregory White, Fall 2010
Brent Durbin, Spring 2011

Offered both semesters each year

242 International Political Economy
This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and feminist perspectives. The course analyzes critical debates in the post–World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality and the broad question of “globalization.” Prerequisite: 241 or permission of the instructor. Enrollment limited to 40. [S] 4 credits

Mlada Bukovansky

Offered Spring 2010, Spring 2011

244 Foreign Policy of the United States
In this course we ask and answer the following questions: Just what is “United States foreign policy”? By what processes does the U.S. define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. [S] 4 credits

Brent Durbin

Offered Fall 2009, Fall 2010

245 Global Terrorism
This course will give an in-depth examination of the nature, causes, tactics and responses to global terrorism. This course considers both theoretical and empirical literature on terrorism to ask the following questions: Why is terrorism so difficult to define? Why do groups choose terrorist tactics? What is the history of terrorism in the state system? What are the various ways states can combat terrorism? How has globalization changed both terrorism and counterterrorism? How effective are the U.S.’s current counter-terrorism tactics, and what else have they brought about? Prerequisite: GOV 241 or permission of the instructor. (E) [S] 4 credits

Timothy Ruback

Offered Spring 2010

246 Colloquium: Politics and the Experience of War
An exploration of how war impacts the political views of soldiers and other participants. This course surveys several conflicts from the last century through the eyes of combatants, considering both national and individual motives for going to war, and evaluating the effects of fighting on the personal politics of soldiers. Core readings will include scholarship on political socialization, nationalism, military culture, faith and trauma, as well as accounts of war written by soldiers. Enrollment limited to 20. [S] 4 credits

Brent Durbin

Offered Fall 2009

248 The Arab–Israeli Dispute
An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab–Israeli wars and the tensions, terrorism and violence unleashed by the dispute. No prerequisites. [S] 4 credits

Donna Robinson Divine

Offered Spring 2010, Spring 2011

250 Case Studies in International Relations
In Spring 2010, the course will focus on the global competition for vital natural resources, especially oil, natural gas, water, food and key industrial minerals. The course will begin with a review of the role of resource competition in human history and an assesse-
ment of the potential for international friction and conflict arising from disputes over scarce or contested supplies of vital materials. Particular emphasis will be placed on the geopolitics of oil, natural gas and water. The impact of global warming on the future availability of water, food and other key resources will also be considered. Students will be expected to acquire a general knowledge of the global resource equation and to examine a particular resource problem in considerable depth. (S) 4 credits

265 Government

Michael Klare
Offered Spring 2010

251 Foreign Policy of Japan

Analysis of Japan’s diplomacy and foreign policy since World War II. Emphasis on various approaches to the study of Japan’s external relations, and on contending national identities debated in Japan, including pacifist, neo-mercantilist, civilian, normative and normal nation images. Case studies focus on relations with the U.S., Europe, East through Central Asia and other non-Western regions. (S) 4 credits

Dennis Yasutomo
Offered Spring 2010

252 International Organizations

What role do international organizations play in world politics, and what role should they play? Do international organizations represent humanity’s higher aspirations, or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical, and contemporary sources and perspectives. We focus on three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Prerequisite: 241 or permission of the instructor. (S) 4 credits

Mlada Bukovansky
Offered Fall 2010

254 Colloquium: Politics of the Global Environment

An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming and environmental security. Special attention is also accorded to North–South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. Enrollment limited to 20. (S) 4 credits

Gregory White
Offered Spring 2011

255 The Global Politics of Resistance and Change

In 1999, various activist groups organized outside the Seattle G8 meetings to protest “globalization.” But paradoxically, their coordinated efforts constituted an aspect of globalization. By protesting the most violent, rigid, global processes, these organizations may be resisting “statecraft” instead. Against this background, we ask: What is statecraft? Why resist it? Who are the people working to do so? What are their tactics? What effects have their efforts had? Are these diverse groups part of the same struggle? And what might the future of these resistance movements be? Prerequisite: GOV 241 or permission of the instructor. (E) (S) 4 credits

Timothy Ruback
Offered Spring 2010

257 Colloquium: Refugee Politics

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere “in between.” Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the “position” of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and “foreignness.” Although special attention is devoted to Africa, other cases of refugee politics are examined. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. (S) 4 credits

Greg White
Offered Spring 2011

259 Colloquium: Theories of International Relations

An in-depth exploration of diverse theoretical approaches to world politics. The course critically reviews the major schools of thought in international relations, such as realism, liberalism and Marxism, paying close attention to their philosophical roots, the historical context in which they emerged, the problems they address, and the manner in which they were modified and updated in response to world events. We also explore more contemporary and critical approaches to
world politics, and evaluate the competing explanatory claims put forth. Government majors and international relations minors with strong interest in theory may substitute this course for GOV 241. Enrollment limited to 20. {S} 4 credits

Timothy Ruback, Spring 2010
Mlada Bukovansky, Fall 2010
Offered Spring 2010, Fall 2010

341 Seminar in International Relations

Politics of Torture
The U.S. government’s recent use of torture in the War on Terror leads to questions of the state’s relationship to international law, of the relationship between state power and political responsibility, and of the intersection between statecraft and human living, dying and surviving. Any inquiry into the politics of torture must not only consider torture as a subject for international relations (i.e., treaties outlawing torture) but also torture as the practice of international relations (i.e., torture as an instrument of state policy). In this course, we will investigate how torture fits within state policy and the logic of sovereignty. In so doing, we will consider: (1) examples of how torture is used today; (2) the history of norms opposing torture; (3) torture in a colonial context and (4) the politics of justifying torture. In so doing, we will ground an investigation of the politics of torture in its source—human bodies—and explore the political and physical consequences of this systematic violence. {S} 4 credits

Timothy Ruback
Offered Fall 2009

U.S. Foreign Policy, Human Rights and Democracy
Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world, and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with a historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy. {S} 4 credits

Jon Western
Offered Spring 2010

343 Seminar in International Politics and Comparative Politics

Topic: To be announced. {S} 4 credits

Mlada Bukovansky
Offered Spring 2011

344 Seminar on Foreign Policy of the Chinese People’s Republic

After examining the historical roots of the foreign policy of the People’s Republic of China both before and after its establishment in 1949, the seminar will focus on the process and substance of the nation’s contemporary international behavior. {S} 4 credits

Steven Goldstein
Offered Spring 2011

345 Seminar in International Politics

Topic: Intelligence. How do governments learn about the threats facing them and their citizens? What is the proper balance between liberty and security in a democratic society? Why did the U.S. government fail to prevent the 9/11 attacks, and what can be done to ensure against such attacks in the future? This course considers these and other questions through the lens of the U.S. intelligence community. The modern American intelligence system was established in the wake of World War II and has since grown to comprise eighteen different agencies requiring upwards of $50 billion per year in funding. We will review the history of this system, both at home and abroad, with special attention to the Central Intelligence Agency and its often controversial role in U.S. foreign policy. {S} 4 credits

Brent Durbin
Offered Spring 2010

347 Seminar in International Politics and Comparative Politics

Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted
to the politics of Islam, the “status” of women and democratization. {S} 4 credits

Gregory White
Offered Fall 2010

348 Seminar in International Politics
Topic: Conflict and Cooperation in Asia. The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. {S} 4 credits

Dennis Yasutomo
Offered Fall 2009

Political Theory

261 Ancient and Medieval Political Theory
An examination of the great thinkers of the classical and (time permitting) medieval periods. Possible topics include family and the state, freedom and the gods, war are faction, politics and philosophy, secular and religious authority, justice, citizenship, regimes and natural law. Selected authors include Sophocles, Aeschylus, Aristophanes, Thucydides, Xenophon, Plato, Aristotle, Polybius, Cicero, Lucretius, Augustine, Aquinas and Marsilius. {S} 4 credits

Patrick Coby
Offered Fall 2009

263 Political Theory of the 19th Century
A study of the major liberal and radical political theories of the 19th century, with emphasis on the writings of Hegel, Marx, Tocqueville, Mill and Nietzsche. Not open to first-year students. {S} 4 credits

Gary Lehring
Offered Fall 2009, Spring 2011

264 American Political Thought
An examination of political thought in America from the colonial period to the present. Prominent themes include: politics and religion, constitutional structures, political parties, slavery, industrialization, welfare, foreign policy and liberalism-conservatism. {S} 4 credits

Patrick Coby
Offered Spring 2010

265 Reacting to the Past: American’s Founding, the Constitutional Convention of 1787
A departmental version of the historical role-playing First-Year Seminar by the same name, featuring a new game written by the instructor; a one-game, half-semester course for 2 credits connected loosely to American Political Thought (GOV 264) as an optional “lab,” in which the ideas learned in the lecture course are put into practice in the Reacting game. Open to all students whether enrolled in GOV 264 or not. Enrollment limited to 21. {S} 2 credits

Patrick Coby
Offered Spring 2010

266 Political Theory of the 20th Century
A study of major ideas and thinkers of the 20th century. Possible thinkers include Weber, Freud, Althusser, Arendt, Foucault, Irigaray, Gramsci, Habermas, Adorno, Horkheimer, Rawls and Wells. Topics addressed may include Neo-Marxism, Feminism, Ideology, Postmodernism and Multiculturalism. Successful completion of Gov 100 and/or other political theory course is strongly suggested. {S} 4 credits

Gary Lehring
Offered Fall 2010

269 Politics of Gender and Sexuality
An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. {S} 4 credits

Gary Lehring
Offered Spring 2010

362 Seminar in Political Theory
Topic: Revolution to Consolidation. A look at how American political thinkers and activists justified a war for independence, puzzled through the construction of a new political order, thought about creating a democratic nation state, and argued over issues such as individual rights, the role of political parties and the capabilities of citizens for self-government. We will look at specific debates between 1776 and 1800 and also an overview of the most important contributors: Jefferson, Madison, Hamilton and John Adams. Prerequisite:
Some previous course on American government or permission of the instructor.  {S}  4 credits
Marc Lendler
Offered Spring 2010

366 Seminar in Political Theory

The Political Theory of Michel Foucault
This course will examine the work of Michel Foucault (1926–84), French philosopher, social critic, historian and activist, and generally acknowledged as one of the most influential of the thinkers whose work is categorized as post-structuralist. Foucault’s various inquiries into the production of knowledge and power have formed the paradoxically destabilizing foundation for much of the work on the status of the human subject in post-modernity. We will explore the theoretically rich and dense approaches undertaken by Foucault, as well as illuminate his central ideas that seem to challenge much of what political theory accepts as a given. From The Birth of the Clinic, The Order of Things, and Discipline and Punish to his later works including The History of Sexuality, The Use of Pleasure and The Care of the Self attention will be given to how his works simultaneously advance and critique much of the canon of political theory. Prerequisite: Completion of Gov 100 and one other upper-division political theory course or permission of the instructor.  {S}  4 credits
Gary Lehring
Offered Fall 2009

367 Seminar in Political Theory

Topic: Lesbian and Gay Politics. An exploration of the lesbian and gay political movement in the United States, this seminar will begin with the invention of the medical model of “homosexuality” in the 19th century and trace the rise of a lesbian/gay/bisexual political movement through the 20th century. The course will adopt a historical approach, examining issues of policy, politics and identity from within these different time periods, including an examination of the rise in lesbian and gay multiculturalism and the advent of lesbian and gay studies as an academic discipline. Prerequisite: 100 or a course in feminist theory.  {S}  4 credits
Gary Lehring
Offered Spring 2011

Cross-listed Courses

EAS 210 Colloquium: Topics in East Asian Studies
{S}  4 credits
Dennis Yasutomo
Offered Spring 2010

404 Special Studies
Admission for majors by permission of the department.  4 credits
Offered both semesters each year

408d Special Studies
Admission for majors by permission of the department.  8 credits
Full-year course; Offered each year

The Major

Advisers: Martha Ackelsberg, Donald Baumer, Mlada Bukovansky, Patrick Coby, Donna Robinson Divine, Velma Garcia, Howard Gold, Steven Goldstein, Alice Hearst, Marc Lendler, Gary Lehring, Catharine Newbury, Gregory White, Dennis Yasutomo

Graduate School Adviser: Steven Goldstein

Director of the Jean Picker Semester-in-Washington Program: Donald Baumer

Basis: 100.

Requirements: 10 semester courses, including the following:
1.  100;
2. one course at the 200 level in each of the following fields: American government, comparative government, international relations and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same sub-field of the department, or they may be in other sub-fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. three additional elective courses. Majors are encouraged to select 190 as one of their electives.

Majors may spend the junior year abroad if they meet the college requirements.
The Minor

**Advisers:** Same as those listed for the major.

Based on 100. The minor consists of 6 courses, which shall include 5 additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

**Director:** Gary Lehring

**430d Honors Project**
8 credits

**431 Honors Project**
8 credits
Offered Fall 2009, Fall 2010

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208, 209, 210 and 211. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of two credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); 2 credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.
History courses at the 100- and 200-level are open to all students unless otherwise indicated. Admission to seminars (300-level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses retain their home department or program designations.

101 Introduction to Historical Inquiry
Colloquia with a limited enrollment of 18 and surveys, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a history major or minor.

Topic: Biography and History in Africa
Fascinating in themselves, biographies also serve as a foundation to history. This course looks at biographies from Africa, both in print and in film presentations, assessing the lives represented as reflections of history in practice. Examples from many regions of Africa; from precolonial, colonial and more recent periods; from women as well as men; and from common people as well as leaders. The course stresses writing skills as well as careful reading; writing includes short essays on the books read and critical reflections on the relationship of biography and history. \{H\} 4 credits

David Newbury
Offered Fall 2010

Topic: The European Millennium?
A survey of world history from 1000–2000. How did Europe, a cape of Asia, come to dominate much of the planet politically and culturally? The encounters of Vikings, Crusaders, conquistadors, missionaries, traders, settlers, revolutionaries and feminists with non-Europeans. How distinctive forms of family, state,
church, economy and community participated in and grew out of European imperialism. The formation of a global culture as the reconquest of Europe by the rest of the world. [H] 4 credits

Ernest Benz
Offered Fall 2010

EAS 100 Introduction to Modern East Asia
This course looks comparatively at the histories of China, Japan, Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and 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 identity. We also will look at how individuals respond to and are shaped by larger historical movements. [H] 4 credits

Jonathan Lipman, Fall 2009
Marnie Anderson, Fall 2010
Offered Fall 2009, Fall 2010

FYS 142 Reacting to the Past
Reacting to the Past is an interdepartmental, first-year seminar based on historical role-playing. In it students enact moments of high drama from the distant and not-so-distant past, and from cultures strange and engrossing. The seminar consists of three competitive games, “The Threshold of Democracy: Athens in 403 B.C.”; “Confucianism and the Succession Crisis of the Wanli Emperor”; “The Trial of Anne Hutchinson.” Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes and strive to achieve the group’s objectives. Course materials include game rules, historical readings, detailed role assignments and classic texts (e.g., Plato’s Republic, the Analects of Confucius). Papers are all game- and role-specific; there are no exams. Enrollment limited to 16 first-year students. WI [H/L/S] 4 credits

Jennifer Guglielmo
Offered Fall 2009

Lectures and Colloquia

201 (C) The Silk Road
The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. [H] 4 credits

Richard Lim
Offered Spring 2010

202 (L) Ancient Greece
The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society and culture of late archaic and classical Greece. Main topics include colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. [H] 4 credits

Richard Lim
Offered Fall 2010
203 (L) Alexander the Great and the Hellenistic World
Following Alexander of Macedon’s conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multi-ethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion. {H} 4 credits
Richard Lim
Offered Spring 2011

204 (L) The Roman Republic
A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. {H} 4 credits
Richard Lim
Offered Fall 2009

205 (L) The Roman Empire
A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy; persecution of Christians; pagans, Christians and Jews in late antiquity. {H} 4 credits
Richard Lim
Offered Spring 2010

Islamic Middle East

207 (L) The Islamic Middle East to the 17th Century
An introductory survey of the principal economic, social, cultural and political features of the Middle East from the 6th through the 17th centuries. Topics include the rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law and administration; the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; social, material and intellectual interactions between Muslim and non-Muslim communities and polities. {H} 4 credits
Nadya Sbaiti
Offered Spring 2011

208 (L) The Making of the Modern Middle East
Survey of the principal factors shaping political, economic and social life in the Middle East and North Africa from the 18th through the 20th centuries. Examines multiplicity of societies, customs and traditions; British, French and United States imperialism; the creation of modern states; development of nationalist, socialist and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Special attention to social changes affecting individuals and groups such as women, workers and peasants. {H} 4 credits
Daniel Brown
Offered Fall 2009

East Asia

211 (L) The Emergence of China
Chinese society and civilization from c. 1000 B.C. to A.D. 750. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women and introduction of Buddhism. {H} 4 credits
Daniel Gardner
Offered Fall 2009, Fall 2010

212 (L) China in Transformation, A.D. 750–1900
Chinese society and civilization from the Tang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion and confrontation with the West. {H} 4 credits
Daniel Gardner
Offered Spring 2010, Spring 2011

214 (C) Aspects of Chinese History
Topic: The World of Thought in Early China
Readings from the major schools of Chinese thought, such as Confucianism, Daoism, Legalism and Buddhism. Consideration will also be given to the relevance of these traditional teachings in contemporary China. As China moves away from Marxism-Leninist ideology
is there a place for a renewed Confucianism? As the Chinese become more ecologically concerned, will they draw on the concepts and vocabulary of Daoism and Buddhism? How do views of the relationship between body and cosmos in traditional teachings influence medical practices in China today? \{H/L\} 4 credits

Daniel Gardner
Offered Spring 2010, Spring 2011

217 (L) World War Two in East Asia: History and Memory
Examination of the factors leading to the war in Asia, the nature of the conflict, and the legacy of the war for all those involved. Topics include Japan’s seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the “comfort” women, biological warfare, the dropping of the atomic bombs, and the complicated relationship between history and memory. \{H\} 4 credits

Marnie Anderson
Offered Spring 2011

222 (C) Aspects of Japanese History
Topic: The Place of Protest in Modern Japan. Histories of social conflict, protest, and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest urban uprisings, popular culture, “world-renewal” movements and the restorationist activism of the Tokugawa period. In the modern period, theincipient democratic movements and the new millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest and an emerging labor movement in the Taisho era (1912–26), anti-imperialist movements in China during the prewar years, and finally, a range of citizens’ movements in the postwar decades. \{H/S\} 4 credits

Marnie Anderson
Offered Spring 2011

223 (C) Women in Japanese History from Ancient Times to the 19th Century
The dramatic transformation in gender relations is a key feature of Japan’s premodern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices, and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the 7th through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion, and political context, which have affected women’s and men’s lives. \{H/S\} 4 credits

Marnie Anderson
Offered Fall 2010

EAS 219 Modern Korean History
This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. \{H\} 4 credits

Ellie Choi
Offered Spring 2010

Europe

224 (L) The Early Medieval World, 400–1000
The Mediterranean world from the fall of Rome to the age of conversion. The emergence of the Islamic world, the Byzantine state and the Germanic empire. Topics include the monastic ideal, Sufism and the cult of saints; the emergence of the papacy; kinship and kingship: Charlemagne and the Carolingian renaissance, the high caliphate, and the continuation of the Eastern Roman Empire; literacy and learning. The decline of public authority and the dominance of personal power in societies built on local relations. \{H\} 4 credits

Joshua Birk
Offered Fall 2009

225 (L) The Making of the Medieval World, 1000–1350
Topics include agricultural technology and population expansion; organization of the countryside for the market; growth of a money economy, international trade and an urban culture; universities; chivalry and romantic love; scientific method; law and bureaucracy, growth of professional government; struggles between papacy and empire, evangelical awakening, feminine mysticism, the laity and the Inquisition; expulsion of the Jews; crusades against Muslims and Greek Christians; from Romanesque to Gothic. The course concludes with the study of the Black Death. \{H\} 4 credits

Joshua Birk
Offered Spring 2010
227 (C) Aspects of Medieval European History

*Topic: Crusade and Jihad.* Religious Violence in the Islamo-Christian Tradition. This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. {H} 4 credits

*Joshua Birk*
Offered Spring 2010

228 (C) Medieval Peripheries

The experiences of women, peasants, heretics, Jews, Muslims, homosexuals, lepers and other groups on the margins of a Europe that increasingly defined itself as Christian. Did the High Middle Ages mark the emergence of a persecuting society? Differences in the treatment of these various outcast groups, their depiction in art, their legal segregation, and their presumed association with demonic activity. {H} 4 credits

*Joshua Birk*
Offered Fall 2009, Fall 2010

230 (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy

Society, culture and politics at the end of the Middle Ages. Topics include the Black Death, the papacy as an institution of government, the challenge to papal authority by church councils, the Italian Renaissance, the early voyages of discovery and the Reformation. {H} 4 credits

*Joshua Birk*
Offered Fall 2010

238 (C) Gender and the British Empire

Traditionally, historians portrayed the British Empire as the province of male explorers, merchants, missionaries, soldiers and bureaucrats. This course treats such men as gendered subjects, investigating intersections between the empire and masculinity. It surveys debates about the nature of women’s colonial experiences and studies the experience of the colonized and enslaved through the lens of gender history. It examines the gendered structure of racial ideologies and the imperial features of feminist concerns. Focus on the West Indies, Africa and India from the late 18th to the early 20th centuries. Enrollment limited to 25. {H} 4 credits

*Jennifer Hall-Witt*
Offered Spring 2010

239 (L) Empire-building in Eurasia since 1750

The emergence, expansion and maintenance of the Russian and Soviet Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement, rise of the Communist government), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H} 4 credits

*Sergey Glebov*
Offered Spring 2010

246 (C) Memory and History

Contemporary debates among European historians, artists and citizens over the place of memory in political and social history. The effectiveness of a range of representational practices from the historical monograph to visual culture, as markers of history, and as creators of meaning. Can it be more dangerous to remember history than to forget it? Not open to students who have taken HST 101 Memory and History. {H} 4 credits

*Darcy Buerkle*
Offered Fall 2009

247 (L) Aspects of Russian History

*Topic: Affirmative Action Empire: Soviet Experiences of Managing Diversity.* How the Communist rulers of the Soviet Union and Stalin in particular, mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing and supporting new national and social identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education and Stalin’s Terror. How World War II and post-war reconstruction became formative experiences for today’s post-Soviet nations. {H/S} 4 credits

*Sergey Glebov*
Offered Spring 2010

248 (C) The French Revolution as Epic

Cultural and social interpretations of the fundamental event in modern history. The staging of politics from the tribune to the guillotine. History as a literary art in
History prose, poetry, drama and film. Focus on Paris 1787–95. {L/H} 4 credits
Ernest Benz
Offered Spring 2011

History 249, 250 and 251 constitute an introductory sequence in modern European history.

249 (L) Early Modern Europe 1600–1815
A survey of the ancien régime. On behalf of the central state, war-making absolutists, Enlightened philosophes and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. {H} 4 credits
Ernest Benz
Offered Fall 2010

250 (L) Europe in the 19th Century
1815–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. {H} 4 credits
Ernest Benz
Offered Spring 2011

252 (L) Women and Gender in Modern Europe, 1789–1918
A survey of European women’s experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion, and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays and various secondary sources. {H} 4 credits
Jennifer Hall-Witt
Offered Fall 2009

253 (L) Women and Gender in Contemporary Europe
Women’s experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. {H} 4 credits
Darcy Buerkle
Offered Spring 2010

257 (L) East Africa in the 19th and 20th Centuries
A comparative introduction to the peoples of Tanzania, Uganda and Kenya and surrounding areas. Topics include the dynamics of precolonial cultures, ecologies and polities; the effects of the Indian Ocean slave trade; changing forms of Imperialism; local forms of resistance and accommodation to imperial power; nationalist struggles and decolonization; post-colonial crises and present challenges. {H/S} 4 credits
David Newbury
Offered Fall 2010

258 (L) History of Central Africa
Focusing on the former Belgian colonies of Congo, Rwanda and Burundi from the late 1800s, this course seeks to explore, and then transcend, the powerful myths that adhere to this area of the world, the setting for Joseph Conrad’s “Heart of Darkness.” Topics include precolonial cultural diversities; economic extraction in the Congo Free State; the colonial encounter and colonial experiences; decolonization and the struggles over defining the state; and postcolonial catastrophes. {H/S} 4 credits
David Newbury
Offered Spring 2011

259 (L) Aspects of African History
Topic: Islam in Africa or African Islam? A regional approach to the histories of Islam in Africa, the first home of Islam outside Arabia. The spread of Islam in Egypt and North Africa and its further expansion into West Africa, Southern Africa and East Africa. Examination, in each region, of the impact of the African environment on Islam, the impact of Islam on African historical development, and the major themes that have dominated scholarly inquiry. Throughout, we grapple with the vexing problem of whether we are dealing with Islam in Africa or African Islam. {H} 4 credits
Daniel Brown
Offered Spring 2010

AAS 370 Modern Southern Africa
In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948 to 2000. {H} 4 credits
Louis Wilson
Offered Fall 2009
Latin America

260/LAS 260 (L) Colonial Latin America, 1492–1825
The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multiethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. {H} 4 credits
Ann Zulawski
Offered Fall 2009, Fall 2010

261/LAS 261 (L) National Latin America, 1821 to the Present
A thematic survey of Latin American history focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. {H} 4 credits
Ann Zulawski
Offered Spring 2010, Spring 2011

263 (C) Continuity and Change in Spanish America and Brazil
Topic: Gender in the Study of Latin American History. Gender as a central element in the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society. At least one course in Latin American history is strongly recommended as a foundation for this class. {H/S} 4 credits
Ann Zulawski
Offered Fall 2010

United States

History 265, 266 and 267 form an introductory sequence in United States history.

265 Race, Gender and United States Citizenship, 1789–1861
Analysis of the historical realities, the social movements, cultural expression and political debates that shaped the American character from the ratification of the U.S. Constitution to the dawn of the Civil War. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as citizens of the United States too. {H} 4 credits
Elizabeth Stordeur Pryor
Offered Fall 2009, Fall 2010

266 (L) The Age of the American Civil War
Origins, course and consequences of the war of 1861–65. Major topics include the politics and experience of slavery; religion and abolitionism; ideologies of race; the role of African Americans in ending slavery; the making of Union and Confederate myths; Reconstruction; white Americans’ final abandonment of the cause of the freed people in the 1880s and 1890s. {H} 4 credits
Elizabeth Stordeur Pryor
Offered Spring 2010, Spring 2011

267 (L) The United States Since 1898
Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights and other liberatory movements for social justice. Emphasis on class discussion and analysis of original documents, with short lectures. {H} 4 credits
Jennifer Guglielmo
Offered Spring 2010, Spring 2011

270 (C) Aspects of American History
Topic: The Black Atlantic. Historical debates surrounding African American identities and intellectual continuities throughout the Atlantic World, tracing the African-American experience from Western Africa and the Middle Passage to the British Colonies, the United States, Haiti and the British Isles. The lives of African-descended people as slaves, sailors, rebels and passengers on the Atlantic. African-American images, migrations, self-directed travel, resistance, organizations and writings as they relate to black freedom and black nationalism from the revolutionary era through to the U.S. Civil War. Theorizing of the “Black Atlantic.” {H} 4 credits
Elizabeth Stordeur Pryor
Offered Spring 2010
278 (L) Women in the United States, 1865 to Present
Survey of women’s and gender history with focus on race, class and sexuality. Draws on feminist methodologies to consider how study of women’s lives changes our understanding of history, knowledge, culture and the politics of resistance. Topics include labor, racial formation, empire, im/migration, popular culture, citizenship, education, religion, medicine, war, consumerism, feminism, queer cultures and globalizing capitalism. Emphasis on class discussion and analysis of original documents, with short lectures. {H} 4 credits
Jennifer Guglielmo
Offered Fall 2009, Fall 2010

280 (C) Inquiries into United States Social History
Topic: Globalization, Im/migration and the Transnational Imaginary: How can history help us to understand globalization, im/migration and the emergence of a transnational, border consciousness in the U.S. over the past century and a half? How have im/migrants responded to displacement, marginalization and exclusion by redefining the meanings of home, community and freedom? What are the connections between mass migration and imperialism? What are the histories to such cross-border social movements as labor radicalism, borderlands feminism, Black Liberation and anti-colonialism? How have im/migrants themselves transformed the United States? {H} 4 credits
Jennifer Guglielmo
Offered Spring 2010, Spring 2011

AAS 209 Feminism, Race and Resistance: History of Black Women in America
This interdisciplinary course will explore the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course will be the examination of how black women shaped, and were shaped by the intersectionality of race, gender, and sexuality in American culture. Not open to first-year students. {H} 4 credits
Paula Giddings
Offered Fall 2009

AAS 278 The ’60s: A History of Afro-Americans in the United States from 1954 to 1970
An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention will be given to the factors which contributed to the formative years of “Civil Rights Movements,” Black films and music of the era, the rise of “Black Nationalism,” and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Not open to first-year students. Prerequisite: AAS 117 and/or AAS 270 or permission of the instructor. Enrollment limited to 40. {H} 4 credits
Louis Wilson
Offered Spring 2010

AAS 335 Seminar: Free Blacks in the U.S. Before 1865
A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the thirteenth amendment. Recommended background: AAS 117. {H} 4 credits
Louis Wilson
Offered Spring 2010

AMS 302 The Material Culture of New England, 1630–1860
Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England’s history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. {H/A} 4 credits
Nan Wolverton
Offered Spring 2010

This course offers an overview of LGBT culture and history in the United States from 1945 to 2003. We will use a variety of historical and literary sources, including films and sound clips, to examine changes in lesbian, gay, bisexual and transgendered lives and experiences during the last half of the 20th century. The course will encourage the students to think about intersections of race, sexuality and class, and how these categories have affected sexual minority communities. The course will also explore the legal and cultural impact sexual minority communities have had in the United States. Prerequisite SWG 150 or permission of the instructor. {H} 4 credits
Daniel Rivers
Offered Spring 2010
SWG 300 Special Topics in the Study of Women and Gender

*Topic: Intimate Revolutions: Sexuality and the Family in the Postwar Era.* This seminar will look at the ways that categories of sexuality, class, race and gender have intersected and operated in constructions of the family in the last half of the 20th century. The focus will be on both political and institutional attempts to regulate the family and the ways the family has acted as a site of resistance. We will interrogate the notion of the family as a static, conservative institution and explore how changes in reproduction and sexuality have been linked both to each other and to other social transformations. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. \(\text{H/S}\) 4 credits

Daniel Rivers
Offered Fall 2009

Seminars

307 Problems in Middle East History

*Topic: The Middle East and World War One.* The Middle East in the context of World War One and its immediate and far-reaching aftermath. This highly pivotal moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses, and new social, cultural, economic and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism and Islamism, as well as peasant, labor, communist and women’s movements. Primary sources include diplomatic and political documents, memoirs, the press, photographs and film. \(\text{H}\) 4 credits

Nadya Sbaiti
Offered Fall 2010

355 Problems in Social History

*Topic: Debates in the History of Gender and Sexuality.* \(\text{H/S}\) 4 credits

Darcy Buerkle
Offered Spring 2010

358 Problems in African History

*Topic: Ecology and Imperialism in African History.* \(\text{H}\) 4 credits

David Newbury
Offered Spring 2011

LAS 301 Topics in Latin American and Latino/a Studies

*Topic: Culture and Society in the Andes.* The seminar examines the history and culture of the core area of Andean civilization (Ecuador, Peru and Bolivia) from the pre-Columbian period to the present. We will study Andean cosmology and the area’s unique social and economic organization before the arrival of the Spanish; changes in social structure and gender ideologies under colonialism; capitalist expansion, liberalism and native protest; indigenismo, labor organization and the Left; gender and Aymara and Quechua culture today; the struggle against neoliberalism. \(\text{H/S}\) 4 credits

Ann Zulawski
Offered Spring 2010

361 Problems in the History of Spanish America and Brazil

*Topic: Public Health and Social Change in Latin America, 1850–Present.* The relationship between scientific medicine and state formation in Latin America. Topics include Hispanic, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race and medicine; eugenics and Social Darwinism; the Rockefeller Foundation’s mission in Latin America; medicine under populist and revolutionary governments. \(\text{H/S}\) 4 credits

Ann Zulawski
Offered Spring 2011

371 Problems in 19th-Century United States History

*Topic: African-American Women in Slavery and Freedom.* Despite the particular degradation, violence and despair of enslavement in the United States, African-American women built families, traditions and activities (cock-fighting, hunting, mountain-climbing, ballroom dancing, shopping, traveling). \(\text{H/A}\) 4 credits

Jennifer Hall-Witt
Offered Fall 2009

375 Problems in American History

*Topic: Gender and the Cold War.* The gender dynamics of the Cold War and its aftermath, with emphasis on the geopolitical, economic and cultural shifts of the period. Women’s roles in labor and politics, the role of women and gender in Cold War policy making, gender and the anti-communist movement. \(\text{H}\) 4 credits

Kathryn Kish Sklar
Offered Fall 2009

381 Problems in 20th-Century United States History

*Topic: AIDS and the Post-World War II State.* An examination of the politics and culture of the “AIDS epidemic” in the United States since 1970, in the context of the state welfare system, postmodern American culture, and Cold War global politics. \(\text{H/S}\) 4 credits

Daniel Rodgers
Offered Spring 2010
History

279

a legacy of resistance that nurtured freedom movements during enslavement and fostered a trajectory of activism in the black community throughout the 19th century. Close reading of protest strategies, speeches and writings including those of Sojourner Truth, Harriet Jacobs, Sarah Remond, Francis Harper, Amanda Smith, Ida Wells and Anna Julia Cooper. How did race, gender and freedom affect African-American women?  

{H} 4 credits

Elizabeth Stordeur Pryor

Offered Fall 2009

372 Problems in American History

Topic: Consumer Culture in the United States, 1880–1980  

{H} 4 credits

Daniel Horowitz

Offered Spring 2010

383 Research in United States Women’s History: The Sophia Smith Collection

A research and writing workshop in 19th- and 20th-century U.S. women’s history. Provides the opportunity to work with archival materials from the Sophia Smith Collection (letters, diaries, oral histories, newspaper articles, government documents, etc.) and historical scholarship, to research, analyze and write a paper on a topic of the student’s own choosing.  

{H} 4 credits

Helen Horowitz, Spring 2010

Jennifer Guglielmo, Fall 2010

Offered Spring 2010, Fall 2010

390 Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and Internet materials. Discussions focus on both the historical content and the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the history major.  

{H} 4 credits

Peter Gunn

Offered Fall 2009

404 Special Studies

By permission of the department.  

4 credits

Offered both semesters each year

The Major

Advisers: Ernest Benz, Darcy Buerkle, Daniel Gardner, Sergey Glebov, Jennifer Guglielmo, Richard Lim, Ann Zulawski

The History major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: five semester courses, at least one of which is a Smith history department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines approved by the student’s adviser.

   Fields of concentration: Antiquity; Islamic Middle East; East Asia; Europe, 300–1650; Europe, 1650 to the present; Africa; Latin America; United States; Women’s History; Comparative Colonialism.

   Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically and must be approved by an adviser.

2. Additional courses: six courses, of which four must be in two fields distinct from the field of concentration.

3. No more than two courses taken at the 100-level may count toward the major.

4. Geographic breadth: among the 11 semester courses counting towards the major, there must be at least one course each in three of the following geographic regions.

   Africa
   East Asia and Central Asia
   Europe
   Latin America
   Middle East and South Asia
   North America

   Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

   Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

   A student may count one (but only one) AP examination in United States, European or World history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

   The S/U grading option is not allowed for courses counting toward the major.
Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in study abroad programs.

Adviser for Study Away: To be announced

The Minor

Advisers: Same as those listed for the major.

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. At least three of the courses will normally be taken at Smith. Students should consult their advisers.

The S/U grading option is not allowed for courses counting toward the minor.

Honors

Director: To be announced

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered fall semester each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: four semester courses, at least one of which is a Smith History department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines, approved by the student’s adviser.
2. The thesis counting for two courses (8 credits).
3. Five history courses or seminars, of which four are outside the field of concentration.
4. No more than two courses taken at the 100-level may count toward the major.
5. Geographic breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographic regions. Africa; East Asia and Central Asia; Europe; Latin America; Middle East and South Asia; North America

Courses in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

A student may count one (but only one) AP examination in United States, European or World history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

The S/U grading option is not allowed for courses counting toward the major.

Graduate

580 Special Problems in Historical Study
Arranged individually with graduate students. {H} 4 credits
Offered both semesters each year

590 Research and Thesis
{H} 4 credits
Offered both semesters each year

590d Research and Thesis
{H} 8 credits
Full-year course; offered each year
Program in the History of Science and Technology

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Advisers
Lâle Aka Burk, Senior Lecturer in Chemistry
David Dempsey, Museum of Art
Robert Dorit, Associate Professor of Biological Sciences
Craig Felton, Professor of Art
Nathanael Fortune, Associate Professor of Physics
Laura Katz, Associate Professor of Biological Sciences
Albert Mosley, Professor of Philosophy
Douglas Lane Patey, Professor of English Language and Literature
Jeffry Ramsey, Associate Professor of Philosophy, Director
Nicolas Russell, Assistant Professor of French Studies
Gregory Young, Instructor, Science Center Machine Shop

Smith’s Program in the History of Science and Technology is designed to serve all Smith students. Courses in the program examine science and technology in their historical, cultural and social contexts, and the ways in which they have shaped and continue to shape human culture (and vice versa). Linking many disciplines and cultures, the minor complements majors in the humanities, social sciences and the natural sciences.

112 Images and Understanding
Topic: The Century of the Gene. We are not solely or only our genes, but we are not without them either. How do we understand talk of genes? This course is an historical, philosophical and sociological examination of the power, promises and perils of genetic research during the past 100 or so years. We will explore the changing relation of the gene concept, genetic theories and genetic experimental practices to other biological disciplines such as evolutionary theory, cytology, development and other biological practices such as genetic engineering. We will also examine the influence of genetic theories and perspectives in the larger culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. \( \{L\} \) 4 credits

Douglas Patey
Offered Spring 2010

404 Special Studies
4 credits
Offered both semesters each year

Cross-Listed Courses

ANT 135 Introduction to Archaeology
The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehis-
tory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Enrollment limited to 30. 4 credits
Elizabeth Klarich
Offered Fall 2009, Fall 2010

ANT 248 Medical Anthropology
The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. {S/N} 4 credits
Donald Joralemon
Offered Spring 2010, Fall 2010

ANT 249 Visual Anthropology
This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus both on the production of visual materials (photographs and films, in particular) by anthropologists, as well as the anthropological analysis of visual artifacts produced by other people. We will consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention will be paid to issues of representation, authority, authenticity and circulation of visual materials. Enrollment limited to 30. (MI) {S} 4 credits
Caroline Melly
Offered Fall 2009, Fall 2010

AST 102 Sky I: Time
Explore the concept of time, with emphasis on the astronomical roots of clocks and calendars. Observe and measure the cyclical motions of the sun, the moon and the stars and understand phases of the moon, lunar and solar eclipses, seasons. Enrollment limited to 25 per section. {N} 3 credits
Suzan Edwards, Meg Thacher
Offered Spring 2010

CHM 100 Perspectives in Chemistry
*Topic: Chemistry of Art Objects.* In this museum-based course, chemistry will be discussed in the context of art. We will focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices will be discussed with examples from the Smith College Museum of Art. Three hours of lecture, discussion and demonstrations. Class meetings will take place in the museum and in the Clark Science Center. {A/N} 4 credits
Lâle Aka Burk, David Dempsey
Offered Spring 2009, Spring 2010

FYS 183 The Big Bang and Beyond
According to modern science, the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evidence supports this “big bang model?” Throughout this course, we will focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. No prior math or science background is assumed. Enrollment limited to 16 first-year students. (E) {W}I {N} 4 credits
Gary Felder
Offered Fall 2009

PHI 213/PSY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100 or PHI 236 or permission of the instructor. {N} 4 credits
Jill de Villiers
Offered Fall 2009

The Minor

**Requirements:** Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student’s minor adviser, and two courses in (or cross-listed in) the history of science and technology program. Normally one of the history of science and technology courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of the science and technology are urged to consult with their advisers as early as possible.
Interterm Courses Offered for Credit

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EAL 115</td>
<td>Kyoto Then and Now (2 credits)</td>
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<tr>
<td>ESS 175</td>
<td>Applied Exercise Science (2 credits)</td>
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<tr>
<td>ESS 945</td>
<td>Physical Conditioning (1 credit)</td>
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<tr>
<td>FRN 240</td>
<td>Ça parle drôlement: French Theatre Workshop (2 credits)</td>
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<td>FRN 255</td>
<td>Speaking (Like the) French: Conversing, Discussing, Debating, Arguing (4 credits)</td>
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<td>GEO 223</td>
<td>Geology of Hawaiian Volcanoes (1 credit)</td>
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<td>GEO 270</td>
<td>Carbonate Systems and Coral Reefs of the Bahamas (3 credits)</td>
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<td>GRK 101</td>
<td>Readings in the Greek New Testament (1 credit)</td>
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<td>IDP 100</td>
<td>Critical Reading and Discussion: &quot;Book title&quot; (1 credit)</td>
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<td>IDP 140</td>
<td>Exploring the Archives (2 credits)</td>
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<td>IDP 150</td>
<td>Introduction to AutoCad (1 credit)</td>
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<td>IDP 151</td>
<td>Introduction to SolidWorks (1 credit)</td>
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<td>IDP 250</td>
<td>Applied Design and Prototyping: Design It! Make It! (1 credit)</td>
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<td>JUD 110</td>
<td>Elementary Yiddish (4 credits)</td>
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<td>MTH/QSK 103</td>
<td>Math Skills Studio (2 credits)</td>
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<td>MTH 289</td>
<td>The Mathematics of Knitted Objects (2 credits)</td>
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<td>MUS 215</td>
<td>Interterm Chamber Music Immersion (1 credit)</td>
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<td>MUS 905</td>
<td>Five College Opera Production (1 credit)</td>
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<td>PHI 253</td>
<td>Indo-Tibetan Buddhist Philosophy and Hermeneutics (3 credits)</td>
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<td>SPN 218</td>
<td>Speaking Spanish in Context (4 credits)</td>
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<td>SWG 115</td>
<td>Oral History and Queer Subjects (1 credit)</td>
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<td>THE 140</td>
<td>Commedia dell’ Arte Workshop (2 credits)</td>
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<tr>
<td>WTG 100</td>
<td>Popular Nonfiction (1 credit)</td>
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Note: Courses may not be offered every Interterm.

A schedule of important dates and information applicable to January Interterm courses is issued by the Registrar's Office prior to preregistration in the fall.
Students planning to major in Italian and/or intending to spend their Junior Year in Italy should start studying Italian in their first semester in order to meet all requirements. ITL 110y, the Elementary Italian course, carries 10 credits and meets for the full year. No credits will be assigned for one semester only.

All students going to Florence for their Junior Year Abroad must take ITL 250 in the spring of their sophomore year. Those students who decide belatedly to begin their study of Italian in the second semester, must take ITL 111 in the spring of their first year.

Students who did not take Italian in their first year and wish to apply to the JYA program in Florence must successfully complete an intensive summer program approved by the Italian department in the summer before their sophomore year.

A. Language

Credit is not granted for the first semester only of our introductory language course ITL 110y. No satisfactory/unsatisfactory grades allowed in Italian language courses.

110y Elementary Italian
One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220, ITL 230 and ITL 231 (in exceptional cases) the following year. Preference given to first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session. Enrollment limited to 20 per section. Students entering in the spring need permission of the department and must take a placement exam. Students must stay in the same section all year. (F) 10 credits
Serena Grattarola, Bruno Grazioli, Maria Succi-Hempstead, Alfonso Procaccini
Full-year course; offered each year

111 Accelerated Elementary Italian I
One-semester course designed for students who might have missed the opportunity to take our highly recommended yearlong ITL 110y course. It will cover the material of ITL 110y in one semester. Three class meetings per week plus required weekly multimedia work and a discussion session. Preference is given to all first-year students planning to go to Italy for their junior year. Enrollment limited to 20 per section. Students should enroll in ITL 220 (or ITL 230 in exceptional cases) the following semester. This course does not fulfill the foreign language requirement (F) for Latin Honors because it is a one-semester language course and a two-semester language course is needed to fulfill that requirement. 5 credits
Maria Succi-Hempstead, Serena Grattarola
Offered each Spring

220 Intermediate Italian
Comprehensive review through practice in writing and conversation. Discussion, compositions and oral reports based on Italian literary texts and cultural material. Weekly conversation meetings and multimedia work required. Prerequisite: ITL 110y or ITL 111 or permission of the department. (F) 5 credits
Serena Grattarola
Offered Fall 2009
230 High Intermediate Italian
Readings of contemporary literary texts. Review of grammar, regular practice to improve oral and written expression. Open by permission only. Prerequisite: ITL 220 or ITL 110 or ITL 111 with permission of the department. {F} 5 credits
Maria Succi-Hempstead
Offered Fall 2009

231 Advanced Italian
A continuation of 220 or 230, with emphasis on refining linguistic expression. Speaking and writing are strongly emphasized. Prerequisite: 220, 230 or 110 or 111 with permission of the department. {F} 5 credits
Serena Grattarola
Offered Fall 2009

235 Advanced Conversation
Practice in conversation, using a variety of materials including newspaper articles, films, television broadcasts and Web sites. This course is designed to develop oral proficiency. There is no written work. All exams will be oral. Prerequisite: for the Fall course ITL 110 or 111 or placement exam to assure correct language level. Prerequisite for the Spring course: ITL 220 or 230 or 231 or placement exam to assure correct language level. This course can be repeated. {F} 2 credits
Serena Grattarola, Bruno Grazioli
Offered Fall 2009, Spring 2010

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231. There is no prerequisite for ITL 252 because it is conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor.

FYS 185 The Power of the Aesthetic in Italian Cinema
Examining Italian cinema from neorealism to today, this course will investigate how major directors have negotiated two apparently independent postwar traditions: the aesthetic of realism (which purports to show Italian society and landscape without embellishments) and that search for beauty and style which has historically characterized Italian civilization and become its trademark in today’s global culture (Made in Italy).

Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Ozpetek, Pasolini, Visconti. Conducted in English. Films with English subtitles. Enrollment limited to 16 first-year students. WI {L/A} 4 credits
Anna Botta
Offered Spring 2010

205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture
The course will examine Italy’s varied geography, history and artistic tradition to further appreciate Italy’s rich, delicious, yet simple cuisine. In our travels we will move from the caffé to the pizzeria, to the trattoria, to the pasticceria, to the enoteca to probe the cultural impact Italian cuisine has on promoting a holistic philosophy for eating/drinking/speaking best reflected by the now renowned Italian “Slow food” movement. Taught in English. Graded S/U only. {L} 2 credits
Bruno Grazioli and Members of the department
Offered each Spring

250 Survey of Italian Literature I
Prerequisite for students applying for Junior Year Abroad in Florence. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. One class a week is dedicated to linguistic preparation of the text studied. Prerequisite: ITL 220, and/or 230 and/or 231 or permission of the instructor. {L/F} 4 credits
Alfonso Procaccini
Offered each Spring

251 Survey of Italian Literature II
A continuation of ITL 250, concentrating on representative literary works from the High Renaissance to the modern period. Normally to be taken during Junior Year in Florence. Maybe taken in Northampton as a Special Studies with the permission of the chair of the department. Prerequisite: ITL 250 or permission of the chair.

252 Italy: “La Dolce Vita”
We will look at Italy’s rich cultural history, thus examine its illustrious artistic tradition as well as some of the reasons Italy has achieved over the centuries the recognition and the mystique of cultivating a philosophy of living best expressed by the title of Fellini’s classic film, La dolce vita. The class will follow a lecture/discussion format: invited Smith faculty members from other
departments will join the class to share her/his passion and specialized knowledge of Italian culture. Required work includes weekly readings, oral presentation in class and regular film viewings. Knowledge of Italian is recommended but not required. Conducted in English. 

\{L\} 4 credits.

Bruno Grazzioli
Offered each Fall

332 Dante: *Divina Commedia—Inferno*

Detailed study of Dante’s *Inferno* in the context of his other works. Conducted in Italian. \{L/F\} 4 credits

Alfonso Procaccini
Offered Fall 2009

334 Boccaccio: *Decameron*

An in-depth thematic study of Boccaccio’s literary masterpiece, *Decameron*, including its style, structure and historical context. Particular attention will be devoted to Boccaccio’s singular interest in how imagination effectively combats the various constraints and even tragic aspects of life such as the plague or certain forms of social, political and psychological oppression. In what way do Boccaccio’s *novelle* provide every reader the same “*diletto e utile consiglio*” which he was so intent on offering his gracious ladies? Conducted in Italian. Open only to senior Italian majors or by permission of the instructor. \{L/F\} 4 credits

Alfonso Procaccini
Offered Spring 2010

343 Senior Seminar: Modern Italian Literature

*Topic: Dust Tracks (Tracce di polvere).* Our eyes were filled with dust during the collapse of the 20th century, as the Berlin Wall and the Twin Towers fell. “Dust we are, and dust we shall be.” Artists, filmmakers and writers have all focused a microscopic lens on microcosmic life today. Our ecological spirit cries out against the contamination of water, soil and air. Pixels, bytes, nanotechnology, stardust: how has micromatter reshaped our imagination for a postmodern, even posthuman world? Fiction by contemporary Italian and Italophone authors (Calvino, Celati, Tahar Lamri, Loi, Masino, Montale, Tabucchi); films, photography, artwork and theory (Barthes, Belpoliti, Douglas, Grazzioli, Krauss). Conducted in Italian. \{L/F\} 4 credits

Anna Botta
Offered Spring 2010

348 Senior Seminar: The Creation of Italian Identity (1800–1900)

The course will explore different notions of Italian national identity. The first part will concentrate on the Risorgimento (19th century) as the historical moment, which witnessed the amplification of a debate around national identity. Texts by Alferi, Leopardi, Foscolo and Manzoni will here be studied. The second part of the course will follow the development of this concept until our days through the analysis of poetry, novels, essays and media. A compendium of theories on the process of national identity formation will also be presented. This will enable students to discern the complexity of the expression of national identity and to determine its applicability within the Italian situation. Conducted in Italian; enrollment limited to 12; permission of the instructor required. \{L/F\} 4 credits

Bruno Grazzioli
Offered Fall 2009

Cross-listed Courses

CLT 204 Writings and Rewritings

*Topic: The Mediterranean.* Three continents, Africa, Asia and Europe, share coastlines on the Mediterranean—literally, “the sea between lands.” Linked to the origins of Western civilization and to imperialism and orientalism, the Mediterranean has given its name to a stereotypical landscape (sunshine, olive trees, vineyards) and to a social type (Southerners seen as passionate, cunning and slow). What do Club Meds, the Mafia and Balkanization have in common? Can a Mediterranean identity not defined by the North exist? This region will focus our discussion of issues central to comparative literature today: competing nationalisms, Eurocentrism, orientalism, tradition vs. modernization, globalization. Literary texts by Homer, Lawrence, Verga, Camus, Amin Maalouf, Paedrag Matvejevic and Orhan Pamuk; history and theory from Braudel, Abulafia, Zemon Davis and Said. Open to first-year students by permission of the instructor. \{L\} 4 credits

Anna Botta
Offered Fall 2009

400 Special Studies

For qualified juniors and senior majors only. Admission by permission of the instructor. 1 to 4 credits

Members of the department
Offered both semesters each year
404 Special Studies
By permission of the chair, for senior majors.
4 credits
Members of the department
Offered both semesters each year

408d Special Studies
By permission of the chair, for senior majors.
8 credits
Members of the department
Full-year course; offered each year

The Major in Italian Language and Literature and Italian Studies

Advisers: Giovanna Bellesia, Anna Botta, Serena Grattarola, Alfonso Procaccini

Advisers for Study Abroad: Anna Botta, Maria Succi-Hempstead, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230 (or permission of the department).

Requirements: The basis, ten semester courses.

The following courses are compulsory for majors attending the JYA in Florence:
Sophomore year—Spring: ITL 250, JYA—Survey 2 ITL 251, Stylistics ITL 240.
The following courses are compulsory for majors not attending the JYA in Florence: 250, 231, 251

All majors in Italian language and literature must attend ITL 332 and 334 (Dante and Baccaccio) and a senior seminar in Italian during their senior year. No course counting for the major can be taken S/U.

The rest of the courses can be chosen among the following: 334, 338, 340, 342, 343, 344, 346, 348, 404, 408d, 430d, CLT 305, CLT 355. (All written work in the CLT courses and in the courses taught in English must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Students considering graduate school in Italian language and literature are encouraged to take CLT 300.

The Major in Italian Studies

Advisers: Giovanna Bellesia, Anna Botta, Serena Grattarola, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230.

Italian studies majors are expected to achieve competence in both written and spoken Italian. Participation in the Junior Year Abroad in Florence is not required but it is strongly recommended.

Requirements: The basis plus additional ten semester courses which include:

ITL 240 Stylistics (offered only in Florence).

ITL 250 and 251

Three (nonlanguage) courses taken in the Italian department on campus or during the JYA in Florence. Courses in Florence must be approved by the chair of the Italian department to count towards the major in Italian studies. All courses taught by Italian faculty members outside the Italian department will also fulfill the requirement (for instance CLT 305 or CLT 204) when all written work is done in Italian. Independent Studies and Honor Theses may count as part of this category.

Three courses in other Smith departments/programs or at the University of Florence. These courses will be chosen in accordance with the interests of the student and with the approval of the Italian department adviser. No course counting for the major can be taken S/U.

Relevant departments include but are not limited to: American Studies, Archeology, Art History, Comparative Literature, Classics, Education, Film Studies, Government, History, History of Science, International Relations, Linguistics, Music, Philosophy, Religion, Sociology.
One senior literature seminar (all work done in Italian).

One semester of ITL 332 or 334 (Dante or Boccaccio). All work must be done in Italian.

The Minor in Italian Language and Literature

Advisers: Giovanna Bellesia, Anna Botta, Serena Grattarola, Alfonso Procaccini

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Basis: ITL 110y, ITL 220 or ITL 230 or permission of the department.

Required: Six semester courses including the following: 231 and 250. Choice of two from two different periods including: 251, 332, 334, 338, 340, 342, 343, 344, 346, 348, 404. At least one 300-level course, in Italian, must be taken during senior year.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors in Italian Language and Literature

Director: Anna Botta

ITL 430d Honors Project
8 credits
Full-year course; Offered each year

Honors in Italian Studies

ITS 430d Honors Project
8 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Advisers: Giovanna Bellesia, Anna Botta

An excellent knowledge of both written and spoken Italian is a prerequisite for the Program. Candidates spend their first year in Florence, enrolled at the University of Florence and at the Smith Center. Required minimum of 32 credits. The thesis is written during the second year, on campus, under the direction of a member of the department.

550d Research and Thesis
8 credits
Full-year course; Offered each year
The Program in Jewish Studies fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments in Jewish literature, history, politics, religion and culture.

Students who wish to pursue advanced work in Jewish studies should begin learning Hebrew as soon as possible. The completion of JUD 100y or equivalent is required before beginning a semester of study in Israel.

**Basis**

225/REL 225 Jewish Civilization

A grand sweep of core narratives and beliefs that have animated Jews and Judaism from antiquity to the present. Readings from the classical library of Jewish culture (Bible, Talmud, midrash, Passover Haggadah, mystical and philosophical works, Hasidic tales) and from modern Jewish literature, thought and popular culture. Focuses on dynamics of religious, cultural and national reinvention at specific moments and places in Jewish history. **[L/H]** 4 credits

*Justin Cammy*

Offered Spring 2010, Spring 2011

**Language**

100y Elementary Modern Hebrew

A yearlong introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisitions of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. **[F]** 8 credits

*Ilona Ben-Moshe*

Full-year course; Offered 2009–10

110j Elementary Yiddish

An introduction to Yiddish language in its cultural context. Fundamentals of grammar and vocabulary designed to facilitate reading and independent work with Yiddish texts. The course is divided into three parts: intensive language study every morning: a colloquium on aspects of Yiddish cultural history; and an afternoon service internship with the collection of the National Yiddish Book Center, the largest depository of Yiddish books in the world. Smith enrollment limited to nine; admission by permission of the instructor. Taught on site at the National Yiddish Book Center. In order to receive foreign language Latin Honors credit, students must complete an additional semester of Yiddish through Special Studies, within the Five Colleges or through approved coursework elsewhere. **[H/F]** 4 credits

Course Coordinators: Justin Cammy (Smith College), Rachel Rubinstein (Hampshire College) and staff of the National Yiddish Book Center

Offered Interterm 2010
**200 Intermediate Modern Hebrew**  
Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. (**F**) 4 credits  
Ilona Ben-Moshe  
Offered Fall 2009

Additional opportunities for the study of modern Hebrew, Biblical Hebrew or Yiddish may be available through Special Studies at Smith, within the Five College consortium or through summer study abroad. Please consult the Jewish Studies Web site for an up-to-date list.

**Classical Texts**

**REL 210 Introduction to the Bible**  
Joel Kaminsky  
Offered Fall 2010

**REL 213 Prophecy in Ancient Israel**  
Joel Kaminsky  
Not offered 2009–10

**REL 216 Topics in Biblical Studies: Archaeology and the Bible: From Ancient Israel to Early Judaism and Christianity**  
Gregg Gardner  
Offered Fall 2009

**History And Thought**

**284 (C) The Jews of Eastern Europe, 1750–1945**  
The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include the effects of tsarist legislation, pogroms, Polish nationalism, the Russian Revolutions and Sovietization; competition between new forms of ecstatic religious expression (Hasidism) and the Jewish Enlightenment; proto-feminist critiques of traditional society; varieties of political self-assertion such as Zionism, Jewish Socialism, Diasporism and Communism; folklore and the birth of modern Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Enrollment limited to 18. (**H**) 4 credits  
Justin Cammy  
Offered Spring 2011

**REL 221 Jewish Spirituality: Philosophers and Mystics**  
Lois Dubin  
Offered Fall 2009

**REL 224 Jews and Judaism in the Americas**  
Lois Dubin  
Offered Spring 2010

**REL 320 Seminar: Jewish Religion and Culture**  
**Topic: Jewish Women’s History**  
Lois Dubin  
Offered Spring 2010

**GOV 229 Government and Politics of Israel**  
Donna Robinson Divine  
Offered Fall 2010

**GOV 248 The Arab–Israeli Dispute**  
Donna Robinson Divine  
Offered Spring 2010

**GOV 323 Seminar in Comparative Government and Political Theory**  
**Topic: Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East**  
Donna Robinson Divine  
Offered Spring 2010

**Literature And The Arts**

**FYS 186 Israel: Texts and Contexts**  
The role of literary and visual culture in the construction of Israel’s founding myths and critiques of its present realities. The relationship between Zionism as a political ideology and as an aesthetic revolution: redefining sacred and secular space (Jerusalem, the socialist kibbutz, cosmopolitan Tel Aviv); reviving Hebrew as a living language; rewriting the Bible; and imagining the New Jew. How shadows of the Holocaust, fantasies of the Arab, and post-nationalist ennui shape the context of the broader Middle East. Poetry, prose, song, art and film from before and after the creation of a Jewish state, by European, Jewish and Arab creative figures,
all in translation. Enrollment limited to 16 first-year students. WI [L] 4 credits  
Justin Cammy  
Offered Fall 2010

CLT 218 Holocaust Literature  
Creative responses to the destruction of European Jewry, differentiating between literature written in extremis in ghettos, concentration/extermination camps or in hiding, and the vast post-war literature about the Holocaust. How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, graphic novel, film, monuments, museums), and critical theories of representation. All readings in translation. [L/H] 4 credits  
Justin Cammy  
Offered Fall 2010

257 (C) Jewish Writers in Modernist Berlin  
The upheavals of World War I and the Russian Revolution drew Eastern European Jewish intellectuals to Berlin, leading to its emergence as a multilingual center of European Jewish modernism and avant-garde experimentation. This course explores the influence of movements such as Expressionism, Dada, and the Neue Sachlichkeit on Jewish modernist development, with a focus on how exile, cosmopolitanism, revolution, folklore and nationalism spawned creative innovation. Readings (with some film, visual art and theory) from Benjamin, Döblin, Kafka and Lasker-Schüler in dialogue with Hebrew and Yiddish writers such as S.Y. Agnon, “Der Nister” (the Hidden One) and David Bergelson, all in translation. Enrollment limited to 19. [E] 4 credits  
Jonathan Skolnik (UMass)  
Offered Fall 2009

260 (C) Yiddish Literature and Culture  
Why did Yiddish, the language of Eastern European Jews and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Charts the rise of secular Jewish culture in Yiddish in the differing contexts of tsarist and revolutionary Russia, interwar Poland, Weimar Berlin and immigrant America. Topics include creative betrayals of folklore (demons, dybbuks, golems, shlemiels); Yiddish as imagined homeland; the Yiddish roots of Jewish comedy; the politics of language; gender stereotypes; ethnic performance on the Yiddish stage and screen; the art of translation; and the Yiddish trace in contemporary American fiction. How did the surviving remnant of post-Holocaust Yiddish writers memorialize not only this lost civilization but also this murdered language? Includes several classes and a project at the National Yiddish Book Center, the largest repository of Yiddish books in the world. All texts in translation. Enrollment limited to 19. [L] 4 credits  
Justin Cammy  
Offered Spring 2010

SPN 246 Life Stories by Latin American Jewish Writers  
Silvia Berger  
Offered Fall 2009

Special Studies

400 Special Studies  
1 to 4 credits  
Offered both semesters each year

The Major

Advisers: Ernest Benz, Silvia Berger, Justin Cammy, Lois Dubin, Joel Kaminsky, Ellen Kaplan, Jocelyne Kolb  
The major in Jewish studies comprises 12 semester courses.

A. Requirements

1. Basis: JUD 225 Jewish Civilization, normally taken in a student’s first or second year.  
2. Language: JUD 100y Elementary Modern Hebrew, counting as two semester courses. Students who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from this requirement; in such cases, they are strongly encouraged to continue their study of Hebrew language at the intermediate level or beyond.

B. Breadth

One course in each of the following:  
1. Classical Texts  
2. History and Thought  
3. Literature and the Arts
Students can expect advisers to work closely with them to select electives that cover the chronological sweep of Jewish civilization.

C. Concentration

Three courses on a unifying theme, period, geographic area or body of literature. A student defines her concentration in consultation with her adviser. No more than one 100-level course may count toward the concentration. One course taken in fulfillment of the breadth requirement may count toward the concentration.

D. Seminar and/or Advanced Special Studies

One seminar from the Program’s approved list of courses (for example, JUD 362, REL 310, REL 320, GOV 323) or a research-intensive JUD 400 Special Studies.

E. Electives

In choosing elective courses within the major, students should keep in mind the following:

Jewish studies highly values the study of language. Although JUD 100y is the minimum requirement for the major, the program strongly encourages students to continue study of Hebrew, and to do so at Smith, when appropriate courses are available: JUD 200 (Intermediate Modern Hebrew); Special Studies in language. A student may continue her study of Hebrew, or of another Jewish language (such as Yiddish) within the Five-Colleague consortium or at an approved program elsewhere. With the approval of her adviser, a student may count up to two Smith College courses that are not part of the approved list of Jewish studies courses toward the major as electives, when such courses offer a broader comparative framework for Jewish studies. In such cases, a student writes at least one of her assignments for the course on a Jewish studies topic. Such courses do not count towards the breadth or concentration requirement.

F. Courses elsewhere

Courses in the Five-College consortium, on Junior Year Abroad Programs or on other approved programs for study away may count toward the major. A student’s petition to count such a course must be approved by the major adviser and the Jewish Studies Program after the course has been completed.

G. Additional Guidelines

1. No course counting toward the major may be taken for an S/U grade.
2. Normally, at least seven of the courses toward the major shall be taken at Smith College.
3. No more than two courses at the 100-level, other than JUD 100y, may count toward the major.
4. In order to support the interdisciplinary nature of a major in Jewish studies, normally no more than seven of a student’s courses shall be from the same academic department.

Honors

Director: Lois Dubin

430d Honors Project
Full-year course; offered each year

Requirements for the Honors major: Twelve semester-courses, with JUD 430d counting for two of them. The thesis is written during the two semesters of a student’s senior year, and is followed by an oral examination.

To be admitted to the Honors Program, a student must have a 3.4 cumulative GPA through the junior year, demonstrate an ability to do independent work, and have her thesis approved by the program by the requisite deadline.

For honors guidelines, please consult the Jewish studies Web site at www.smith.edu/jud/honors.html

The Minor

Advisers: Same as those listed for the major.

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program.

Requirements:
A total of five courses:
1. JUD 225, the basis of the minor;
2. Four additional courses distributed over at least three of the areas of Jewish studies (Language, Classical Texts, History and Thought, Literature and the
Arts). Normally, a student electing to minor in Jewish studies will take at least three courses toward the minor at Smith. The year-long JUD 100y counts as one course toward the minor.

### Study Away

The program encourages international study as a way to enhance knowledge of Jewish history, experience and languages. The completion of JUD 100y or equivalent is required before beginning a semester of study in Israel. Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away. A list of approved programs in Israel, Europe, Australia and the Americas is available on the Program website at www.smith.edu/jud.

**Advisers for Study Away:** Ilone Ben-Moshe (Fall 2009) and Justin Cammy (Spring 2010)

### Courses Counting Toward the Jewish Studies Major and Minor

#### I. Basis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>JUD 225/REL 225</td>
<td>Jewish Civilization (formerly JUD 187)</td>
</tr>
</tbody>
</table>

#### II. Language

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUD 100y</td>
<td>Elementary Modern Hebrew</td>
</tr>
<tr>
<td>JUD 110j</td>
<td>Elementary Yiddish</td>
</tr>
<tr>
<td>JUD 200</td>
<td>Intermediate Modern Hebrew</td>
</tr>
</tbody>
</table>

#### III. Classical Texts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 210</td>
<td>Introduction to the Bible I</td>
</tr>
<tr>
<td>REL 211</td>
<td>Wisdom Literature and Other Books from the Writings</td>
</tr>
<tr>
<td>REL 213</td>
<td>Prophecy in Ancient Israel</td>
</tr>
<tr>
<td>REL 216</td>
<td>Topics in Biblical Studies: Archaeology and the Bible—From Ancient Israel to Early Judaism and Christianity</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>REL 222</td>
<td>Sages, Strangers and Women: An Introduction to Rabbinic Literature</td>
</tr>
<tr>
<td>REL 310</td>
<td>Seminar: Sibling Rivalries: Israel and the Other</td>
</tr>
</tbody>
</table>

#### IV. History and Thought

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FYS 163</td>
<td>The Holy Land</td>
</tr>
<tr>
<td>GOV 229</td>
<td>Government and Politics of Israel</td>
</tr>
<tr>
<td>GOV 248</td>
<td>The Arab–Israel Dispute</td>
</tr>
<tr>
<td>GOV 323</td>
<td>Seminar: Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East</td>
</tr>
<tr>
<td>JUD 283</td>
<td>The Spanish Inquisition</td>
</tr>
<tr>
<td>JUD 284</td>
<td>The Jews of Eastern Europe, 1750–1945</td>
</tr>
<tr>
<td>REL 220</td>
<td>Jews and Judaism in the Ancient World</td>
</tr>
<tr>
<td>REL 221</td>
<td>Jewish Spirituality: Philosophers and Mystics</td>
</tr>
<tr>
<td>REL 223</td>
<td>The Modern Jewish Experience</td>
</tr>
<tr>
<td>REL 224</td>
<td>Jews and Judaism in the Americas</td>
</tr>
<tr>
<td>REL 227</td>
<td>Judaism/Feminism/Women's Spirituality</td>
</tr>
<tr>
<td>REL 320</td>
<td>Seminar: Untying the Knot: Women, Marriage and Divorce</td>
</tr>
</tbody>
</table>

#### V. Literature and the Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CLT 214</td>
<td>Literary Anti-Semitism</td>
</tr>
<tr>
<td>CLT 218</td>
<td>Holocaust Literature</td>
</tr>
<tr>
<td>CLT 275</td>
<td>Israeli Literature and Film</td>
</tr>
<tr>
<td>CLT 277</td>
<td>Modern Jewish Fiction</td>
</tr>
<tr>
<td>ENG 230/JUD 258</td>
<td>American Jewish Literature</td>
</tr>
<tr>
<td>FYS 186</td>
<td>Israel: Texts and Contexts</td>
</tr>
<tr>
<td>GER 230</td>
<td>Nazi Cinema</td>
</tr>
<tr>
<td>GER 241</td>
<td>Jews in German Culture</td>
</tr>
<tr>
<td>JUD 257</td>
<td>Jewish Writers in Modernist Berlin</td>
</tr>
<tr>
<td>JUD 260</td>
<td>Yiddish Literature and Culture</td>
</tr>
<tr>
<td>JUD 362</td>
<td>Seminar: Punchline—The Jewish Comic Tradition</td>
</tr>
<tr>
<td>SPN 246</td>
<td>Life Stories by Latin American Jewish Writers (in Spanish)</td>
</tr>
<tr>
<td>THE 220</td>
<td>Homelands: Mythmaking, Representation and Debate in Israeli Drama</td>
</tr>
<tr>
<td>THE 241</td>
<td>Staging the Jew</td>
</tr>
</tbody>
</table>

The following are examples of courses that touch on Jewish studies and that may count as an elective toward the major with the prior approval of an adviser.
Students must write one of their assignments for such courses on an appropriate Jewish studies topic. Please consult the offerings of other programs and departments and your adviser, for additional possibilities:

FYS 169  Women and Religion
FYS 174  The Muslim World in the Age of the Crusades
GER 248  Laboratories of Modernity, 1800–1900
HST 203  Alexander the Great and the Hellenistic World
HST 205  The Roman Empire
HST 227  Outcasts: Minorities in Medieval Society
HST 228  Medieval Peripheries
HST 243  Reconstructing Historical Communities
HST 246  Memory and History
HST 255  Twentieth-Century European Thought
MES 100  Family and Society in the Middle East: An Introduction Through Film
REL 105  Introduction to World Religions
REL 215  Introduction to the Bible II
SPN 250  Sex and the Medieval City
SPN 332  The Middle Ages Today
SPN 332  Queer Iberia
Landscape Studies

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Ann Leone, Professor of French Studies and Landscape Studies, Director
†1 Nina Antonetti, Assistant Professor in Landscape Studies
Reid Bertone-Johnson, Lecturer in Landscape Studies
Marcia McNally, Visiting Professor in Landscape Studies
Randolph Hester, William Allan Neilson Professor

Associated Faculty
Dean Flower, Professor of English Language and Literature
†1 Helen Lefkowitz Horowitz, Professor of American Studies and of History

‡ Barbara Kellum, Professor of Art
Michael Marcotrigiano, Professor of Biological Science and Director of the Botanic Garden
**2 Douglas Patey, Professor of English Language and Literature
†1, ‡ Suzanne Gottschang, Associate Professor of Anthropology
Jesse Bellemare, Assistant Professor of Biological Sciences
Susannah Howe, Director of the Design Clinic and Lecturer in Engineering

LSS 100 Issues in Landscape Studies
Through readings and a series of lectures by Smith faculty and guests, we will examine the history and influences out of which landscape studies is emerging. We will look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biology and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. {H/S/A} 2 credits
Ann Leone, Director; Reid Bertone-Johnson, Co-Director
Offered Spring 2010

LSS 105 Introduction to Landscape Studies
Landscape studies is a burgeoning new field at Smith College and is the first program of its kind at a liberal arts college in this country. This introductory course will be a chronological and thematic exploration of the issues that define the evolving field of landscape studies. Topics will range from ancient to contemporary, scientific to artistic, cultural to political, theoretical to practical. We will consider corporate, domestic, industrial, post-industrial, tourist, landfill and agricultural landscapes from around the globe. Much of this course is new terrain, so be prepared for impromptu readings, discussions and guest lectures as topics become topical, issues develop into debates and events get announced. Priority given to first years, sophomores and LSS minors. Enrollment limited to 30. {H/S/A} 4 credits
Reid Bertone-Johnson
Offered Fall 2009

LSS 250/ARS 281 Studio: Landscape and Narrative
This studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Beginning with readings and discussions, students work through a series of projects that engage with the narrative potential of landscape and critically consider the environment as socially and culturally constructed. A variety of media are used in the design process including drawing, model-making, collage and photography. Prerequisites: Permission of the instructor. Priority given to LSS minors and ARCH majors. Enrollment limited to 12. {A/S} 4 credits
Reid Bertone-Johnson
Offered Fall 2009

LSS 256 Studio: From Urban Wildlands to National Parks: Our Place in the Built Environment
More than ever we are faced with the need to make good sense of the public realm from the human perspective.
How formal and informal landscapes can encourage or discourage use applies to a variety of places: urban wildlands to neighborhood mini-parks, high-style urban squares to one-day parking space plazas, community centers to third spaces, upscale shopping malls to ad hoc night markets, suburban neighborhoods to downtown artist lofts. In an increasingly “global” world, this applies to all kinds of people. With a growing and increasingly diverse population, we have the challenge of balancing complex social and environmental needs. In the LSS 255 studio we will remix the venerable traditions of social factors methodology with designs for daily life activities and the spaces that contain them. 

Prerequisites: two LSS courses or an equivalent accepted by the program or permission of the instructor. Enrollment limited to 12. (E) (A/S) 4 credits

Marcia McNally
Offered Spring 2010

LSS 300 Rethinking Landscape
This capstone colloquium for the study of the built environment will explore myriad issues in design— including territory, expansion, sexuality, disjunction, fantasy, dwelling, memory, nationalism—in the context of critical approaches such as modernism, deconstruction, structuralism, poststructuralism, phenomenology and gender. A full range of landscapes will be studied, from rural to urban, ancient to contemporary, east to west. A group project will culminate in independent research. By permission of the instructor. Priority given to LSS minors and seniors and juniors. Enrollment limited to 12. (H/S/A) 4 credits

Reid Bertone-Johnson
Offered Spring 2010

LSS 400 Special Studies
Admission by permission of the instructor and director, for junior and senior minors. To be taken in conjunction with LSS 300 or as an extension to design work begun during or after a landscape studies or architecture studio. 1–4 credits

Reid Bertone-Johnson
Offered Spring 2010

Cross Listed Courses

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in the architectural design process as a mode of discovery and investigation. Design does not require innate spontaneous talent. Design is a process of discovery based on personal experience, the joy of exploration and a spirited intuition. Gaining skills in graphic communication and model making, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. (A) 4 credits

James Middlebrook
Offered Fall 2009

ARS 285 Introduction to Architecture: Language and Craft
The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in graphite, pen, watercolor and other media. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. (A) 4 credits

James Middlebrook
Offered Spring 2010

Landscape Studies Related Courses

CLT 253 Literary Ecology
Ann Leone
Offered Spring 2010

ECO 230 Urban Economics
Randall Bartlett
Offered Spring 2010

ENG 120 Colloquium: Reading the Landscape
Dean Flower
Offered Fall 2009
The Minor in Landscape Studies

**Adviser:** Ann Leone

**Graduate Adviser:** Reid Bertone-Johnson, Ann Leone

The minor consists of six courses, to be chosen in consultation with a LSS adviser. One course should normally be at the 300 level. LSS 300 is strongly recommended.

**Requirements** for all minors include:
1. A one-semester introductory course: LSS 105
2. One other LSS course: LSS 200, 210 (colloquia) or LSS 100 taken twice
3. Biology 120 and 121 (Landscape Plants and Issues, plus lab) or BIO 122 and 123 (Horticulture + lab).

We do not require a studio course in LSS or ARS, although we strongly recommend at least two studios for any student considering graduate studies in landscape related fields.

Students will select three other courses from the list of related courses (see our Web site), in consultation with the minor adviser. We encourage you to concentrate these three courses in one of the following areas:

1. Landscape design, history and theory (examples: LSS 250, 255 and LSS 300, related courses in art history and literature)
2. Land use and development (examples: environmental science and policy, engineering, urban studies, sociology, studio courses)
3. Horticulture and plant biology
Latin American and Latino/a Studies

Advisers and Members of the Latin American and Latino/a Studies Committee
Fernando Armstrong-Fumero, Assistant Professor of Anthropology
†1 Susan C. Bourque, Professor of Government
†2 Ginetta Candelario, Associate Professor of Sociology and of Latin American and Latino/a Studies
Velma García, Associate Professor of Government
†2 María Estela Harretche, Professor of Spanish and Portuguese
†1 Marguerite Itamar Harrison, Associate Professor of Spanish and Portuguese
Michelle Joffroy, Associate Professor of Spanish and Portuguese
Marina Kaplan, Associate Professor Emerita of Spanish and Portuguese and of Latin American and Latino/a Studies
**2 Dana Leibsohn, Associate Professor of Art
Malcolm McNee, Assistant Professor of Spanish and Portuguese
Maria Helena Rueda, Assistant Professor of Spanish and Portuguese
**1 Nola Reinhardt, Professor of Economics
Nancy Saporta Sternbach, Professor of Spanish and Portuguese
Ann Zulawski, Professor of History and of Latin American and Latino/a Studies, Director

LAS 260/HST 260 (L) Colonial Latin America, 1492–1821
The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. Basis for LALS major. {H} 4 credits
Ann Zulawski
Offered Fall 2009

LAS 261/HST 261 (L) National Latin America, 1821 to the Present
A thematic survey of Latin American history focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. Basis for the LALS major. {H} 4 credits
Ann Zulawski
Offered Spring 2010

LAS 301 Seminar: Topics in Latin America and Latino/a Studies
Topic: Culture and Society in the Andes. Andean peoples’ contributions to human culture and the ways Andean societies have responded to and been changed by outside forces. Readings on Andean cosmology and principles of social and economic organization; social differentiation and ethnicity under colonialism; capitalist expansion, migration and urbanization; indigenismo and the Left; social movements and the rejection of neo-liberalism. {H} 4 credits
Ann Zulawski
Offered Spring 2010

LAS 303 What Latin America Are You Talking About?
This course is a senior capstone research seminar. Students will reflect upon the work they have done for the major in dialogue with LALS faculty. The larger goal
is for students to cohere as an intellectual community and to develop a deeper understanding of the region and current debates about its history and contemporary realities. Core readings will offer launching points for discussion, and students will meet individually with the faculty director. The seminar will culminate in an end of the semester symposium that critically addresses the question, “What Latin America are you talking about?” Open only to LALS majors and minors who have completed the core requirements and have at least 20 credits in LALS at the time of enrollment. Graded S/U only. {H/S} 1 credit

Ginetta Candelario (Latin American Studies and Sociology) and Dana Leibsohn (Art)
Offered Fall 2009

404 Special Studies
4 credits
Offered both semesters each year

The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history, literature, sociology and theatre.

The S/U grading option is not allowed for courses counting towards the major.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: Majors should see their academic advisers.

Adviser for Study Abroad in Brazil: Malcolm McNee, Department of Spanish and Portuguese.

Five-Year option with Georgetown University: students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LALS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.


Other Requirements:
1. Two courses in Spanish American literature usually SPN 260 and SPN 261. Advanced language students may replace one of these with a topics course, such as SPN 372 or SPN 373. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Six semester courses (at the intermediate or advanced level) dealing with Spanish America and Brazil; at least two of the six must be in the social sciences (anthropology, economics, history, government, sociology); at least one four-credit course must be in the arts (art history, dance, theatre, film); at least two of the six must be at the 300-level.

Approved Courses for 2009–10

Anthropology

234 Culture, Power and Politics
Offered Spring 2010

237 Native South Americans
Offered Spring 2011

269 Indigenous Cultures and the State of Mesoamerica
Offered Fall 2010

340 Tales of Cannibalism and Capital in Latin America
Not offered in 2009–10

Art

204 Ancient America: Art, Architecture and Archaeology
Offered Fall 2009

260 Art Historical Studies
Topic: Current Issues in Latin American Art
Not offered 2009–10

Comparative Literature

268 Latina and Latin American Women Writers
Offered Spring 2010
Economics

213  The World Food System
Offered Fall 2009
318  Latin American Economics Seminar
Offered Fall 2009

First Year Seminars

151  Making Sense of the Pre-Columbian
Offered Fall 2009
159  What’s in a Recipe?
Offered Fall 2009

Government

216  Minority Politics
Offered Spring 2011
220  Introduction to Comparative Politics
Offered Spring 2010, Spring 2011
226  Latin American Political Systems
Offered Fall 2009, Fall 2010
237  Colloquium: Politics and the U.S./Mexico Border
Offered Spring 2010, Spring 2011
307  Seminar in American Government
Topic: Latinos and Politics in the United States
Offered Fall 2010
321  Mexican Politics
Offered Fall 2009
322  Seminar in Comparative Government
Topic: Mexican Politics from 1910–Present
Offered Fall 2009

History

260  Colonial Latin America, 1492–1825
Offered Fall 2009, Fall 2010
261  National Latin America, 1821 to the Present
Offered Spring 2010, Spring 2011
361  Problems in the History of Spanish America and Brazil
Topic: Public Health and Social Change in Latin America, 1850–Present
Offered Spring 2011

Presidential Seminars

301  Translating New Worlds
Offered Spring 2010

Sociology

213  Ethnic Minorities in America
Offered Spring 2010
214  Sociology of Hispanic Caribbean Communities in the United States
Offered Fall 2009
314  Seminar in Latina/o Identity: Latina/o Racial Identities in the United States
Offered Spring 2010

Spanish and Portuguese

POR 220  Contemporary Cityscapes: Mapping Brazilian Culture Onto an Urban Grid
Offered Fall 2009
POR 221  Topics in Portuguese and Brazilian Literature and Culture
Topic: Popular Music, Nationhood and Globalization in the Portuguese-Speaking World
Offered Spring 2010
SPN 230  Topics in Latin American and Peninsular Literature
Topic: Female Visions of Mexico
Offered Fall 2009
SPN 230  Topics in Latin American and Peninsular Literature
Topic: A Transatlantic Search for Identity
Offered Fall 2009
SPN 230  Topics in Latin American and Peninsular Literature
Topic: Central American Poetry of War and Peace
Offered Spring 2010
SPN 240  From Page to Stage
Topic: Homage to Gabriel García Márquez
Offered Spring 2010
SPN 246  Topics in Latin American Literature
Topic: Literary Constructions of Afro-Cuban Identity
Offered Spring 2010
SPN 245  Topics in Latin American and Peninsular Studies
Topic: Latin American Film Today: Global Visions, Local Expressions
Offered Spring 2010
Minor in Latino/a Studies

Requirements: Six courses which must include the following: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history, or literature; and three classes in Latino/a studies to be chosen from CLT 268, GOV 216, GOV 307, SOC 214, SOC 314, or any other course in LALS, SPN, etc. dealing with Latino/a studies. At least one of the six courses must be at the 300-level. Students may count one course in Latino/a studies from another Five College institution towards the minor; students may also substitute a Spanish-language class at the 200 level for SPN 260/SPN 261.

Honors

Director: Michelle Joffroy

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

For Five-College Certificate in Latin American Studies see the description on page 431.

The Minor in Latin American Studies

Requirements: Six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include LAS 260/HST 260, LAS 261/HST 261 and SPN 260 or SPN 261, and at least one course at the 300 level.
Linguistics

The Linguistics Minor

Linguistics is the science of human language: what is common to the languages of the world, and how it can best be described. It addresses questions concerning how languages diversify, and what the connections are among them. It also asks: What do humans know when they know a language? The minor allows students to explore some of these questions, making it a useful conjunction to several majors, for example in a language, or philosophy, education, logic, psychology, computer science, or anthropology. An alternative minor in linguistics and philosophy of language is listed under philosophy.

Requirements: Six courses in Linguistics and related fields.

1. Basis: Phi 236 (Linguistics Structures) (or its equivalent at the Five-Colleges e.g. LING 201 at UMass.)
2. Four linguistics-related courses (see list below). One year-long college course in a foreign language may substitute for one of these four.
3. A seminar (or other advanced work) to be agreed on with the Adviser.

Note: The Five Colleges are rich in linguistics offerings. For more offerings, consult the Five-College Catalog and your adviser.

Courses

Related courses at Smith (Note: some may have prerequisites). Possible seminars are in boldface.

Comparative Literature

GLT 220 Imagining Language

Computer Science

CSC 104 Issues in Artificial Intelligence
CSC 290 Introduction to Artificial Intelligence

East Asian Languages and Literatures

EAL 240 Japanese Language and Culture
EAL 360 Seminar: Topics in East Asian Languages and Literatures: Problems in Japanese Language
Education
EDC 210 Literacy in Cross-Cultural Perspective
EDC 249 Children With Hearing Loss
EDC 338 Children Learning to Read
EDC 567 English Language Acquisition and Deafness

English
ENG 118 Colloquium: The Politics of Language
ENG 170 The English Language
ENG 207 The Technology of Reading and Writing
ENG 210 Old English
ENG 212 Old Norse
ENG 214 Medieval Welsh

Italian
ITL 340 Theory and Practice of Translation

Logic
LOG 100 Valid and Invalid Reasoning: What Follows from What?

or
LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

Philosophy
PHI 262 Meaning and Truth.
PHI 260 Hermeneutics
PHI 202 Symbolic Logic
PHI 203 Topics in Symbolic Logic
PHI 220 Incompleteness and Inconsistency
PHI 220 Logic and the Undecidable
PHI 333 Topics in Advanced Logic
PHI 334 Seminar: Mind (when topic fits)
PHI 362 Seminar: Philosophy of Language

Psychology
PSY150 Methods in Psychology: Language
PSY/PHI 213 Language Acquisition
PSY 313 Seminar in Psycholinguistics

Spanish and Portuguese
SPN 481 The Teaching of Spanish
In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

100 Valid and Invalid Reasoning: What Follows from What?
Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. WI 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2009

101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?
This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. (M) 4 credits
Albert G. Mosley
Offered Spring 2010

404 Special Studies
4 credits
Offered both semesters each year

The Minor
Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:
LOG 100 or PHI 202, but not both
MTH 153 or CSC 250
MTH 217 or PHI 220

Additional courses may be chosen from the following list:
CSC 111 Computer Science I
CSC 250 Foundations of Computer Science
CSC 270 Digital Circuits and Computer Systems
CSC 290 Introduction to Artificial Intelligence
CSC 294 Introduction to Computational Linguistics
LOG 404 Special Studies in Logic
MTH 153 Discrete Mathematics
MTH 217 Mathematical Structures
PHI 203 Topics in Symbolic Logic
PHI 220 Logic and the Undecidable
PHI 236 Linguistic Structures
PHI 322 Topics in Advanced Logic

Depending on the topic, the courses listed below may also be taken for Logic minor credit:
CSC 390 Seminar in Artificial Intelligence
MTH 224 Topics in Geometry
MTH 238 Topics in Number Theory
MTH 343 Topics in Mathematical Analysis
MTH 350 Topics in the History of Mathematics
PHI 362 Seminar: Philosophy of Language

There are also courses at Five College institutions that may be acceptable, courses in linguistics and law, for example.
The marine sciences and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: Six courses, no more than three of which can be taken at other institutions, including three required courses as follows:
- GEO 108 Oceanography
- BIO 268 Marine Ecology (BIO 269 must be taken concurrently)
- A Special Studies or seminar course chosen in consultation with the minor adviser

And three elective courses from the following areas, only two of which may be counted in a major:

**Biological Sciences**

110 Conservation Biology Colloquium
260/261 Invertebrate Diversity and required Concurrent Laboratory
364/365 Plant Ecology and required Concurrent Laboratory
366 Biogeography
390 Topics in Environmental Biology
400 Special Studies

**Geology**

231 Invertebrate Paleontology and Paleocoeology
232 Sedimentology

270] Carbonate Systems and Coral Reefs of the Bahamas
311 Environmental Geophysics

**Social Sciences**

ECO 224 Environmental Economics
GOV 254 Politics of the Global Environment
GOV 306 Politics and the Environment
GOV 404 Special Studies

**Five College Course Possibilities**

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

- Biology 524s: Coastal Plant Ecology
- Geology 591f: Marine Micropaleontology
- Geography 392As: Coastal Resource Policy
- WF Conser. 261: Fisheries Conservation and Management

**Off-Campus Course Possibilities**

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

- Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies, and Shoals Marine Laboratory.
A student with three or four years of high school mathematics (the final year may be called precalculus, trigonometry, functions or analysis), but no calculus, will normally enroll in Calculus I (111). A student with a year of AB calculus will normally enroll in Calculus: Differential Equations and Power Series (114) or Discrete Mathematics (153)—or both—during her first year. If a student has a year of BC calculus, she may omit MTH 114.

A student with two years of high school mathematics, but no calculus or precalculus, should enroll in Elementary Functions (102). This course provides a solid basis for calculus.

Discovering Mathematics (105) and Statistical Thinking (107) are intended for students not expecting to major in mathematics or the sciences.

A student who receives credit for taking MTH 111 may not have AP Calculus credits applied toward her degree. A student with 8 AP Calculus credits (available to students with a 4 or 5 on the AP Exam for BC Calculus) may apply only 4 of them if she also receives credit for MTH 112 or MTH 114. A student who has a score of 4 or 5 on the AP Statistics examination may receive 4 AP credits. She may not however, use them toward her degree requirements if she also receives credit for MTH 107, 190, 241 or 245. (AP credits can be used to meet degree requirements only under circumstances specified by the college).

Students who are considering a major or minor in mathematics or a minor in statistics should talk with members of the department.


101/QSK 101 Algebra
This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive envi-
environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not count towards the major. 4 credits
Catherine McCune
Offered Fall 2009, Spring 2010

102 Elementary Functions
Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. {M} 4 credits
Mary Murphy
Offered each Fall

103/QSK 103 Math Skills Studio
In this course, students will focus on computational skills, graphing skills, algebra, trigonometry and beginning calculus. Featuring a daily lecture/discussion followed by problem-solving drills and exercises stressing technique and application, this course is intended to provide any student with concentrated practice in the math skills essential for thriving in Smith College course work. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. (E) 2 credits
Catherine McCune
Offered Interterm 2010

105 Discovering Mathematics
Topic: To be announced. {M} 4 credits
Patricia Sipe
Offered Spring 2010

107 Statistical Thinking
An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students will design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} 4 credits
To be announced
Offered Fall 2009

111 Calculus I
Rates of change, differential equations and their numerical solution, integration, differentiation and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. {M} 4 credits
Members of the department
Offered both semesters each year

112 Calculus II
Applications of the integral, dynamical systems, infinite series and approximation of functions. Situations in science and social sciences in which calculus naturally arises are emphasized. Students may not receive credit for both 114 and 112. Prerequisite: MTH 111 or the equivalent. {M} 4 credits
Members of the department
Offered both semesters each year

114 Calculus: Differential Equations and Power Series
Differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. Power series, sequences and convergence. Situations in science and social science in which calculus naturally arises are emphasized. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114 and 112. {M} 4 credits
Members of the department
Offered both semesters each year

153 Introduction to Discrete Mathematics
An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. {M} 4 credits
Members of the department
Offered both semesters each year
MTH 190/PSY 190 Statistical Methods for Undergraduate Research
An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS statistical software for data analysis. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the basis requirement. Students will not be given credit for both MTH 190/PSY 190 and any of the following courses: ECO 190, GOV 190, MTH 241, MTH 245 or SOC 201. Enrollment limited to 40. (M) 4 credits
Nicholas Horton, Katherine Halvorsen, David Palmer, Philip Peake
Offered both semesters each year

204 Differential Equations and Numerical Methods in Engineering
An introduction to the computational tools used to solve mathematical and engineering problems such as error analysis, root finding, linear equations, optimization, ordinary and partial differential equations. Prerequisites: CSC111 and MTH 112 or MTH 114 or permission of the instructor. (M) 4 credits
Pau Atela, Christophe Golé
Offered each Spring

211 Linear Algebra
Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Students may not receive credit for both MTH 211 and MTH 221. Prerequisite: MTH 112 or the equivalent or MTH 111 and MTH 153; MTH 153 is suggested. (M) 4 credits
Members of the department
Offered both semesters each year

212 Calculus III
Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two- and three-dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green’s Theorem. Prerequisites: MTH 112 or MTH 114. It is suggested that MTH 211 be taken before or concurrently with MTH 212. (M) 4 credits
Members of the department
Offered both semesters each year

221 Infinite Dimensional Linear Algebra
Cardinality, finite and infinite dimensional vector spaces, transformations, eigenspaces. Selected topics in discrete dynamical systems may also be included. This course is an advanced version of MTH 211 and is open to selected students by permission of the instructor. Additional prerequisite: Normally, one year of college calculus or the equivalent will be required, but other mathematical preparation may be considered acceptable by the instructor. Students may not receive credit for both MTH 211 and MTH 221. Enrollment limited to 20 students. WI (M) 4 credits
Michael Bush
Offered Fall 2009

222 Differential Equations
Theory and applications of ordinary differential equations. Prerequisites: MTH 211 and MTH 212; MTH 212 may be taken concurrently. (M) 4 credits
Pau Atela
Offered Fall 2009

225 Advanced Calculus
Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. (M) 4 credits
James Callahan
Offered each Spring

233 An Introduction to Modern Algebra
An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: MTH 153 and and MTH 211 or permission of the instructor. (M) 4 credits
Michael Bush
Offered Spring 2010

238 Topics in Number Theory
Topic: The integers, prime numbers, congruences, Diophantine problems, arithmetical functions. Applications will be drawn from computing, cryptography and coding theory. Prerequisite: MTH 153, MTH 211 or...
permission of the instructor. {M} 4 credits
To be announced
Offered each Fall

241 Probability and Statistics for Engineers
This course gives students a working knowledge of basic probability and statistics and their application to engineering. Students use computers to analyze data and simulation. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control and multiple regression. Limited to 25 students. Prerequisites: PHY 210 or MTH 212 as well as CSC 111 (may be taken concurrently) Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. {M} 4 credits Nicholas Horton, Katherine Halvorsen
Offered each Fall

243 Introduction to Analysis
The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration.
Prerequisites: MTH 211 and MTH 212 or permission of the instructor. {M} 4 credits Christophe Golé
Offered each Fall

245 Introduction to Probability and Statistics
An application-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression.
A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. MTH 245 also satisfies the basis requirement for psychology. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus or permission of the instructor. Lab sections limited to 24. {M} 4 credits Nicholas Horton, Pamela Matheson
Offered both semesters each year

246 Probability
An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently) or permission of the instructor. {M} 4 credits Katherine Halvorsen
Offered each Fall

247 Statistics: Introduction to Regression Analysis
Theory and applications of regression techniques; linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical, and social sciences. Prerequisite: one of the following: MTH 190, MTH 241, MTH 245, ECO 190, GOV 190, PSY 190 or a score of 4 or 5 on the AP Statistics examination. {M} 4 credits Katherine Halvorsen
Offered during 2010–11

254 Combinatorics
Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes Hadamard matrices and block designs. Necessary conditions and constructions. Error correcting codes. Applications.
Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} 4 credits
Offered Spring 2011

255 Graph Theory
The course will begin with the basic structure of graphs including connectivity, paths, cycles and planarity. We will proceed to study independence, stability, matchings and colorings. Directed graphs and networks will be considered. In particular, some optimization problems including maximum flow will be covered. The material will include theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} 4 credits
Michael Young
Offered Spring 2010
**MTH 290/PSY 290 Research Design and Analysis**

A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY 190/MTH 190, PSY 192, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Students may not receive credit for both MTH 248 and MTH 290/PSY 290. Enrollment limited to 20. **4 credits**

*Katherine Halvorsen*

*Offered Fall 2009*

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**300 Dialogues in Mathematics**

In the class we don’t do math as much as we talk about doing math and the culture of mathematics. The class will include lectures by students, faculty and visitors on a wide variety of topics, and opportunities to talk with mathematicians about their lives. This course is especially helpful for those considering graduate school in the mathematical sciences. Prerequisites: MTH 211, MTH 212 and two additional mathematics courses at the 200 level or permission of the instructor. May be repeated once for credit. This course is graded satisfactory/unsatisfactory only. **2 credits**

*Ruth Haas, James Henle*

*Offered Fall 2009, Spring 2010*

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**301 Topics in Advanced Mathematics**

_**Topic: Research in Mathematics.**_ The course is specifically designed for students in the Center for Women in Mathematics, but open to all serious mathematics students. Prerequisites: At least one of MTH 233, 238 or 243 and permission of the instructor. **2 credits**

*Ruth Haas, James Henle*

*Offered Fall 2009, Spring 2010*

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**PRS 309 Art/Math Studio**

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques— as well as several small written assignments will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor(s). Enrollment is limited to 15. **4 credits**

*Pau Atela (Mathematics) and John Gibson (Studio Art)*

*Offered Spring 2010*

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**333 Topics in Abstract Algebra**

_**Topic: Rings, Fields and Codes.**_ Rings are abstract algebraic objects that occur throughout mathematics. The course will start with an introduction to the basic results and constructions in ring theory. We will then focus our attention on the special properties of polynomial rings and their quotients. Applications in field theory and the theory of error-correcting codes will be given. **4 credits**

*Michael Bush*

*Offered Fall 2009*

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**342 Topics in Topology and Geometry**

_**Topic: Topology.**_ Topology is a kind of geometry in which important properties of a figure are preserved under continuous motions (homeomorphisms). This course gives students an introduction to some of the classical topics in the area: the basic notions of point set topology (including connectedness and compactness) and the definition and use of the fundamental group. The course could be taken concurrently with Real Analysis.) Prerequisites: MTH 225 or 243 or permission of the instructor. **4 credits**

*Elizabeth Denne*

*Offered Fall 2009*

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**343 Topics in Mathematical Analysis**

_**Topic: Manifolds and Differential Topology. Intersection of manifolds, Sard’s theorem, Vector fields and flows.**_ **4 credits**

*Elizabeth Denne*

*Offered Spring 2010*

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**346 Seminar: Mathematical Statistics**

An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions,
introduction to the estimation of parameters and hypothesis testing. Prerequisites: MTH 212 and MTH 246.

(M) 4 credits

Katherine Halvorsen

Offered Spring 2010 at Mount Holyoke College

364 Advanced Topics in Continuous Applied Mathematics

Topic: Dynamical Systems, with applications to Biology. An introduction to the theory of discrete and continuous Dynamical Systems. Fixed points, periodic orbits and their stability, bifurcation, chaos. Applications include cell division, spirals in plants (Phyllotaxis, see www.math.smith.edu/phyllotaxis) epidemics and more. Prerequisites: MTH 211 and either MTH 222, MTH 225 or MTH 243 or permission of the instructor.

(M) 4 credits

Christophe Golé

Offered Spring 2010

400 Special Studies

By permission of the department, for majors who have had at least four semester courses at the intermediate level. 1–4 credits

Offered both semesters each year

Cross-Listed Courses

CSC 250 Foundations of Computer Science

PHI 202 Symbolic Logic (2 credits)

PHI 203 Topics in Symbolic Logic (2 credits)

PHI 220 Logic and the Undecidable

PHY 211 Mathematical Methods of Physical Sciences and Engineering II

The Major

Advisers: Pau Atela, James Callahan, David Cohen, Elizabeth Denne, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Nicholas Horton, Patricia Sipe

Adviser for Study Abroad: Christophe Golé

Requirements: The mathematics major has an entryway requirement, a core requirement, a depth requirement and a total credit requirement. The entryway requirement consists of MTH 153, MTH 211 and MTH 212. An exceptionally well-prepared student might place out of some of these. The core requirement is one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 225 or MTH 243). Alternatively, a student may concentrate in statistics; students concentrating in statistics are not required to take a course in algebra but instead must complete MTH 245, MTH 246, MTH 346 and either MTH 247 or MTH 290.

Majors are required to take at least one advanced course. This is the depth requirement. An advanced course is a mathematics course at Smith numbered between 310 and 390. With the approval of the department, the requirements may be satisfied by a course outside the department.

Majors are required to take a total of 40 credits in courses numbered MTH 111 and above, with the following exceptions. At most 8 credits may be awarded for MTH 111, MTH 153, MTH 190 and either MTH 112 or MTH 114. With the approval of the department, up to 8 of the 40 credits may be satisfied by courses taken outside the mathematics and statistics department. Courses taken outside the department must contain either substantial mathematical content at a level more advanced than MTH 211 and 212 or statistical content at a level more advanced than MTH 245. Generally, such a 4-credit course will be given 2 credits toward the mathematics major. Note that courses that are cross-listed with mathematics and another department (CSC 250, PHI 202, PHI 203, PHI 220 and PHY 211) are counted as mathematics courses and given full credit toward the mathematics major. The following courses meet the criteria for 2 credits toward the mathematics major: AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, CSC 334, ECO 240, ECO 255, LOG 100, PHY 214, PHY 220, PHY 222, PHY 322 and PHY 340. A student may petition the department if she wishes credit for any course not on this list.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.
The Minor

The minor in mathematics consists of 211 plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above or by other courses approved by the department.

Applied Mathematics Minor

Discrete Mathematics Minor

Algebra-Analysis-Geometry Minor

Mathematical Statistics Minor
212, 246, 247, 290, 346.

The Minor in Applied Statistics
Information on the Interdepartmental Minor in Applied Statistics can be found on the Statistics page of this catalogue.

Honors

Directors: Patricia Sipe

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

432d Honors Project
12 credits
Full-year course; Offered each year

A student majoring in mathematics and statistics may apply for the departmental honors program. An honors project consists of directed reading, investigation and a thesis. This is an opportunity to engage in scholarship at a high level. A student at any level considering an honors project is encouraged to consult with the director of honors and any member of the department to obtain advice and further information.

Eligibility and application: Normally, a student who applies to do honors work must have an overall 3.0 GPA for courses through her junior year, and a 3.3 GPA for courses in her major. A student may apply either in the second semester of her junior year or by the second week of the first semester of her senior year; we strongly recommend the former.

Requirements: In addition to the credits required for the major, students must take 430d or 432d (for either eight or twelve credits). In unusual circumstances, a student may instead take 431. The length of the thesis depends upon the topic and the nature of the investigation, and is determined by the student, her adviser and the department. The student will give an oral presentation of the thesis. The department recommends the designation of Highest Honors, High Honors, Honors, Pass or Fail based on the following three criteria at the given percentages:

- 60 percent thesis;
- 20 percent oral presentation;
- 20 percent grades in the major.

Specific guidelines and deadlines for completion of the various stages of an honors project are set by the department as well as by the college. The student should obtain the department’s requirements and deadlines from the director of honors.

Graduate

580 Graduate Special Studies
4 credits
Offered both semesters each year
The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Latin Requirement:
All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (4 credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (8 credits) in order to fulfill this requirement. However, all students are urged to continue Latin at the 200 level.

Required Courses:
A total of 10 semester courses from the list of approved courses below, excluding the Latin requirement, distributed in four areas as follows:
1. Two courses in medieval history; normally these are HST 224 and HST 225;
2. One course in medieval religion or philosophy;
3. One course in medieval art;
4. Two courses in medieval language and/or literature, not necessarily taken in the same department; one course in classical Latin literature may be taken in fulfillment of this requirement;
5. Two additional courses from the list of approved courses below;
6. Concentration requirement: two additional courses, at least one at the advanced level, in one of the four areas listed above (history, religion or philosophy, art, language and/or literature.

In addition to courses listed below, courses that devote at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student’s principal written work deals with a medieval subject.

Students are encouraged to consult the current Five College catalogue of courses for offerings at the other four institutions. We also encourage medieval studies majors to consider proposing a Special Studies project or an Honors Thesis.
The Minor

**Required Courses:**

Students who wish to qualify for a minor in medieval studies have the option of demonstrating a working knowledge of Latin as per the major requirement or demonstrating a working knowledge of one of the medieval vernaculars (these currently include ENG 216, ENG 217, ENG 218, ITL 332 and SPN 250). Beyond the language requirement, students must take four courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history and one course in art or music. Students are encouraged to select courses that deal with different aspects of the same time period and together comprise a meaningful examination of a segment of medieval civilization.

Approved courses for 2009–10 are as follows:

**Art**

- 234 Age of Cathedrals
- 242 Early Italian Renaissance Art

**English**

- CLT 215 Arthurian Legend
- CLT 272 The Renaissance Gender Debate
- 210 Old English
- 250 Chaucer
- PRS 306 Beowulf and Archaeology

**French**

- 253 Medieval and Renaissance France
- 320 Women Writers of the Middle Ages

**First Year Seminar**

- 174 The Muslim World in the Age of the Crusades: Encounters, Influences and Lasting Legacies

**History**

- 201 Silk Road
- 224 The Early Medieval World, 400–1000
- 225 The Making of the Medieval World, 1000–1350
- 227 Aspects of Medieval European History
  - *Topic: Crusades and Jihad: Religious Violence in the Islamo-Christian Tradition*
- 228 Medieval Peripheries

**Italian**

- 332 Dante’s *Divina Commedia—Inferno*
- 334 Boccaccio: *Decameron*

**Latin**

- 212 Introduction to Latin Prose and Poetry
- 213 Virgil’s *Aeneid*
- 330 Advanced Readings in Latin Literature I & II
  - *Topic: Cicero: The Power of Rhetoric at Rome*
  - *Topic: Literature and Politics under Augustus*

**Philosophy**

- 124 History of Ancient and Medieval Western Philosophy
- 226 Topics in the History of Philosophy: Human Action and the Will in Aristotle and Medieval Philosophy

**Religion**

- 247 The Qur’an

**Spanish and Portuguese**

- 250 Survey of Iberian Literatures and Society I
  - *Topic: Sex and the Medieval City*

**404 Special Studies**

Admission by permission of the instructor and the Medieval Studies Council. 4 credits

Offered both semesters each year

**408d Special Studies**

8 credits

Full-year course; offered each year

**Honors**

**Director:** Eglal Doss-Quinby

**430d Honors Project**

Admission by permission of the Medieval Studies Council. 8 credits

Full-year course; offered each year

Please consult the director of medieval studies or the program Web site for specific requirements or application procedures.
Middle East Studies

Members of Middle East Studies Committee
Ilona Ben-Moshe, Lecturer in Hebrew
†1 Ibtissam Bouachrine, Assistant Professor, Spanish and Portuguese
*1 Justin Cammy, Assistant Professor, Jewish Studies
Donna Robinson Divine, Professor, Government, Director
*1 Suleiman Mourad, Associate Professor, Religion
†1 Karen Pfeifer, Professor, Economics
†1 Nadya Sbaiti, Assistant Professor, History
†1 Gregory White, Professor, Government
Saleema Waraich, Ph.D., Mellon Post-Doctoral Fellow and Lecturer

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

The Middle East studies minor at Smith provides students with the opportunity to complement their major with a concentration of courses that treat the region in all its historical, political, social and cultural complexity. The geographical region broadly conceived stretches from North Africa to southwest and central Asia. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

Requirements: Six semester courses are required.

Language (1 course)
Completion of at least one year of college-level Arabic or modern Hebrew. Only the second semester of the beginner’s language sequence counts as one of the six courses required for the minor, though students earn course credit towards overall Smith degree requirements for the full year. Additional language study of Arabic and Hebrew at the intermediate and advanced levels at Smith or within the Five-College consortium is strongly encouraged. Students may apply to the MES Committee for funding of summer language study—e.g. Arabic, Farsi, Hebrew, Turkish, Urdu.

Breadth Requirements (2 courses)
1. A course on classical Islam or pre-modern (prior to 1800) Middle Eastern history.
2. A course on modern history, contemporary politics/economics/sociology/anthropology or modern/contemporary Islamic thought.

Electives (3 courses)
In consultation with their adviser, students may choose additional electives in religion, literature, arts, and/or history and the social sciences.

Students who wish to conduct independent research may approach an advisor for permission to enroll in MES 400 (Special Studies). MES 400 is a research intensive course, available only to qualified juniors and seniors, and would serve as one of the electives.

Apart from language classes, no more than two courses may be taken from the same department or program. And normally no more than three courses can be taken away from Smith.

Study Abroad
The Program in Middle East Studies encourages students to explore study abroad opportunities which allow them to deepen their understanding of Middle Eastern languages, history and cultures. A list of Smith-approved programs is available from the Office of Study Abroad.

MES 100 Family and Society in the Middle East: An Introduction Through Film
This course will introduce students to the Middle East through films in the four major languages of the region: Arabic, Farsi, Hebrew and Turkish with English subtitles. The films focus on family and society and on how people who live in the shadow of violence of one sort or another manage their daily lives. While the films focus on the lives of individuals caught in the
webs of family and religious traditions that radically limit their choices and chances for personal fulfillment, they also show the many ways in which people respond to these cultural strictures. Faculty-led discussions after the showing of the films along with ancillary reading will enable students to see how these narratives fit into the larger cultural and social tapestries of the Middle East and to understand how people in the Middle East understand themselves. 2 credits

Members of the program, Donna Robinson Divine, Coordinator

Offered Spring 2010

**MES 400 Special Studies**

Admission by permission of the Program in Middle East Studies, normally for junior and senior minors in Middle East Studies, and for qualified juniors and seniors from other departments. Offered both semesters each year. 1–4 credits

Members of the program in Middle East Studies

Offered Fall 2009, Spring 2010

**Courses**

Students should consult the catalogue for an up-to-date list of courses. In consultation with an adviser equivalent courses may be substituted.

**Language**

**ARA 100y Elementary Arabic**

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with a study of Arabic script and sound, students will complete the study of the elementary Arabic book sequence by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year. Enrollment limited to 18 students. \( \{F\} \) 8 credits

To be announced

Offered Fall 2009, Spring 2010

**ARA 298 Intermediate Arabic I**

Students in this course will continue perfecting 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 Web sites. Exercises include writing, social interactions, role plays and the interplay of language and culture. Prerequisite is ARA 100y or the equivalent. \( \{F\} \) 4 credits

To be announced

Offered Spring 2010

**ARA 299 Intermediate Arabic II**

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283 or the equivalent or permission of the instructor. \( \{F\} \) 4 credits

To be announced

Offered Spring 2010

Advanced study in Arabic is offered by the Five Colleges Mentored Language Program, the Department of Judaic and Near Eastern Studies (JUDNEA) at UMass-Amherst and the Asian Studies Program at Mount Holyoke College.

**JUD 100y Elementary Modern Hebrew**

A yearlong introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisitions of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. \( \{F\} \) 8 credits

Ilona Ben-Moshe

Full-year course; Offered 2009–2010

**JUD 200 Intermediate Modern Hebrew**

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. \( \{F\} \) 4 credits

Ilona Ben-Moshe

Offered Fall 2009
Advanced study in Hebrew is offered in the Department of Judaic and Near Eastern Studies at UMass-Amherst or through Special Studies. Please consult the Web site of the Program in Jewish Studies (www.smith.edu/jud) for a full list of summer Hebrew language programs.

Social Sciences

**ANT 280 Women and Islam in the Modern Middle East**
PENDING CAP APPROVAL
An exploration of women’s religious identities, discourses and practices. What does it mean to take Islam as an object of anthropological analysis? How is gender mediated by religious discourses and practices? How has feminist theory grappled with the question of religion? Readings include ethnographic, historical and fictional texts written by and about Muslim women in places as diverse as Egypt, Iran, Turkey, Lebanon, Yemen and Morocco. The goal is a comparative and critical perspective on the varieties of ways in which Muslim women fashion, inhabit and conceptualize their gendered, religious and secular identities in the modern Middle East and North Africa. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. [S] 4 credits

Nadia Guessous
Offered Spring 2010

**ECO 214 Economies of the Middle East and North Africa**
An economic survey of the MENA region, applying development concepts such as the “rentier state,” the “watchmaker” economy, export-led growth and import-substitution industrialization. Examples from countries across the region illustrate the themes of interaction with Western capitalism and the global economy and variations among patterns of economic transformation and growth. Topics include the importance of oil and capital flows, industrial and agrarian trends, the economic role of government, employment and the export of labor, human development, the Euro-Mediterranean and Gulf Cooperation Council initiatives and the impact of Islamism. Prerequisite: either ECO 150 or 153. [S] 4 credits

Karen Pfeifer
Offered Fall 2009

**GOV 229 Government and Politics of Israel**
A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. [S] 4 credits

Donna Robinson Divine
Offered Fall 2009

**GOV 248 The Arab–Israeli Dispute**
An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab–Israeli wars and the tensions, terrorism and violence unleashed by the dispute. No prerequisites. [S] 4 credits

Donna Robinson Divine
Offered Fall 2010

**GOV 224 Islam and Politics in the Middle East**
An analysis of traditional Muslim political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism and globalization. Readings will also cover such topics as regional conflicts, revolutions as well as the impact of these disparate developments on the position of women. [S] 4 credits

Donna Robinson Divine
Offered Spring 2010, Spring 2011
GOV 347 Seminar in International Politics and Comparative Politics

**Topic: North Africa in the International System.** This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the “status” of women and democratization. **[S]** 4 credits

Gregory White
Offered Fall 2010

History and Religious Thought

**HST 207 The Islamic Middle East to the 17th Century**
An introductory survey of the principal economic, social, cultural and political features of the Middle East from the sixth through the 17th centuries. Topics include the rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law and administration; the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; social, material and intellectual interactions between Muslim and non-Muslim communities and polities. **[H]** 4 credits

Nadya Sbaiti
Offered Fall 2010

**HST 208 (L) The Making of the Modern Middle East**
Survey of the principal factors shaping political, economic, and social life in the Middle East and North Africa from the 18th through the 20th centuries. Examines multiplicity of societies, customs and traditions; British, French and United States imperialism; the creation of modern states; development of nationalist, socialist and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Special attention to social changes affecting individuals and groups such as women, workers and peasants. **[H]** 4 credits

Daniel Brown
Offered Fall 2009

**HST 227 Aspects of Medieval European History**

**Topic: Crusade and Jihad.** Religious Violence in the Islamo-Christian Tradition. This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. **[H]** 4 credits

Joshua Birk
Offered Spring 2010

**HST 259 (L) Aspects of African History**

**Topic: Islam in Africa or African Islam?** A regional approach to the histories of Islam in Africa, the first home of Islam outside Arabia. The spread of Islam in Egypt and North Africa and its further expansion into West Africa, Southern Africa and East Africa. Examination, in each region, of the impact of the African environment on Islam, the impact of Islam on African historical development, and the major themes that have dominated scholarly inquiry. Throughout, we grapple with the vexing problem of whether we are dealing with Islam in Africa or African Islam. **[H]** 4 credits

Daniel Brown
Offered Spring 2010

**HST 307 Problems in Middle East History**

**Topic: The Middle East and World War One.** The Middle East in the context of World War One and its immediate and far-reaching aftermath. This highly pivotal moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses, and new social, cultural, economic and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism and Islamism, as well as peasant, labor, communist and women’s movements. Primary sources include diplomatic and political documents, memoirs, the press, photographs and film. **[H]** 4 credits

Nadya Sbaiti
Offered Spring 2011

**FYS 174 The Muslim World in the Age of the Crusades: Encounters, Influences, and Lasting Legacies**
Explores the historical phenomenon of the Crusades and its religious, political, social and cultural impact on the Muslim World from 1095 CE until the modern day. Special attention is given to the wide range of Muslim reactions to the Crusades, to the effects of the
Crusades on the course of Islamic history and religious thought, and to the cross-cultural interactions and influences that were characteristic of this period. The seminar also considers the enduring legacy of the Crusades in modern times by examining—through a variety of media: religious and historical texts, films, novels, etc.—cases in which the Crusades gave rise to religious discourses that were foundational for the perception and treatment of the “other” in Christian and Muslim cultures. The broader objective of this seminar is to explore the many ways in which religious discourses with roots in the past continue to shape political, social and cultural realities. Enrollment limited to 16 first-year students. {H/L} 4 credits
Suleiman Mourad (Religion)
Offered Fall 2009

REL 246 Islamic Thought and the Challenge of Modernity
Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. {H} 4 credits
Suleiman Mourad
Offered Spring 2010

REL 247 The Qur’an
The Qur’an, according to the majority of Muslims, is God’s word revealed to Muhammad through angel Gabriel over a period of 22 years (610–632 CE). This course will introduce students to Islam’s scriptural text: its content, form, structure and history. It will also situate the Qur’an in the larger frame of the genre of Scripture. What does it mean for a text to be revealed? As such the course will both study the Qur’an as a seventh century product and as a text that has a history of reception among Muslims with variant levels of impact on the formulation of salvation history, law and legal theory, theology, ritual, intellectual trends and art and popular culture. {H/L} 4 credits
Suleiman Mourad
Offered Spring 2010

Literature and the Arts
ARH 240 Art Historical Studies (C)
Topic: The Role of Women in Islamic Visual Cultures. This reading-intensive course focuses on women—as patrons, subjects of representation and artists—associated with Muslim communities across various time periods and regions. Weaving various documents, including religious texts, historical documents and literary works, with architectural and artistic production, this course will endeavor to analyze women’s contributions to and presence within this corpus of visual material. This course will also explore debates surrounding the depiction of Muslim women in Orientalist painting and Western media. Permission of the instructor required. Enrollment limited to 18. {A/H} 4 credits
Saleema Waraich
Offered Fall 2009

ARH 240 Art Historical Studies (G)
Topic: Image, Text and Narrative in Islamic Arts (1200–1800 CE). This interdisciplinary course studies the illustrated manuscripts associated with Muslim patrons not only for their prominence as an artistic endeavor but also for what they illuminate about the histories and literary texts they initially accompanied. In addition to examining how these paintings visualized narrative, the course will consider the relationship between these images and their relevance in contemporary narratives. This class will further expand the investigation of image and text to include historic sites, tourist destinations and the urban landscape. Enrollment limited to 18. {A/H} 4 credits
Saleema Waraich
Offered Spring 2010

FYS 186 Israel: Texts and Contexts
The role of literary and visual culture in the construction of Israel’s founding myths and critiques of its present realities. The relationship between Zionism as a political ideology and as an aesthetic revolution: redefining sacred and secular space (Jerusalem, the socialist kibbutz, cosmopolitan Tel Aviv); reviving Hebrew as a living language; rewriting the Bible; and imagining the New Jew. How shadows of the Holocaust, fantasies of the Arab, and post-nationalist ennui shape the context of the broader Middle East. Poetry, prose, song, art, and film from before and after the creation of a Jewish state, by European, Jewish and Arab creative figures, all in translation. Enrollment limited to 16 first-year students. WI {L} 4 credits
Justin Cammy (Jewish Studies and Comparative Literature)
Offered Fall 2010
Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110 and 111 in the first year and 200 or 201 in the sophomore year.

Introductory Courses

100 Colloquia
Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

Fundamentals of Music
An introduction to music notation and to principles of musical organization, including scales, keys, rhythm and meter. Limited to beginners and those who did not place into 110. {A} Ruth Solie, Fall 2009, Margaret Sarkissian, Spring 2010
Offered both semesters each year

101 Introduction to World Music
A survey of the world’s musical traditions, usually including areas of Africa, Latin America, the Middle East, India, Indonesia and East Asia. Each unit will contain a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. No prerequisites. {A/S} 4 credits Margaret Sarkissian
Offered Fall 2009

103 Sight-Singing
Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures,
and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. Enrollment limited to 12. {A} 1 credit

Gregory Brown
Offered Fall 2009, Spring 2010

105 Roll Over Beethoven: A History of Rock
This course will provide a critical survey of rock music, tracing the music’s development from blues and black-face minstrelsy to heavy metal, grunge and techno. Emphasis throughout will be placed upon understanding musical developments in the context of American race and gender relations and the politics of youth cultures in the U.S. Topics to be covered include Elvis Presley and American race relations; Jimi Hendrix and the blues; girl groups; the rise of arena rock; and the significance of the DJ in hip hop. Enrollment limited to 45. {H/A} 4 credits

Steve Waksman
Offered Spring 2011

106 American Sounds
This course surveys developments in the history of American music, with a primary focus on the 20th century. We will pay particular attention to blues and country music, two styles that arose early in the century and provided the foundation for much of what followed. The course may cover other styles such as folk, jazz, klezmer and classical music. Throughout, we will attend to musical aspects of these styles, and will connect them to larger historical themes and social issues concerning race, class, gender and the making of “American” identity through music. Formal knowledge of music is not required. {H/A} 4 credits

Steve Waksman
Offered Spring 2010

PHY 107 Musical Sound

110 Analysis and Repertory
An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. {A} 4 credits

Ruth Solie, Donald Wheedlock
Offered Fall 2009

111 Analysis and Repertory
A continuation of 110. Prerequisite: 110 or permission of the instructor. {A} 4 credits

Raphael Atlas
Offered Spring 2010

Intermediate and Advanced Courses

201 Music from the Pre–Classic to the Post–Modern
A historical survey of the principal styles and monuments of Western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previous musical experience or who have obtained permission of the instructor. {H/A} 4 credits

Peter Bloom
Offered Spring 2010

205 Topics in Popular Music

Topic: Improvising History—The Development of Jazz. The course will combine exploration of jazz music with examination of topics in the social and cultural history of jazz. Musically, the development of jazz will be traced from the early styles that took root in New Orleans and Chicago to the challenging “free jazz” sounds of the 1960s and the 1970s, and into the current “postmodern” moment of jazz history. Historically, the course will consider such issues as the key importance of race to the social development of jazz, the shifting status of jazz as “popular” or “art” music, and the nature and significance of improvisation as a medium of creative expression in 20th-century American culture. Some previous knowledge of African American music and history or permission of the instructor required. Enrollment limited to 20. {H/A}

Steve Waksman
Offered Fall 2009

210 Approaching the Score
The course develops the ability to read scores, especially to recognize cadences, keys, standard harmonic patterns and formal units. Repertory covers principal 18th- and 19th-century genres and includes piano sonatas, Lieder, string quartets, concertos and symphonies. Prerequisite: MUS 111. {A} 4 credits

Raphael Atlas
Offered Fall 2009
215i Interterm Chamber Music Immersion
This course offers students a week of uninterrupted focus on chamber music. Each participant will be assigned to a small ensemble that meets daily for scheduled rehearsals and coachings. Additionally, everyone will attend performance classes with discussion. The selected works will be presented in a concert in early February. Permission of the instructor is required to enroll for credit; all members of the Interterm community are welcome to attend the open classes. May be repeated three times for credit. (E) 1 credit
Judith Gordon and others to be determined
Offered Interterm 2010

220 Topics in World Music
Topic: The Music of Japan. An introduction to the music of Japan focusing on selected ritual, instrumental, theatrical and popular music genres. In addition to placing music within its socio-cultural context, the course will explore how distinctly Japanese genres have developed in response to internal social changes and contacts with foreign cultures. There are no prerequisites for this class. (A)
Margaret Sarkissian
Offered Fall 2009

233 Composition
Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110 or permission of the instructor. (A) 4 credits
Donald Wheelock
Offered Fall 2009

242 German and French Diction for Singers
Prerequisite: voice or permission of the instructor. (A) 1 credit
Karen Smith Emerson
Offered Spring 2010

251 The History of the Opera
History of the form from its inception to the present, with emphasis on selected masterworks. (H/A) 4 credits
Richard Sherr
Offered Fall 2009

ANT 258 Performing Culture

307 Beethoven and His World
A look at Beethoven’s inheritance from Haydn and Mozart; a survey of Beethoven’s music concentrating on the piano sonatas, concertos, string quartets and symphonies; and a consideration of some recent Beethoven literature that takes us into the composer’s workshop and on to his wider world. Prerequisite: 201 or permission of the instructor. (A) 4 credits
Peter Bloom
Offered Fall 2010

308 Seminar in the Music of the 20th Century
The Worlds of Hector Berlioz and Richard Wagner. A comparative study of two controversial composers whose lives intersected with momentous events in political history and whose works—of unrivaled novelty, unprecedented monumentality and unquestionable profundity—marked their own generations and generations to come. Areas of investigation, in accordance with students’ interests, may include Berlioz and Wagner as authors of operas about artists and lovers in conflict with society, of musical reactions to Goethe’s Faust, and of theoretical treatises and autobiographies. Prerequisite: 201 or permission of the instructor. (H/A) 4 credits
Peter Bloom
Offered Spring 2010

311 Tonal Counterpoint
Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111 or permission of the instructor. Offered in alternate years. (A) 4 credits
Raphael Atlas
Offered Spring 2010

312 Seminar: Analysis and Repertory—20th Century
Study of major developments in 20th-century music. Writing and analytic work including nontonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111 or permission of the instructor. (A) 4 credits
Raphael Atlas
Offered Fall 2009

345 Electro-Acoustic Music
Introduction to musique concrète, analog and digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Prerequisites: a semester course in music theory or composition and permission of the instructor. (A) 4 credits
Dan Warner
Offered Spring 2010
CSC 354 Seminar in Digital Sound and Music Processing

400 Special Studies
In the history of music, world music, composition or in the theory or analysis of music. By permission of the department, for juniors and seniors.
1 to 4 credits
Offered both semesters each year

Graduate Courses

The department offers no graduate program but will in exceptional circumstances consider admitting an advanced student whose independent studies leading to the M.A. degree would be overseen by the appropriate members of the faculty.

Performance

Admission to performance courses is determined by audition. Students are accepted on the basis of musicianship, competence and potential. Auditions take place during orientation. Please consult the music office or department Web site for details.

When no instructor for a particular instrument is available at Smith College, every effort is made to provide students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other campuses within the Five College system.

Courses in performance consist of weekly private lessons. Specific course expectations are determined by the instructor. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

Performance study requires a yearlong commitment. First- and second-year students normally take lessons in addition to a regular course load. With permission of the instructor, a student in the third or fourth year may register for eight credits within or above a regular program. All performance students are encouraged to study music in the classroom. Those who wish to continue beyond the second year must take MUS 110 and either MUS 200 or MUS 201, preferably prior to the junior year.

No more than 24 credits in performance courses may be counted toward graduation.

Students wishing to study performance with Five College faculty must obtain departmental approval. Performance courses require an additional fee, which is waived for music majors and minors.

Performance courses carry the following numbering sequence, credits and section letters:

914y (A) 4 credits, first year of performance study
924y (A) 4 credits, second year of performance study
928y (A) 8 credits, music majors in second year of performance study who, with their teacher's permission, wish to study for full credit. Prerequisite: MUS 914y.
930y (A) Advanced level for variable credit (4 or 8 credits). Can be repeated once. Prerequisite: MUS 924y or 928y.
940y (A) Intensive preparation for a senior recital for those admitted to the concentration in Performance. Two hour lessons per week. May be substituted for one or two elective classroom courses above the one hundred level in the major. Prerequisites: four semesters of performance for credit or the equivalent; audition and permission of the department. 8 credits.

A Piano
B Organ
C Harpsichord
D Voice
E Violin
F Viola
G Violoncello
H Double Bass
I Viola da Gamba
J Flute
K Recorder
L Oboe
M Clarinet
N Bassoon
O French Horn
P Trumpet
Q Trombone
R Tuba
S Percussion
T Guitar
U Lute
V Harp
W Other Instruments

Piano. Judith Gordon, Grant Moss, Elizabeth Joy Roe
Organ. Prerequisite: piano 914y or the equivalent. Grant Moss
Harpsichord. Prerequisite: piano 914y or permission of the instructor. Grant Moss
Voice. Karen Smith Emerson, Jane Bryden, Judith Gray, Gregory Brown
Violin. Joel Pitchon, Sarah Cornelius
Viola. Ronald Gorevic

Violoncello. Akiva Cahn-Lipman, Volcy Pelletier

Double bass. (UMass)

Viola da Gamba. Alice Robbins

Wind Instruments. Ellen Redman, flute; Kirsten Hadden Lipkins, oboe; Lynn Sussman, clarinet; Emily Samuels, recorder; Rebecca Eldridge, bassoon

Brass Instruments. Donna Gouger, trumpet; Frederick Aldrich, French horn; trombone, tuba (UMass)

Percussion. (UMass)

Harp. Felice Swados

Guitar. Phillip de Fremery

Drum Set. Claire Arenius

901 Music Ensembles

Chamber Music Ensemble
Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. [A] 1 credit

Joel Pitchon, Judith Gordon, Members of the department

Offered both semesters each year

903 Conducting
Baton technique, score reading, problems of conducting choral and instrumental ensembles. Ability to read bass and treble clef required. May be repeated for credit. Admission by permission of the instructor. [A] 2 credits

Gregory Brown

Offered Spring 2010

Smith College Orchestra
A symphony orchestra open to Smith students, Five-College students and community members. The orchestra gives one concert each semester and performs at annual events such as Family Weekend and Christmas Vespers. Rehearsals on Tuesday evenings.

Jonathan Hirsh, Conductor

Smith College Gamelan Ensemble
One concert each semester. Open (subject to space) to Smith students, other Five College students, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings.

Sumarsam and Margaret Sarkissian, Directors

Smith College Jazz Ensemble
One rehearsal per week; at least two concerts per semester. Open to Smith and Five College students, and members of the community, with all levels of prior jazz training.

Genevieve Rose, Director

Smith College Wind Ensemble
One rehearsal per week; at least one concert per semester. Open by audition to Smith and Five College students, and members of the community.

Ellen Redman, Director

Choral Ensembles

The Choral Program at Smith includes three ensembles. Each ensemble performs annually at Family Weekend, Montage, Autumn Serenade, Christmas Vespers and at college events such as Convocation, Rally Day and some chapel services. All the ensembles perform a varied repertoire including classical, world music, popular songs and Smith songs. At least once each year, the Glee Club, and occasionally the College Chorus, performs a major work with a visiting Men’s Glee Club, orchestra and soloists. In alternate years, the Chamber Singers perform on tour in the United States and abroad.

Glee Club: open by audition to sophomores, juniors, seniors and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.

Jonathan Hirsh, Conductor

Chamber Singers: open to selected members of the choral ensembles by audition. Normally offered in alternate years.

Jonathan Hirsh, Conductor

College Chorus: open by audition to all first-year students and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.

Gregory Brown, Conductor
The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance, and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

Robert Eisenstein, Director

The Major

Advisers: Members of the department

Adviser for Study Abroad: Richard Sherr

Basis for the major: 110, 111, 200 or 201 and 101 or 220.

Requirements: 11 semester courses: 110, 111, 200 or 201, 101 or 220; two further courses in music theory, analysis or composition; three further courses in music history; and two further classroom courses above the 100-level (under certain circumstances a colloquium may be substituted for one of these).

Foreign languages: students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210 and any seminar.

Music Major with Concentration in Performance

Majors who have demonstrated an extraordinary level of achievement in performance may, before March of the junior year, seek via audition before a representative committee of the department, to substitute 940y (for 8 credits) in their senior year for one or two of the courses designated as “two further classroom courses above the one hundred level” in the requirements of the major.

The Minor

Advisers: Members of the department

Basis: 110, 111, 200 or 201.

Requirements: Six semester courses: 110, 111, 200 or 201 and three further classroom courses of which at least one should be above the 100-level and of which at least one should be a course or colloquium dealing with non-Western music.

Honors

Director: Ruth Solie

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

Requirements: A GPA of 3.5 in classroom courses in music through the end of the junior year; a GPA of 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major, will present a thesis or composition (430d or 431) equivalent to eight credits, and will take an oral examination on the subject of the thesis. The thesis in history, theory or cultural studies will normally be a research paper of approximately fifty pages. The thesis in composition will normally be a chamber work of substantial duration. The final grade (highest honors, high honors, honors, pass) will be calculated as follows: thesis (60 percent); grades in music (20 percent); performance on the oral examination (20 percent).
Neuroscience

Neuroscience Committee

*1, *2 Margaret E. Anderson, Professor of Biological Sciences
Mary Harrington, Professor of Psychology
*1 Virginia Hayssen, Professor of Biological Sciences
*1 Richard Olivo, Professor of Biological Sciences
*1 Stylianos Scordilis, Professor of Biological Sciences
David Bickar, Professor of Chemistry
1 Adam C. Hall, Associate Professor of Biological Sciences, Director
1, *2 Susan Voss, Associate Professor of Engineering
Maryjane Wraga, Associate Professor of Psychology
Michael Barresi, Assistant Professor of Biological Sciences
Beth Powell, Lecturer in Psychology

230 Experimental Methods in Neuroscience
A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: PSY 210 or 221 and CHM 111 or 118 or permission of the instructor. Not open to seniors. Enrollment limited to 14. {N} 4 credits
Mary Harrington
Offered both semesters each year

311 Neuroanatomy
A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 210 or 221, an introductory BIO course or permission of the instructor. Enrollment limited to 20. Laboratory sections limited to 10. {N} 5 credits
Benjamin Rood
Offered Fall 2009

312 Seminar in Neuroscience

Biological Rhythms
Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230 and a course in statistics and permission of the instructor. Enrollment limited to 12. {N} 4 credits
Mary Harrington
Offered Fall 2009

General Anesthesia
This seminar will explore the history of general anesthesia, current anesthetic practices and the molecular mechanisms of anesthetic actions in the brain. Prerequisite: either BIO 202, 200, 300 or 310. Enrollment limited to 12. {N} 4 credits
Adam Hall
Offered Spring 2011

400 Special Studies
A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. 1–5 credits
Offered both semesters each year

The Major

Core courses: BIO 150/151; CHM 111 or 118, 222; PSY 210; two courses with laboratories from BIO 200/201, 202/203, 230/231; PSY 190, MTH 190 or 245; NSC 230; two courses with laboratories from the following: BIO 300/301, 302/303, 310/311, NSC 311.

Two electives: Select one from BIO 200, 202, 230, 300/301, 302, 310, 362, 363, NSC 311, EGR 380, PSY 218, 219, 221, 222.

Select one from NSC 312, 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), BIO 323, BCH 380, PSY 314, 325.

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.
A total of 53 credits is required in the major. The S/U option may not be used for courses in the major. A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major. Credits should be earned by taking an additional elective. NSC 230 is not open to seniors.

BIO 200, 202, 230, 300, 302, 310 or NSC 311 may be taken as either core or elective, but one course cannot be counted as both core and elective.

**BIO 150 Cells, Physiology and Development**
Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. (N) 4 credits
*Michael Barresi, Carolyn Wetzel*
Offered Fall 2009, Spring 2010

**BIO 151 Cells, Physiology and Development Laboratory**
Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). (N) 1 credit
*Members of the department*
Offered Fall 2009, Spring 2010

**BIO 200 Animal Physiology**
Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. (N) 4 credits
*Richard Briggs*
Offered Fall 2009

**BIO 201 Animal Physiology Laboratory**
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. (N) 1 credit
*Richard Briggs*
Offered Fall 2009

**BIO 202 Cell Biology**
The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. (N) 4 credits
*Stylianos Scordilis*
Offered Fall 2009

**BIO 203 Cell Biology Laboratory**
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). (N) 1 credit
*Graham Kent*
Offered Fall 2009

**BIO 230 Genomes and Genetic Analysis**
An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include: DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. (N) 4 credits
*Steven Williams*
Offered Spring 2010
BIO 231 Genomes and Genetic Analysis Laboratory  
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). [N] 1 credit  
Lori Saunders  
Offered Spring 2010

BIO 300 Neurophysiology  
The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. [N] 4 credits  
Richard Olivo  
Offered Spring 2011

BIO 301 Neurophysiology Laboratory  
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. [N] 1 credit  
Richard Olivo  
Offered Spring 2011

BIO 302 Developmental Biology  
The field of developmental biology tries to address the age-old question of how a single cell can give rise to the complexity and diversity of cells and forms that make us the way we are. Developmental Biology spans all disciplines from cell biology and genetics to ecology and evolution. Therefore, this course should appeal to a wide range of student interests, and serve as a chance to unify many of the principles discussed in other courses. Observations of the remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. In addition to textbook reading assignments, students will learn to read and present primary literature, design visual representations of developmental processes, and compose an abbreviated grant proposal. In order to fully engage students with the research being presented in class, prominent developmental biologists will web conference with our class. Prerequisites: All three Core Courses are suggested, at least BIO 150 and BIO 152 are required. An upper-level course in cell biology (BIO 202 or 206) or genetics (BIO 230) is required. [N] 4 credits  
Michael Barresi  
Offered Spring 2010

BIO 303 Developmental Biology Laboratory  
Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will be embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. Your data will be constructed into a poster that will be presented at Smith and may be presented at an undergraduate developmental biology conference with participating local colleges and universities. Prerequisite: BIO 302 (must be taken concurrently). Enrollment limited to 12. [N] 1 credit  
Michael Barresi  
Offered Spring 2010

BIO 310 Cellular and Molecular Neuroscience  
Molecular-level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230 or permission of the instructor. Enrollment limited to 20. [N] 4 credits  
Adam C. Hall  
Offered Fall 2009

BIO 311 Cellular and Molecular Neuroscience Laboratory  
This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g., extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the Xenopus oocyte expression system to study molecular structure-function. Oocytes (frog eggs) are injected with DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 is a prerequisite and must be taken concurrently. Enrollment limited to 20 [N] 1 credit  
Adam C. Hall  
Offered Fall 2009
BIO 323 Seminar: Topics in Developmental Biology
This seminar is designed to introduce students to the variety of research areas in developmental biology. Normally taken in the junior or senior year by biology, biochemistry and neuroscience majors and minors. Prerequisites: BIO150, BIO152, one 200 or 300-level course in the area of cells, physiology and development as well as a similarly upper-level course in the area of genetics, genomics and evolution or permission of instructor. May not be repeated for credit. Enrollment limited to 12. {N} 3 credits

Topic: Stem Cells and Their Amazing “Potential.”
Whether at dinner tables, the halls of Congress and church or a patient’s bedside, the promise of stem cells is highly debated. This course will explore all aspects of stem cells from a detailed cellular, genetic and molecular description to discussions of the ethical concerns. We will investigate the differences between embryonic versus adult stem cells and their related potential to the development of different cell types and their role in development, disease, trauma and cancer. Course material will mainly be derived from primary research literature, and the main assessment is based on the composition of a grant proposal, which will be reviewed in mock NIH-style study sections. A letter of intent should be e-mailed at time of registration. Prerequisites: BIO 150, 152, and at least one upper-level course in the area of cells, physiology and development. Enrollment limited to 12. {N} 3 credits
Michael J. Barresi
Offered Fall 2009

PSY 210 Introduction to Neuroscience
An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Seniors require permission of the instructor. This course has no prerequisites. {N} 4 credits
Adam Hall
Offered Spring 2010

PSY 218 Cognitive Psychology
Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. {N} 4 credits
Mary Jane Wraga
Offered Spring 2011

PSY 219 Cognitive Neuroscience
Cognitive neuroscience uses neuroimaging techniques such as PET and fMRI to examine issues related to the mind/brain. This course covers such topics as perception and encoding, cerebral lateralization and specialization, the control of action and executive function. Prerequisites: PSY 111; PSY 210 or PSY 221; or permission of the instructor. {N} 4 credits
Mary Jane Wraga
Offered Spring 2010

PSY 221 Physiology of Behavior
Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emo-
Psy 222 Psychopharmacology
This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry and effective treatments for drug abuse. Prerequisite: 210 or 221 or permission of the instructor. (N) 4 credits
Beth Powell
Offered Fall 2009, Fall 2010

Psy 314 Seminar in Foundations of Behavior
Cognition in Film
This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques filmmakers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th-century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. (N) 4 credits
Maryjane Wraga
Offered Spring 2010

Psy 326 Seminar in Biopsychology
Autism
What do we know about the biopsychology of autism? Starting with a review of history and symptoms, we will study current evidence for neurological changes associated with autism and will also examine data related to genetic and environmental causes. On occasion we will join with Psy 314 to meet experts who conduct research on this topic. Prerequisites: a course in biopsychology, a course in biology, a course in statistics and a course in research methods. Enrollment limited to 12. (N) 4 credits
Mary E. Harrington
Not offered in 2009–10

Adviser for Study Abroad: Mary Harrington
Adviser for Transfer Students: Mary Harrington

The Minor

Required core courses: PSY 210 or 221, and a 300-level course selected in consultation with the adviser.

Choose four electives from: PSY 210, 218, 221, 222, 312, 326; NSC 311, 312; BIO 200, 202, 206, 300, 302, 310; BCH 380.

The S/U option may not be used for courses in the minor.

Honors

Director: Mary Harrington

430d Honors Project
8 credits
Full-year course; offered each year

432d Honors Project
12 credits
Full-year course; offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100 Valid and Invalid Reasoning: What Follows From What?
Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating, and the popular press. Deduction and induction, logical symbolism and operations, paradoxes, and puzzles. May not be taken for credit with PHI 202. (M) WI 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2009

LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?
This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect, and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. (M) 4 credits
Albert G. Mosley
Offered Spring 2010

124 History of Ancient and Medieval Western Philosophy
A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. (H/M) 4 credits
Susan Levin
Offered Fall 2009

125 History of Early Modern European Philosophy
A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant. Maximum number of students per section 15. (H/M) 4 credits
Jeffry Ramsey
Offered Spring 2010
127 Indian Philosophy
An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? We will read selections from the Upanishads, the Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester we will briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the western philosophical tradition will be an integral part of the course. \([H] \ 4 \ credits\)

_Nalini Bhushan_  
Offered Spring 2010

200 Philosophy Colloquium
Intensive practice in writing and discussing philosophy, and in applying philosophical methods to key problems raised in essays written by members of the philosophy department. Required for majors, optional for minors. Normally taken in the sophomore year. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or permission of the instructor.

WI 4 credits  
_Members of the department_  
Offered Spring 2010

209/PSY 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. \([N] \ 4 \ credits\)

_Jill de Villiers_  
Offered Fall 2009

213/PSY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology, and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. \([N] \ 4 \ credits\)

_Jill de Villiers_  
Offered Fall 2009

211 The Philosophy of Ludwig Wittgenstein
Ludwig Wittgenstein is arguably the most influential philosopher of the 20th century. It is impossible to understand many of the philosophical movements of either the last century or this one without an appreciation of his ideas. In this course we will closely read his most important philosophical texts (Tractatus Logico-Philosophicus and Philosophical Investigations), as well as his last work, On Certainty. Prerequisites: Previous work in philosophy is highly recommended. In other cases, permission of the instructor will be required. \([H/M] \ 4 \ credits\)

_To be taught at Hampshire College_  
_John Connolly_  
Offered Fall 2009

220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
Among the most important and philosophically intriguing results in 20th century logic are the limitative theorems such as Gödel’s incompleteness theorem and Tarski’s demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. Prerequisite: one course in logic. \([M] \ 4 \ credits\)

_Jay L. Garfield_  
Offered Spring 2010

221 Ethics and Society
This course will survey current topics in applied ethics. It will introduce the major sources of moral theory from religious and secular sources, and show how these theories are applied. Topics will include biomedical ethics (abortion, euthanasia, reproductive technologies, rationing), business ethics (advertising, accounting, whistle-blowing, globalization), sexual ethics (harassment, whistleblowing, homosexuality), animal rights (vegetarianism, vivisection, experimentation), social justice (war, affirmative action, poverty, criminal justice), environmental ethics (preserving species and places, genetically modified foods, global warming), and other topics. \([H/S] \ 4 \ credits\)

_Albert Mosley_  
Offered Fall 2009
222 Ethics
An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. Enrollment limited to 25 students. \( \text{(H/S)} \) 4 credits
Ernest Alleva
Offered Spring 2010

224 Philosophy and History of Scientific Thought
Case studies in the history of science are used to examine philosophical issues as they arise in scientific practice. Topics include the relative importance of theories, models and experiments; realism; explanation; confirmation of theories and hypotheses; causes; and the role of values in science. \( \text{(N)} \) 4 credits
Jeffry Ramsey
Offered Fall 2009

226 Topics in the History of Philosophy
Topic: Human Action and the Will in Aristotle and Medieval Philosophy. The notion of the will has been a crucial one in ethics and the philosophy of human action from Aristotle to the present day. Yet treatments of it have varied greatly over the centuries. A case in point is the development of the notion, as inherited from classical pagan thought, by the Christian thinkers of the Middle Ages: Augustine, Aquinas, Duns Scotus, and Meister Eckhart. We will examine the development of the concept of will (and ‘weakness of will’) in Aristotle and these medieval thinkers. It is recommended that students have read Aristotle’s *Ethics* before taking this course.
To be announced
Offered Spring 2010

230 American Philosophy
Topic: Pragmatism and Neo-Pragmatism. This course will survey the unique contributions of American philosophers to the development of the Western philosophical tradition. Pragmatism rejected a number of the basic assumptions of ancient, medieval, and modern philosophy, and has played a leading role in reconfiguring our conceptions of knowledge, truth, beauty, and morality. We will read selections from the founders of pragmatism (Ralph Waldo Emerson, Charles Peirce, William James, John Dewey, George Herbert Mead, Alaine Locke) and from neo-pragmatists (W.V. Quine, Hilary Putnam, Richard Rorty, Stanley Cavell, Richard Shusterman) in order to show the relevance of pragmatism to contemporary debates concerning the nature of science, technology, aesthetics, politics, and the law. \( \text{(H)} \) 4 credits
Albert Mosley
Offered Spring 2010

234 Philosophy and Human Nature: Theories of the Self
Topic: Desire. For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people’s capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we shall be examining questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires? \( \text{(S)} \) 4 credits
Elizabeth V. Spelman
Offered Fall 2009

235 Morality, Politics, and the Law
This course explores central issues of moral, political, and legal philosophy in relation to alternative interpretations of the meaning and importance of core values such as justice, rights, equality, community and liberty. We will examine various perspectives on these issues, including versions of liberal, libertarian, communitarian and feminist approaches presented by influential contemporary moral and political theorists. Prerequisite: one course in moral or political philosophy. \( \text{(S)} \) 4 credits
Ernest Alleva
Offered Spring 2010

236 Linguistic Structures
Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus will be on the revolution in linguistics introduced by Noam Chomsky, and the profound questions it raises for human nature, linguistic universals and language acquisition. \( \text{(N/M)} \) 4 credits
Jill de Villiers
Offered Spring 2010
241 Business Ethics: Moral Issues in the Boardroom and the Classroom
An investigation of ethical questions that arise in the world of business, including the business of the academy; and scrutiny of the moral principles that may enable us to cope successfully with these questions. Issues to be discussed include the responsibilities of businesses and the academy toward their various stakeholders, including society at large and the environment; the ethics of investment, including endowments; product liability; advertisement and the principle of caveat emptor; sexual harassment; employee rights; spirituality and the workplace, and special privileges of the academy (academic freedom, tenure, etc.). The case-study method will be used. Not open to first-year students. Enrollment limited to 40. {S} 4 credits
John Connolly
Offered Fall 2009

242 Topics in Medical Ethics
An exploration of key issues in the area of medical ethics. Following the consideration of relevant philosophical background, topics to be addressed include patient autonomy and medical paternalism; informed consent; resource allocation and social justice; reproductive technologies and genetic screening; euthanasia and the withdrawal of life-sustaining treatment; and the experimental use of human subjects. Recommended background: one course in philosophy or health studies. {S} 4 credits
Susan Levin
Offered Spring 2010

253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central Institute of Higher Tibetan Studies in Sarnath, India, as part of the Hampshire/Five Colleges in India program. Students take daily classes in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, taught by eminent Tibetan scholars, and attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students explore Varanasi and we visit important Buddhist historical and pilgrimage sites. Each student is paired with a Tibetan student “buddy” so as to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/SCIP. Pay attention to calls for early application.
Deadlines fall mid-October. No prerequisites. {H/S/M} 3 credits
Jay Garfield
Offered January 2010

254 African Philosophy
This course will explore the debate as to whether traditional African beliefs should be used as the foundation of contemporary African philosophy; the relationship between tradition and modernity in colonial and postcolonial Africa; and the relationship between African and African-American beliefs and practices. In exploring this issue we will read selections from Africans (Mbiti, Senghor, Hountondji, Bodunrin, Wiru, Appiah, Sodips, Eze), African-Americans (Blyden, Dubois, Mosley, Gates, Gilroy), Europeans (Levy-Bruhl, Tempels, Horton), and European-Americans (Crawford, Bernasconi, Janz). (E) {L/H/S} 4 credits
Albert Mosley
Offered Fall 2009

255 Philosophy and Literature
Of late there has been talk of philosophy’s being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We will explore this issue through an examination of philosophical and literary treatments of friendship from different periods in the Western tradition, and of literary and philosophical reflections on human flourishing in the 20th century. We will also consider work by contemporary philosophers on the topic of what literature might have to contribute to the philosophical enterprise. Prerequisite: one course in philosophy or permission of the instructor. {H} 4 credits
Susan Levin
Offered Fall 2009

262 Meaning and Truth: The Semantics of Natural Language
This course is an introduction to central topics in the philosophy of language. What is the relation between thought, language and reality? What kinds of things do we do with words? Is there anything significant about the definite article “the”? How does meaning accrue to proper names? Is speaker meaning the same as the public, conventional (semantic) meaning of words? Is there a distinction between metaphorical and literal language? We will explore some of the answers that
Philosophers like Frege, Russell, Strawson, Donnellan, Austin, Quine, Kripke and Davidson have offered to these and other related questions. Prerequisite: LOG 100, LOG 101 or the equivalent. {M} 4 credits

Nalini Bhushan
Offered Spring 2010

PRS 302 Whose Voice? Whose Tongue? The Indian Renaissance and Its Aftermath
The Indian Renaissance in the mid-19th century represented a resurgence of interest in and development of classical Indian culture and learning. It also involved an explosion of new art, political and social movements and philosophy arising from the confluence of indigenous Indian ideas and imports brought by British colonialists and foreign-returned Indians who traveled in the context of the colonial situation. The ferment generated by the renaissance fueled the Indian independence movement and is the context against which contemporary Indian society is constituted. We will examine India’s vast contributions to contemporary world culture against the backdrop of this fascinating period, reading the philosophy, art, theatre, poetry, politics and religious texts this period produced. Prerequisites: at least two intermediate-level courses either in philosophy or south Asian history, including Indian history, literature, art or philosophy. Enrollment limited to 15 juniors and seniors. (E) {L/H} 4 credits

Jay Garfield and Nalini Bhushan (Philosophy)
Offered Fall 2009

304 Colloquium in Applied Ethics
Topic: Sustainability. An examination of the conceptual and moral underpinnings of sustainability. Questions to be discussed include: What exactly is sustainability? What conceptions of the world (as storehouse, as machine, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to conceptions of human progress into the distant future? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? And how does sustainability compare with environmental objectives of longer standing such as conservation and integrity? 4 credits

Jeffry Ramsey
Offered Fall 2009

330 Seminar in the History of Philosophy
Topic: Nagarjuna. This seminar will address the principal philosophical texts of the c 2nd c CE Indian Buddhist philosopher Nagarjuna, the founder of the Madhyamaka school of Buddhist philosophy. We will read Mulamadhyamakakarika, Vigrahavyavartani and Ratnavali, as well as some pertinent canonical commentarial literature and recent scholarship. It is recommended that students have taken a previous course in Buddhist studies. 4 credits

Jay Garfield
Offered Spring 2010

Cross-Listed Courses

HSC 112 Images and Understanding
Topic: The Century of the Gene. We are not solely or only our genes, but we are not without them either.
How do we understand talk of genes? This course is an historical, philosophical and sociological examination of the power, promises and perils of genetic research during the past 100 or so years. We will explore the changing relation of the gene concept, genetic theories and genetic experimental practices to other biological disciplines such as evolutionary theory, cytology, development and other biological practices such as genetic engineering. We will also examine the influence of genetic theories and perspectives in the larger culture.

{H/N} 4 credits

Jeffry Ramsey
Offered Spring 2010

EGR 390 Topics in Engineering: Science, Technology and Ethics

MTH 217 Mathematical Structures

400 Special Studies
For senior majors, by arrangement with the department. 1 to 4 credits
Offered both semesters each year

408d Special Studies
For senior majors, by arrangement with the department. 8 credits
Full-year course; Offered each year

The Major

Advisers: Members of the department

Advisers for Study Abroad: Jay L. Garfield

Requirements: Ten semester courses in philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100, LOG 101, or PHI 202; 200-level courses, one each from three of the following areas (check department Web site for designation of current courses): (1) Value Theory; (2) Social/Political Philosophy; (3) Culture and Material Life; (4) Metaphysics and Epistemology; (5) Language and Logic; (6) Science and Technology; PHI 200, normally taken in the sophomore year; two 300-level courses.

Notes: (1) Topics courses, such as 210, may fall under different rubrics in different years; (2) courses in related departments may be included in the major program of ten courses only with approval of the department; petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

Students and their faculty advisers together will regularly assess the student’s progress in the major in light of the following desiderata:

Skills and competencies: e.g., LOG 100, PHI 200, the ability to write papers of varying lengths (from 2 to 25 pages to honors theses), knowing how to locate and assess scholarly literature, being comfortable at presenting philosophical material orally. Philosophy majors are expected to master all of these; and

Breadth and depth of understanding of texts, topics and themes, traditions, and perspectives. Each of the following is a strong desideratum for a philosophy major:

1. systematic study of one or more major philosophical texts;
2. topics and themes: e.g., human beings’ relationship to technology, to the environment; the relationship between language and reality; the nature and functions of human cognition; human flourishing; the human body; the significance of race, gender, class, etc.; the meaning of work; the meaning of life; end-of-life care, etc.;
3. traditions: tracing philosophical dialogues through time—ancient, medieval, and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, etc.;
4. perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—e.g., courses such as The Meaning of Life, Cosmopolitanism, Hermeneutics; Meaning and Interpretation, and those that explore the significance of race, class, gender and nation;
5. extensive study of the philosophy of a single major figure;
6. an element of study in a related field or fields.

The Minor

Advisers for the Minor: Members of the department

The minor in philosophy consists of at least 5 courses: a two-course “basis,” which typically will include a
course in LOG and a 100-level PHI course; and a three-
course “concentration,” to be built by the student in
close consultation with her adviser and with the ap-
proval of the department.

Honors

**Director:** Jeffry Ramsey

**430d Honors Project**
8 credits
Yearlong course; Offered each year

**431 Honors Project**
8 credits
Offered each Fall

**432d Honors Project**
12 credits
Yearlong course; Offered each year

Please consult the director of honors or the departmen-
tal Web site for specific requirements and application
procedures.

Graduate

**Advisers:** Members of the department

**580 Advanced Studies**
By permission of the department, for graduates and
qualified undergraduates: Theory of Probable Infer-
ence, Topics in Logical Theory, Philosophy of Lan-
guage, Contemporary Ethics. 4 or 8 credits
Offered both semesters each year

**580d Advanced Studies**
By permission of the department, for graduates and
qualified undergraduates: Theory of Probable Infer-
ence, Topics in Logical Theory, Philosophy of Lan-
guage, Contemporary Ethics. 8 credits
Yearlong course; Offered each year

**590 Research and Thesis**
4 or 8 credits
Offered both semesters each year
Students planning to major in physics are advised to elect both 115/117 and 118 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115/117 and 118.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115/117 and 118 for credit.

100 Solar Energy and Sustainability
The United States reliance on non-renewable resources to satisfy its exponentially growing energy demands comes at a severe environmental, economic and political cost. Are there alternatives? Are they affordable? What are the scientific tradeoffs and constraints? This course offers a hands-on exploration of renewable energy technologies, with an emphasis on the underlying physical principles. Students will study and use systems that generate electrical power from the sun, wind and the flow of water; they will investigate how to store and distribute this energy (both off-grid and on); they will experiment with the use of passive and active solar thermal collector technology to provide domestic hot water and space heating; and then will consider how to make use of these technologies and their understanding of the underlying physics to design, model and construct a solar powered building. The course will consist of a mix of experiments, field trips, and weekly seminars. Enrollment limited to 16. (E) \{N\} 4 credits

Nathanael Fortune
Offered Spring 2010

106 The Cosmic Onion: From Quantum World to the Universe
Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. \{N\} 4 credits

Piotr Decowski
Offered Spring 2010

108 Optics is Light Work
This course for nonscience majors reveals the intriguing nature of light in its myriad interactions with matter. From Newton’s corpuscular theory, through the triumph of wave optics, to the revolutionary insights of quantum theory, our understanding of the nature of light has come full circle. Yet questions still remain. In this class each student will explore in depth an optical phenomenon of her own choosing. Enrollment limited to 16. \{N\} 4 Credits

Doreen Weinberger
Not offered 2009–10
According to modern science, the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars, and planets? What evidence supports this “big bang model”? Throughout this course we will focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. Designed for non-science majors.

Enrollment limited to 25. (E) {N} 4 credits

Gary Felder
Offered Fall 2009

115 General Physics I
The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one semester of introductory calculus, (MTH 111 Calculus I or equivalent). Permission of the instructor required if taken concurrently. {N} 5 credits

Joyce Palmer-Fortune, Fall 2009
Nalini Easwar, Spring 2010
Offered both semesters each year

117 Advanced General Physics I
A more mathematically advanced version of PHY 115. Prerequisites: MTH 114 (Calculus: Effective Computation and Power Series) OR corequisite MTH 112 (Calculus II) or permission of the instructor. Students cannot receive credit for both PHY 115 and 117. {N} 5 credits

Doreen Weinberger
Offered both semesters each year

118 General Physics II
A continuation of 115/117. Electromagnetism, optics, waves and elements of quantum physics. Prerequisite: 115/117 or permission of the instructor. {N} 5 credits

Nathanael Fortune, Fall 2009
Joyce Palmer-Fortune, Spring 2010
Offered both semesters each year

210/EGR 201 Mathematical Methods of Physical Sciences and Engineering I
Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, integral transforms. Prerequisites: MTH 111 and 112 or the equivalent. {N/M} 4 credits

Gary Felder
Offered both semesters each year

211/EGR 202 Mathematical Methods of Physical Sciences and Engineering II
Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211, and 212 or permission of the instructor. {N/M} 4 credits

Malgorzata Zielinska-Pfabé
Not offered 2009–10

318 Electricity and Magnetism
Electrostatic fields, polarization, magnetostatic fields, magnetization, electrodynamics and electromagnetic waves. Prerequisite: 115/117 and 118, 210 or permission of the instructor. {N} 4 credits

Piotr Decowski
Offered every Fall

317/EGR 317 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115/117, 118, 210 or permission of the instructor. {N} 4 credits

Doreen Weinberger
Offered every Spring

217 Modern Physics I
The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115/117 and 118 or permission of the instructor. {N} 4 credits

Piotr Decowski
Offered Spring 2010

218 Modern Physics II

Not offered 2009–10
240 Electronics
A semester of experiments in electronics, with emphasis on designing, building and trouble shooting circuits. Discrete electronic components: diodes, transistors and their applications. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: 115/117 and 118 or permission of the instructor. (N) 4 credits

Nalini Easwar
Offered every Fall

250 Intermediate Physics Laboratory
This is a laboratory course in which students perform advanced experiments covering topics of modern physics: properties of subatomic particles, atomic structure, measurements of fundamental constants (speed of light, Planck’s constant), and other topics from condensed matter physics and modern optics. Students can select up to 4 modules from the pool of experiments, prepare equipment for the chosen experiment, perform measurements, analyze data and write the final report. Each module lasts three weeks. Prerequisites: PHY 115/117, PHY 118, PHY 217, or equivalent. May be repeated for credit up to a maximum number of 8 credits. Enrollment limited to 8. (E) {N} 1–4 credits

Piotr Decowski
Offered Fall 2009

300 Current Topics In Physics
For this course we will read articles and attend talks on diverse topics in physics. The emphasis will be put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 217. Restricted to juniors and seniors. (N) 2 credits

Nalini Easwar
Offered Fall 2009

327 Quantum Mechanics
The formal structure of nonrelativistic quantum mechanics, including operator methods. Solutions for a number of potentials in one dimension, and for central potentials in three dimensions, including spin. Prerequisites: 210, 317 and 217. (N) 4 credits

Gary Felder
Offered every Spring

337 Advanced Quantum Mechanics
A continuation of PHY 327. Applications of nonrelativistic quantum mechanics to systems of identical particles; perturbation theory analysis. Prerequisite: PHY 327. (N) 2 or 4 credits

Not offered 2009–10

319 Thermal Physics
Statistical mechanics and introduction to thermodynamics. Prerequisites: 210, 317, 217 or permission of the instructor. (N) 4 credits

Nathanael Fortune
Offered every Fall

360 Advanced Topics in Physics
Selected special topics which will vary from year to year; typically some subset of the following: cosmology, general relativity, nuclear and particle physics, optics, solid state physics. Prerequisites: 210, 318, 217; strongly recommended: 327. (N) 4 credits

Not offered 2009–10

400 Special Studies
By permission of the department.
1 to 4 credits
Offered both semesters each year

The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Gary Felder, Małgorzata Zielinska-Pfabé, Doreen Weinberger

Physics is a fundamental discipline that is rapidly evolving as new tools open up new areas of study. A foundation in physics opens the gateway to multiple career options in physics and related fields including astrophysics, applied physics and engineering, geophysics, environmental studies, mathematics, chemistry, metrology, biophysics and medicine.
The undergraduate physics curriculum at Smith stresses the fundamental principles, concepts and methods of physics with emphasis placed on analytical reasoning, problem-solving, and the critical evaluation of underlying assumptions in theory and experiment. Built around the core courses that achieve this goal, the major allows options within the requirements that provide flexibility to students primarily interested in interdisciplinary applications of physics. The PHY courses in the requirements are intended for students interested in pursuing graduate work in physics, astrophysics and allied fields. The EGR course options serve students primarily interested in the applied aspects of physics, the CHM options serve students primarily interested in materials science and chemistry, and the GEO options serve students interested in earth science.

The requirements for the major are as follows:

PHY 115/117, PHY 118
PHY 210, PHY 318, PHY 317, PHY 217
PHY 218 or EGR 271 or EGR 272 or GEO 221
PHY 240 or EGR 220
PHY 250 (at least 4 credits) or CHM 347
PHY 319 or EGR 290 or CHM 332
PHY 300, PHY 327 and one additional 300-level physics course PHY 328, 337, or 360

Some courses in AST, BIO, CHM, EGR, and GEO may be used to replace the 300-level physics elective, including AST 330, 335, 337, 352; CHM 335, 337, 338, 395; EGR 302, 312, 320, 327, 373, 380; BIO 308–309; GEO 309. Students are advised to check with members of the physics department to choose the appropriate options; other courses may qualify, with permission of the department.

Students planning graduate study in physics are also advised to take as many 300-level physics courses as possible. Students should also acquire a facility in computer programming and numerical analysis, and complete a machine shop project.

The Minor

Advisers: Members of the department

The minor consists of: 115/117, 118, 217 and at least two additional 200- or 300-level courses from the list of major requirements above.

Honors

Director: Malgorzata Zielinska-Pfabé

432d Honors Project

12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Presidential Seminars

Presidential Seminars (PRS) are interdisciplinary seminars that provide advanced students (juniors and seniors) with an opportunity to grapple with complex, challenging problems that require multiple disciplinary perspectives and methods to analyze them. These seminars enable juniors and seniors to bring to bear their talents and apply their acquired knowledge to problems of significance.

**PRS 301 Translating New Worlds**
This course investigates how New World explorations were translated into material culture and patterns of thought in early modern Europe and the Americas (1500–1750). Focusing upon geographies, “anthropologies,” material objects, and pictorial and written records, students analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (chocolate and silver, sugar and feathers) to published narratives and collections of objects made in New Spain, New England and New France. In addition to initial 16th-century contacts, we discuss cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. This seminar welcomes students who are interested in art history, literature, history, anthropology or the history of science. Reading knowledge of one relevant European language (French, German, Italian, Portuguese or Spanish) strongly recommended. Enrollment limited to 15 juniors and seniors. (E) {A/H/L} 4 credits

Dana Leibsohn (Art) and Ann Jones (Comparative Literature)
Offered Spring 2010

**PRS 302 Whose Voice? Whose Tongue? The Indian Renaissance and Its Aftermath**
The Indian Renaissance in the mid-19th century represented a resurgence of interest in and development of classical Indian culture and learning. It also involved an explosion of new art, political and social movements and philosophy arising from the confluence of indigenous Indian ideas and imports brought by British colonialists and foreign-returned Indians who traveled in the context of the colonial situation. The ferment generated by the renaissance fueled the Indian independence movement and is the context against which contemporary Indian society is constituted. We will examine India’s vast contributions to contemporary world culture against the backdrop of this fascinating period, reading the philosophy, art, theatre, poetry, politics and religious texts this period produced. Prerequisites: at least two intermediate-level courses either in philosophy or south Asian history, including Indian history, literature, art or philosophy. Enrollment limited to 15 juniors and seniors. (E) {L/H} 4 credits

Jay Garfield and Nalini Bhushan (Philosophy)
Offered Fall 2009

**PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well–Being**
What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course will be the notion of “happiness,” its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105. Enrollment limited to 15 juniors and seniors. (E) {S/N} 4 credits

Philip Peake (Psychology) and Jamie Hubbard (Religion)
Offered Fall 2009

**PRS 305 Cultural Literacy**
This seminar investigates the interdisciplinary knowledge and critical skills that we need in order to understand the cultures we inhabit. The heart of our work is to consider a selection of resonant artifacts and icons from U.S. cultural history, and learn, as a result, how shared social meanings are created, commodified and contested. Prerequisites: an introductory or methods course in AAS, AMS, SWG, and/or prior coursework in
any department focusing on race, gender and culture. Enrollment limited to 15 juniors and seniors. (E) 4 credits

Kevin Quashie (Afro-American Studies) and Susan Van Dyne (Study of Women and Gender)
Offered Spring 2010

**PRS 306 Beowulf and Archaeology**
The Old English poem Beowulf survives in a single fire-scorched manuscript copied around the year 1000, telling of the last king of a lost tribe once living in southern Sweden. It may be the most expressive document we possess for the cultural world of northern Europe after the fall of Rome, but no one knows when, where, by whom, or for whom it was first composed, whether it reflects ancient legendary traditions or more recent literary art. Our confidence in the historicity of Beowulf has been greatly enhanced in recent years by the discovery of a rich ship burial at Sutton Hoo in East Anglia, a huge timber hall at Lejre in Denmark and other finds. We will examine the obscure world of this old poem in the light of its emerging material context. Enrollment limited to 12 juniors and seniors. (E) 4 credits

Craig R. Davis (English)
Offered Spring 2010

**PRS 307 Asian Americans and the Law**
How has the legal system of the United States defined the category of people we know as Asians and Asian Americans? In this seminar we will explore Asian immigration, citizenship eligibility, and the development of Asian American identity by studying how Asians and Asian Americans themselves negotiated their status and rights as lawyers, judges, scholars or litigants. We will analyze judicial opinions, laws, historical writings, literary responses and academic studies. Previous coursework in Asian American history, sociology, literature, or government is recommended, though any junior or senior with an interest in the law and American society would be welcome. Enrollment limited to 15. (E) 4 credits

Floyd Cheung (English Language and Literature) and Georgia Yuan (General Counsel)
Offered Spring 2010

**PRS 308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies**
Urban growth is inextricably linked to economic development, environmental impact, social change and political conflict. By 2050 world urban population will double from 3 billion to 6 billion. Rates of urbanization, problems associated with urban growth, and policies to address those vary substantially. The urban population in Japan and in Eastern Europe is projected to fall. In the U.S. and South America it is projected to increase by half. In Sub-Saharan Africa and India it is projected to triple. We will develop multidisciplinary case studies of 21st-century urbanization. Enrollment limited to 12 juniors and seniors majoring in social sciences. (E) 4 credits

Randall Bartlett (Economics)
Offered Fall 2009

**PRS 309 Art/Math Studio**
This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques—as well as several small written assignments will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) 4 credits

Pau Atela (Mathematics) and John Gibson (Studio Art)
Offered Spring 2010
**Psychology**

Visiting faculty and some lecturers are generally appointed for a limited term.  
Visit [www.smith.edu/catalog](http://www.smith.edu/catalog) for current course information.

**Professors**
- **2** Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
- **2** Peter A. de Villiers, Ph.D.
- Randy O. Frost, Ph.D.
- Fletcher A. Blanchard, Ph.D., Chair
- Mary Harrington, Ph.D.
- Philip K. Peake, Ph.D.
- **2** Patricia M. DiBartolo, Ph.D.
- Bill E. Peterson, Ph.D.

**Adjunct Professors**
- Maureen A. Mahoney, Ph.D.
- Marsha Kline Pruett, Ph.D., M.S.L.

**Associate Professors**
- Lauren E. Duncan, Ph.D.
- Maryjane Wraga, Ph.D.
- Nnamdi Pole, Ph.D.
- **1** Byron L. Zamboanga, Ph.D.

**Assistant Professor**
- Benita Jackson, Ph.D.

**Lecturers**
- Beth Powell, Ph.D.
- David Palmer, Ph.D.

**Assistant in Statistics**
- David Palmer, Ph.D.

**Research Associates**
- Robert Teghtsoonian, Ph.D.
- Martha Teghtsoonian, Ph.D.
- George Robinson, Ph.D.
- Peter Pufall, Ph.D.
- Michele T. Wick, Ph.D.

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**Bases for the Major**

**111 Introduction to Psychology**
An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Students must enroll in a discussion section. Discussion sections are limited to 22. *(N)* 4 credits

Maryjane Wraga, Director
Byron L. Zamboanga, Nnamdi Pole, Peter de Villiers

Offered Fall 2009

**PSY 190/MTH 190 Statistical Methods for Undergraduate Research**

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS statistical software for data analysis. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the Basis requirement. Students will not be given credit for both MTH 190/PSY 190 and any of the following courses: ECO 190, GOV 190, MTH 241, MTH 245 or SOC 201. Psychology majors have priority for enrollment in PSY 190. Enrollment limited to 40. *(M)* 4 credits

Philip Peake, Fall 2009
David Palmer, Spring 2010
Nicholas Horton, Spring 2010

Offered both semesters each year

**192 Introduction to Research Methods**
Introduces students to a variety of methods used in psychological research. All sections of this course will cover the basic methodological techniques of contemporary psychology such as observational, experimental and survey methods. Sections will differ in the particular content theme used to illustrate these methods. PSY 111 or equivalent is required for PSY 192 and it
is recommended that students take PSY 190/MTH 190 prior to enrolling in this course. Enrollments limited to 14 per section. \(N\) 4 credits

**Fall 2009**

*Lauren Duncan: Content theme: Gender and Personality*

*Benita Jackson: Content theme: Health*

*Jill de Villiers: Content theme: Language*

*Patricia DiBartolo: Content theme: Abnormal/Clinical*

**Spring 2010**

*Beth Powell: Content theme: Physiological/Animal Behavior*

*Bill Peterson: Content Theme: Personality and Development*

*Patricia DiBartolo: Content Theme: Abnormal/Clinical*

*Fletcher Blanchard: Content Theme: Social Psychology*

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### A. Brain and Cognition

#### 209/PHI 209 Philosophy and History of Psychology

An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. \(N\) 4 credits

*Jill de Villiers*

Offered Spring 2010

#### 210 Introduction to Neuroscience

An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Seniors require permission of the instructor. This course has no prerequisites. \(N\) 4 credits

*Adam Hall*

Offered Spring 2010

#### 213/PHI 213 Language Acquisition

The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100 or PHI 236 or permission of the instructor. \(N\) 4 credits

*Jill de Villiers*

Offered Fall 2009

### 215 Brain States

An exploration of how states of consciousness arise from differential brain activity. Analysis of neurological case studies, emotions, stress, genes and behavior. Associated writing assignments. Colloquium intended for sophomore and junior students. Enrollment limited to 20. \(N\) 4 credits

*Mary Harrington*

Offered Fall 2010

### 218 Cognitive Psychology

Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. \(N\) 4 credits

*Maryjane Wraga*

Offered Spring 2011

### 219 Cognitive Neuroscience

Cognitive neuroscience uses neuroimaging techniques such as PET and fMRI to examine issues related to the mind/brain. This course covers such topics as perception and encoding, cerebral lateralization and specialization, the control of action and executive function. Prerequisites: PSY 111; PSY 210 or PSY 221; PSY 221; or permission of the instructor. \(N\) 4 credits

*Maryjane Wraga*

Offered Spring 2010

### NSC 311 Neuroanatomy

A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 210 or 221, an introductory BIO course or permission of the instructor. Enrollment limited to 20. Laboratory sections limited to 10. \(N\) 5 credits

*Benjamin Rood*

Offered Fall 2009

### NSC 312 Seminar in Neuroscience

**Topic: Biological Rhythms**

Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230 and a course in statistics and permission of the instructor. Enrollment limited to 12. \(N\) 4 credits

*Mary Harrington*

Offered Fall 2009
314 Seminar in Foundations of Behavior

Cognition in Film
This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th-century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. {N} 4 credits
Maryjane Wraga
Offered Spring 2010

Autism Spectrum Disorder
This seminar discusses research on the neuro-cognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics will include the history of the diagnosis, the incidence of the disorders, cross-cultural conceptions of autism, studies of the underlying neural mechanisms, and the cognition and language of children with ASD. Prerequisites: One of PSY 213, PSY 233 or PSY 253 or permission of the instructor. {N} 4 credits
Peter de Villiers
Offered Spring 2010

319 Research Seminar in Biological Rhythms
Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms will be explored, with particular emphasis on fatigue and cancer. Prerequisites: PSY 190/MTH 190, PSY 192, one of PSY 221 or PSY 225 and permission of the instructor. Enrollment limited to 12. {N} 4 credits
Mary Harrington
Offered Fall 2010

B. Health and Physiology of Behavior

ESS 220 Psychology of Sport
An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive, and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111 {S} 4 credits
Tim Bacon
Offered Fall 2009

221 Physiology of Behavior
Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. {N} 4 credits
Beth Powell
Offered Fall 2009, Fall 2010

222 Psychopharmacology
This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry and effective treatments for drug abuse. Prerequisite: 210 or 221 or permission of the instructor. {N} 4 credits
Beth Powell
Offered Spring 2010, Spring 2011

224 Learning and Behavior Change: Methods, Theory and Practice
Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in a pigeon and will experiment with instructional technology with humans. Enrollment limited to 16. {N} 4 credits
David Palmer
Offered Fall 2009, Fall 2010

225 Health Psychology
Health psychology is a burgeoning field that examines associations between psychosocial factors and health. This course will provide a broad overview using the basic concepts, theories, methods and applications of health psychology. We will critically examine state-of-the-art research and as well as current gaps in knowledge to explore topics including: definitions of health and illness; stress and coping; health behaviors; how the mind influences specific physical health condi-
tions and vice versa; patient-practitioner relations; and
health promotion. Emphasis will be placed on the ways
psychological factors interact with the social, cultural,
economic and environmental contexts of health. (N/S)
4 credits
Benita Jackson
Offered Spring 2009, Spring 2011

324 Seminar: Society, Psychology and Health
Worldwide disparities in chronic physical health out-
comes (such as cancer and asthma) are growing as a
function of race/ethnicity, socioeconomic status, gender
and other social categories. To understand these and
related issues, we will examine the social distribution
of health and illness. We will focus on how environ-
ments—social, cultural and physical—shape psycho-
logical factors which in turn influence physical health.
Emphasis will be placed on critically evaluating and
applying primary empirical sources to a social change
project targeting the Smith campus and conducted in
teams. Prerequisite: PSY 192 or equivalent; or PSY 221,
224 or 225; or permission of the instructor. Enrollment
limited to 12. (N/S) 4 credits
Benita Jackson
Offered Fall 2009, Fall 2010

325 Research Seminar in Health Psychology
Topic: Issues in Mind/Body Medicine. Focusing on
the role of psychological processes, we will examine
the state of empirical support for various modalities
of healing physical health problems across allopathic
and complementary/alternative medicine perspectives.
Emphasis will be placed on critically evaluating cur-
rent research and designing appropriate future studies.
Recurrent psychological process themes across modal-
ities will be highlighted, e.g., the placebo effect, emotion
and the social context of healing. A previous course in
health psychology is recommended. Prerequisite: 192
or permission of the instructor. (N/S) 4 credits
Benita Jackson
Offered Spring 2009, Spring 2011

AAS 366 Seminar: Contemporary Topics in Afro-
Americana Studies
Topic: Stress and Coping of Black Women in the
United States. This interdisciplinary course will exam-
ine the stress and coping of black women in the U.S.
We will review definitions of stress and briefly examine
research on the psychosocial and physiological path-
ways through which it acts. We will explore the various
forms and sources of stress experienced by black wom-
en of the African Diaspora in the U.S., the multitude of
coping strategies employed by these women, and their
resilience in the face of such stress. Emphasis will be
placed on the ways in which psychological factors in-
teract with the social, cultural, economic, and environ-
mental contexts of stress and coping. This course will
examine multidisciplinary literature (e.g., psychology,
Afro-American studies, sociology, women’s studies) as
well as current knowledge gaps in this area. Prerequi-
site: AAS 111, PSY 111 or permission of the instructor.
Not offered in 2009–10

C. Culture and Development

PHI 210 Issues in Recent and Contemporary Philosophy
Topic: Philosophy and Children. Influenced by devel-
opmental psychology, we tend to think of children as
progressing toward adulthood in distinct stages that
make no room for philosophy. Yet children can be
creative philosophers. Engaging with them philosophi-
cally can help us get beyond the “deficit conception” of
childhood. (E) (S) 4 credits
Not offered in 2009–10

233 Child Development
A review of theory and research on specific developmen-
tal topics: children’s understanding of their physical
and social world, pretense and theory of mind, lan-
guage and reasoning. Viewed from biological, cognitive
and cultural perspectives. One observation period to be
arranged. (S/N) 4 credits
Peter de Villiers
Offered Spring 2010, Spring 2011

EDC 238 Educational Psychology
This course combines perspectives on cognition and
learning to examine the teaching-learning process in
educational settings. In addition to cognitive factors
the course will incorporate contextual factors such as
classroom structure, teacher belief systems, peer rela-
tionships and educational policy. Consideration of the
teaching-learning process will highlight subject matter
instruction and assessment. Prerequisite: a genuine
interest in better understanding teaching and learning.
Enrollment limited to 55. (S/N) 4 credits
Alan Rudnitsky
Offered Fall 2009
241 Psychology of Adolescence and Emerging Adulthood
Exploring adolescents’ developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy and intimacy in light of the major physical, cognitive and social changes of this phase. Emphasis will be given to cultural diversity issues and multicultural concepts in adolescent psychology and development. Prerequisite: PSY 111. \{S/N\} 4 credits
Byron L. Zamboanga
Offered Spring 2011

243 Adult Development
The study of adult lives from a life-span perspective. In addition to the psychology of aging we will investigate societal influences on aging. Topics include theories of the life-cycle, identity formation, the experience of growing older, personality stability, and psychological adjustment to the myths and realities of age. \{S/N\} 4 credits
Bill Peterson
Offered Fall 2009, Fall 2010

246 Colloquium: Psychology of Asian American Experiences
This course involves an intensive exploration of Asian American personal and cultural identities through psychological and literary analyses. What roles do factors like generation, migration, racism, gender and ethnicity play in the formation of identity? Psychological readings will be paired with literature to examine how insights from psychologists and creative writers contradict, illuminate and otherwise enliven our understanding of Asian American experiences. Enrollment limited to 18. \{S\} 4 credits
Bill Peterson
Offered Spring 2010, Spring 2011

247 Psychology of the Black Experience
Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the black experience. \{S/N\} 4 credits
Nnamdi Pole
Offered Spring 2010, Spring 2011

333 Seminar in Developmental Psychology
Topic: Identity in Psychology, Fiction and Autobiography. How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for theorists of identity, and we will consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Ishiguro. Prerequisite: permission of the instructor. \{N\} 4 credits
Bill Peterson
Offered Fall 2009, Fall 2010

335 Research Seminar in the Study of Youth and Emerging Adults
An introduction to research techniques and writing through the discussion of current research, and design and execution of original research in drinking behaviors and alcohol-related cognitions among high school and college students. Prerequisites: PSY 290, 241, 190, 192, 111 and permission of the instructor. \{N\} 4 credits
Byron L. Zamboanga
Offered Spring 2011

342 Seminar: Psychology of Adolescence and Emerging Adulthood among U.S. Hispanics
Adolescence is a time of dramatic development whereby young people experience multiple changes in their physical, psychological and social worlds. In the U.S., this age period presents adolescents with exciting opportunities for growth, as well as challenges to healthy development. In an attempt to broaden our understanding of developmental and cultural processes during adolescence, this course will examine the construct of ethnic identity and acculturation, as well as their relevance to psychosocial adjustment among Latino adolescents and emerging adults. Prerequisites: PSY 111, PSY 241, PSY 190/192. Enrollment limited to 12. (E) \{S\} 4 credits
Byron L. Zamboanga
Offered Spring 2011

D. Clinical and Abnormal

EDC 239 Counseling Theory and Education
Study of various theories of counseling and their application to children and adolescents in educational settings. \{S\} 4 credits
Sue Freeman
Offered Fall 2009
252 Abnormal Psychology
A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. Prerequisite: 111. {N} 4 credits
Randy Frost
Offered Fall 2009, Fall 2010

253 Child Clinical Psychology
Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 111 and 252 or 233 or permission of the instructor. {N} 4 credits
Patricia DiBartolo
Offered Spring 2010

254 Clinical Psychology
An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy and evaluation of the success of psychological interventions. Prerequisite: 111 and 252 or permission of the instructor. {N} 4 credits
Randy Frost
Offered Spring 2010

352 Seminar in Advanced Clinical Psychology
*Topic: Divorce as Family Transition.* Examination of research and clinical knowledge relevant to child and family transitions and adaptation following divorce. We will focus on risk and protective factors with a special focus on children, legal and psychological interventions and various roles for the mental health professional. Prerequisite: 111 and 252 or 254. Permission of the instructor required. {N} 4 credits
Marsha Kline Pruett
Offered Spring 2010

354 Seminar in Advanced Abnormal Psychology
*Topic: The Meaning of Possessions.* A seminar on the role of possessions in people's lives, especially as related to compulsive hoarding, a form of obsessive compulsive disorder. We will study the empirical research, theories of OCD and hoarding behavior, and efforts to develop treatments for this condition. Related constructs such as compulsive buying and acquisition, materialism, kleptomania, and psychopathologies of acquisition will also be addressed. Prerequisites: 252 or 254. Permission of the instructor required. {N} 4 credits
Randy Frost
Offered Fall 2009, Fall 2010

358 Research Seminar in Clinical Psychology
An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: 192 and 252 and permission of the instructor. {N} 4 credits
Patricia DiBartolo, Nnamdi Pole and Randy Frost
Offered Fall 2009, Spring 2010

E. Social, Personality and Gender

266 Psychology of Women and Gender
An exploration of the psychological effects of gender on females and males. We will examine the development of gender roles and stereotypes, and the impact of differences in power within the family, workplace and politics on women's lives and mental health. This course will emphasize how psychologists have conceptualized and studied women and gender, paying attention to empirical examinations of current controversies (e.g., biological versus cultural bases of gender differences). Prerequisite: PSY 111 or SWG 150. {S/N} 4 credits
Lauren Duncan
Offered Spring 2010, Spring 2011

269 Colloquium: Categorization and Intergroup Behavior
A broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition with emphasis on issues of race and ethnicity. We will encounter theories and research concerning the processes of self-and-other categorization, self-identity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 18. {S/N} 4 credits
Fletcher Blanchard
Offered Fall 2009, Fall 2010

270 Social Psychology
The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. Prerequisite: PSY 111 or PSY 269. {N} 4 credits
Fletcher Blanchard
Offered Fall 2009
271 Psychology of Personality
The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. \{N\} 4 credits
Philip Peake
Offered Fall 2009, Fall 2010

275 PHI 275 Topics in Moral Psychology
This course explores alternative approaches to central questions of moral psychology. How do people make moral judgments and decisions? What psychological processes are involved in morally evaluating people, actions, or social practices and institutions, and in morally motivating action? What roles do knowledge or reasoning play? What roles do emotions or feelings, such as compassion, love, guilt or resentment, play? How does morality develop in individuals? Is moral virtue a product of education? How does morality vary across individuals and cultures? Are there gender differences in moral development? Do non-human animals have moral capacities? Readings will include work by classical and contemporary philosophers, as well as recent work by psychologists, social scientists and biologists. (E) 4 credits
Ernest Alleva
Not offered 2009–10

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being
What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course will be the notion of “happiness,” its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105. Enrollment limited to 15 juniors and seniors. (E) \{S/N\} 4 credits
Philip Peake (Psychology) and Jamie Hubbard (Religion)
Offered Fall 2009

369 Research Seminar on Categorization and Intergroup Behavior
An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior among groups. Prerequisites: 192 and either 266, 269,
270, 271. Enrollment limited to 16. \{N\} 4 credits
Fletcher Blanchard
Offered Spring 2009, Spring 2011

370 Seminar in Social Psychology
Topic: Social Psychology of Leadership. A survey of contemporary theory and research regarding leadership and the exercise of power in social settings with special attention to approaches that emphasize the interaction of situational and dispositional concerns. Field observations. Prerequisite: 266, 270, 271 or 278. \{S/N\} 4 credits
Fletcher Blanchard
Offered Spring 2010, Spring 2012

371 Seminar in Personality
Topic: Well Being. A survey of current psychological research on the factors that contribute to a person’s sense of well-being. What are the components of happiness? What are the biological, personality and contextual factors that contribute to that happiness? How does a person’s sense of well-being influence health, relationships and other important life outcomes? Prerequisites: 270 or 271. \{S/N\} 4 credits
Philip Peake
Offered Spring 2010, Spring 2011

374 Psychology of Political Activism
Political psychology is concerned with the psychological processes underlaying political phenomena. This seminar focuses on people’s motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology and political science. We will consider accounts of some large-scale social movements in the U.S. (e.g., Civil Rights Movement, Women’s Movement, White Supremacy Movements). Prerequisite: 266, 270 or 271 and permission of the instructor. \{S/N\} 4 credits
Lauren Duncan
Offered Spring 2010, Spring 2011

375 Research Seminar on Political Psychology
An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right wing authoritarianism, group consciousness and political activism. Prerequisites: PSY 192 or GOV 190 and PSY 266, 270 or 271 and permission of the instructor. Enrollment limited to 16. \{N\} 4 credits
Lauren Duncan
Offered Fall 2009, Fall 2010
F. Advanced Courses

PSY 290/MTH 290 Research Design and Analysis
A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY190/MTH 190, PSY 192, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Students may not receive credit for both MTH 248 and PSY 290/MTH 290. Enrollment limited to 20. [M] 4 credits
Katherine Halvorsen, Fall 2009
David Palmer, Fall 2010
Offered Fall 2009, Fall 2010

400 Special Studies
By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department. 1 to 4 credits
Offered both semesters each year

The Major

Advisers: Members of the department

Adviser for Study Abroad: Fletcher Blanchard

Basis: 111, PSY 190/MTH 190 and 192 or NSC 230.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the basis. The basis must be completed before entering the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one track. Normally, breadth is achieved by selecting at least one course from four of the five curricular tracks, A–E. Depth is achieved by selecting at least three courses in a sub-

stantive track (A–E) or by a constellation of courses from more than one track that represents a focus important to the student and recognized by the department. Students are strongly advised to work with their major adviser to define their program of study for the major. One course in the track of depth must be a seminar. Although we discourage the use of the S/U option for courses in the major, students are allowed to take one non-basis course S/U. Basis courses must be taken using the regular grading option.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the department

Requirements: Six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the five tracks A–E. In addition, one of these four courses must be a seminar.

Honors

Director: Patricia DiBartolo

431 Honors Project
8 credits
Offered each Fall

432d Honors Project
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

**GOV 207 Politics of Public Policy**
A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. [S] 4 credits
*Donald Baumer*
Offered Fall 2009

**IDP 208 Women’s Medical Issues**
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media’s representation of women and gender bias in health care. An international perspective on women’s health will also be considered. [N] 4 credits
*Leslie Jaffe (Health Services)*
Offered Spring 2010

**220 Public Policy Analysis**
Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to “improve” policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. [S] 4 credits
*Randall Bartlett (Economics)*
Offered Fall 2010

**222 Colloquium: U.S. Environmental History and Policy**
Students will explore the human-environment relationship and its role in shaping U.S. history as well as informing current environmental regulation and policy. There are no prerequisites. There will be a midterm report on history as well as an end of the semester project in which the students will work in teams to develop and present an environmental policy. There will be some quizzes but no final exam. Extensive reading and class participation will be required. Enrollment limited to 20 students. [H/S] 4 credits
*Paul Newlin*
Offered Spring 2010

**ECO 284 Environmental Economics**
The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. [S] 4 credits
*Susan Stratton Sayre*
Offered Spring 2010
SOC 232 World Population
This course will introduce students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We will examine current populations trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with Environmental Science and Policy. [S] 4 credits
Leslie King
Offered Spring 2010

250 Race and Public Policy in the United States
Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220a or a course in American government. [S] 4 credits
Randall Bartlett
Offered Fall 2009

GOV 306 Seminar: Politics and the Environment
Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. [S] 4 credits
Donald Baumer
Offered Spring 2010

EGR 330 Engineering and Global Development
This course examines the engineering and policy issues around global development, with a focus on appropriate and intermediate technologies. Topics include water supply and treatment, sustainable food production, energy systems, and other technologies for meeting basic human needs. Students will design and build a prototype for an intermediate technology. Restricted to students with junior standing in engineering or those who have obtained the instructor's permission. Enrollment limited to 12. Offered in alternating years. (E) [N] 4 credits
Donna Riley
Offered Spring 2010

ECO 343 Seminar: The Economics of Global Climate Change
Because global climate change has the potential to affect every person in every country—with the possibility of catastrophic consequences—it is natural to ask why it is happening, and what can or should be done about it. In this course, we will examine the sources of economic inefficiency causing climate change and study the tradeoffs associated with slowing the process. How do policy options to slow climate change compare with respect to efficiency criteria? How do they affect equity domestically, internationally and intertemporally? In addressing these and other questions which inform the debate on climate change policy, we will also examine the importance of political and strategic considerations, and the rate of technical change. Prerequisites: ECO 190 and ECO 250. (E) [S] 4 credits
Not offered 2009–10

ECO 351 Seminar: The Economics of Education
Why does college cost so much? What is the state of America’s public schools, and what can be done to improve them? In this course we will study these questions and others related to the economics of primary, secondary and higher education. We will develop models of educational choice (is schooling an investment or a signal?), analyze the role for government in the market for education (should it provide financial support for schools?), and study the implications of institutional policies, including preferential admissions, tenure and governance procedures, and endowment spending rules as they are practiced in America’s universities. Prerequisites: ECO 190 and 250. [S] 4 credits
Not offered 2009–10

390 Senior Public Policy Workshop
An assessment of current policy controversies undertaken as group projects. Policy recommendations made by groups should be based on both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. [S] 4 credits
To be announced
Offered Spring 2010

400 Special Studies
By permission of the director. Variable credit
Offered both semesters each year
The Minor

**Director:** Donald Baumer, Professor of Government

**Advisers:** Randall Bartlett (Economics); Donald Baumer (Government); Deborah Haas-Wilson (Economics)

**The minor consists of six courses:**

- GOV 207 or PPL 220
- Any two public policy electives;
- Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);
- PPL 390 or an alternate selected in consultation with a minor adviser.
The following courses engage students in quantitative analysis. Note, some may have prerequisites.

**AST 100 A Survey of the Universe**
Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for non-science majors. \{N\} 4 credits
Suzan Edwards
Offered Fall 2009

**AST 103 Sky II: Telescopes**
View the sky with the telescopes of the McConnell Rooftop Observatory, including the moon, the sun, the planets, nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinates and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section. \{N\} 2 credits
James Lowenthal, Meg Thacher
Offered Fall 2009

**BIO 110 Introductory Colloquia: Life Sciences for the 21st Century**
*Women and Exercise—What Is Really Going On in Our Muscles (Q, R, L)*
Muscle is a very plastic tissue and responds to environmental changes and stresses in ways we don’t even notice. It atrophies from disuse, hypertrophies from weight lifting and is constantly changing in response to daily exercise. In this course we will explore the effects of exercise on ourselves. With the aid of various microscopies, we will examine different muscle cell types. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. \{N\}
Stylianos Scordilis
Offered Fall 2011

**CHM 111 Chemistry I: General Chemistry**
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 60 per lecture section, 16 per lab section. \{N\} 5 credits
Members of the department
Laboratory Coordinator: Maria Bickar
Offered Fall 2009, Fall 2010

**CHM 118 Advanced General Chemistry**
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 as well as replace both CHM 111 and CHM 224. A student who passes 118 cannot take either
111 or 224. Enrollment limited to 32.  

**ECO 150 Introductory Microeconomics**

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty.  

- **N** 5 credits
- Robert Linck
- Laboratory Coordinator: Heather Shafer
- Offered Fall 2009, Fall 2010

**ECO 153 Introductory Macroeconomics**

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages.  

- **S** 4 credits
- Members of the department
- Offered both semesters each year

**ECO 190 Introduction to Statistics and Econometrics**

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: 150 and 153 recommended.  

- **S/M** 4 credits
- Robert Bucbele, Elizabeth Savoca
- Offered both semesters each year

**EGR 101 Structures and the Built Environment**

This course, designed for a general audience, examines the development of large structures (towers, bridges, domes) throughout history with emphasis on the past 200 years. Following the evolution of ideas and materials, it introduces students to the interpretation of significant works from scientific, social and symbolic perspectives. Examples include the Brooklyn Bridge, the Eiffel Tower and the Big Dig.  

- **N** 4 credits
- Andrew Guswa
- Not offered 2009–10

**EGR 102/HSC 211 Ancient Inventions**

The dramatic pace of technological change in the 20th century obscures the surprising fact that most of the discoveries and inventions on which modern societies have been constructed were made in prehistoric times. Ancient inventions tell detailed stories of complex knowledge for which no written records exist. In the first part of the course, we will survey what is known about the technology of daily life in several very ancient societies. In the second part, we will study one important technology, the production of textiles, in detail. During the third part of the course students will work on group projects in the Science Center machine shop, reconstructing an ancient invention of their choice.  

- **H/N** 4 credits
- Not offered 2009–10

**ESS 175 Applied Exercise Science**

An experiential course designed to introduce students to applied exercise physiology and kinesiology. Energy expenditure, energy systems, aerobic power, exercise fuels, effort perception, applied anatomy, and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20.  

- **N** 2 credits
- James Johnson
- Offered Fall 2009

**ESS 215 Physiology of Exercise**

Exercise, sport and outdoor activities all require energy to perform. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences are the methodology. Prerequisite: BIO 114, 111, or permission of the instructor. This course also counts toward the major in biology.  

- **N** 4 credits
- James Johnson
- Not offered 2009–10

**FYS 136 People and the American City: Visual Display of Complex Information**

An introduction to the graphical representation of quantitative ideas. Jane Jacob’s classic conception of the way cities affect people and William H. White’s pioneering approach to capturing information about the behavior of people in urban spaces will guide our exploration of the dynamic processes and relationships involving people in cities. Lecture, computing labs,
Quantitative Courses for Beginning Students

field observation and discussion. Enrollment limited to 16. **Quantitative Skills.** 4 credits

*Fletcher Blanchard (Psychology)*

*Not offered 2009–10*

**GOV 190 Empirical Methods in Political Science**
The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. {S/M} 4 credits

*Howard Gold*

*Offered Spring 2010, Spring 2011*

**MTH 101/QSK 101 Algebra**
This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive environment for learning or reviewing, as well as applying, pre-calculus mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of current media sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors {M} designation. 4 credits

*Catherine McCune*

*Offered Fall 2009, Spring 2010*

**MTH 102 Elementary Functions**
Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. {M} 4 credits

*Mary Murphy*

*Offered each Fall*

**MTH 107 Statistical Thinking**
An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students will design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} 4 credits

*To be announced*

*Offered Fall 2009*

**MTH 111 Calculus I**
Rates of change, differential equations and their numerical solution, integration, differentiation, and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. {M} 4 credits

*Members of the department*

*Offered both semesters each year*

**MTH 190/PSY 190 Statistical Methods for Undergraduate Research**
An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description, and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS statistical software for data analysis. This course satisfies the Basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the Basis requirement. Students will not be given credit for both MTH 190/PSY 190 and any of the following courses: ECO 190, GOV 190, MTH 245, or SOC 201. {M} 4 credits

*Nicholas Horton, Katherine Halvorsen, David Palmer, Philip Peake*

*Offered both semesters each year*

**SOC 201 Evaluating Information**
An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. {M} 5 credits

*Nancy Whittier*

*Offered Fall 2009, Fall 2010*
**SOC 202 Quantitative Research Methods**
This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we will discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201.

**[S/M]** 4 credits

*Tina Wildhagen*

Offered Spring 2010, Spring 2011
Religion

100-level courses are open to all students. They are either broad-based introductory courses that address multiple traditions or colloquia that have a more narrow focus and limited enrollments.

200-level courses are specific to a tradition or methodology. These courses are open to all students and do not have prerequisites, unless otherwise indicated.

300-level courses have prerequisites as specified. A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning to major or minor in religion. For more information on language study, see “Language Courses.”

100-Level Courses

Introduction to the Study of Religion

105 An Introduction to World Religions
An exploration of the religious texts and practices of major traditions (Hindu, Buddhist, Chinese, Jewish, Christian, Islamic) as well as those of smaller, more localized communities. Diverse forms of classical and contemporary religious experience and expression are analyzed through texts, rituals and films as well as through fieldwork. Consideration will also be given to the role of religion in the American public sphere and in current world events. (H) 4 credits
Lois Dubin, Suleiman Mourad, Carol Zaleski
Offered Fall 2009

110 Colloquia: Thematic Studies in Religion
Directed discussion of themes and approaches to the study of religion. Recommended for upper-level as well as first-year students. 4 credits

Women Christian Mystics’ Theology of Love
This course studies the mystical writings of Hildegard of Bingen, Hadewijch, Julian of Norwich, and Teresa of Avila, and their relevance to contemporary spirituality. Focus on their life journeys in terms of love, creativity, healing and spiritual leadership. Occasional films and music. (H)
Elizabeth Carr
Offered Spring 2010

FYS 174 The Muslim World in the Age of the Crusades: Encounters, Influences and Lasting Legacies
An exploration of the religious, political, social and cultural impact of the Crusades on the Muslim World from 1095 CE until the present day. Special attention to the variety of Muslim reactions to the Crusades, to the effects of the Crusades on the course of Islamic history and religious thought, and to cross-cultural interactions and influences. The enduring legacy of the Crusades in modern times including the rise of religious
discourses that were foundational for the perception and treatment of the “other” in Christian and Muslim cultures. Religious and historical texts, films, novels. *(H) 4 credits
Suleiman Mourad (Religion)
Offered Fall 2009

200-Level Courses

No prerequisites unless specified.

Religious Studies: Critical and Comparative

200 Colloquium: Approaches to the Study of Religion
Topic: Manufacturing Religion. This course is an introduction to various approaches that have characterized the modern and postmodern critical study of religion. The course explores the development of the field as a whole and its interdisciplinary nature. The first part of the course focuses on approaches found in disciplines such as anthropology, sociology, psychology and phenomenology. The second part examines the application of these approaches to the study of particular religious phenomena. *(H/S) 4 credits
Andy Rotman
Offered Fall 2009

202 Religion and Folklore
This course offers a thematic inquiry into the folk dimension of religious life. Using the tools of folklorists to examine cross-cultural ethnographic material, we will explore how ordinary people “on the ground” make religious meaning of time (calendar customs, the life cycle), space (material culture, the natural world and the built environment) and embodiment (foodways, adornment, health and healing). *(E) *(H/L) 4 credits
Jody Shapiro
Offered Fall 2009

205 Philosophy of Religion
Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James and others. *(H) 4 credits
Carol Zaleski
Offered Spring 2010

208 The Inklings: Religion and Imagination in the Works of C.S. Lewis, J.R.R. Tolkien and Their Circle
The Inklings were a group of Oxford intellectuals who met in the Magdalen College rooms of the literary historian, apologist and fantasist C.S. Lewis to read aloud and discuss their works in progress *(The Lord of the Rings, Out of the Silent Planet, All Hallow’s Eve, among others). This course examines the Inklings’ shared concerns, among them mythology, philology, recovery of the Christian intellectual tradition and resistance to “the machine.” Readings include essays and letters by Tolkien, Lewis, Charles Williams, Owen Barfield and quasi-Inkling Dorothy Sayers, as well as selections from their major works of fiction, theology and criticism. Enrollment limited to 25. *(H/L) 4 credits
Carol Zaleski
Offered Spring 2010

Biblical Literature

Students interested in biblical literature are best served by beginning their course of study with either Introduction to the Bible I (Rel 210) or Introduction to the Bible II (Rel 215) before proceeding to more specialized 200-level courses or seminars within this area. Rel 210 and 215 are general introductions to the critical study of the Bible and are open to all students including first-years.

210 Introduction to the Bible I
The Hebrew Scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. *(H/L) 4 credits
Joel Kaminsky
Offered Fall 2010

215 Introduction to the Bible II
The literature of the New Testament in Jewish and Greco-Roman context. This course will emphasize literary genre, images of gender and social hierarchy, and continuity with and distinction from Greco-Roman Jewish texts. Enrollment limited to 25. *(H/L) 4 credits
L. Scott Brand
Offered Fall 2009

216 Topics in Biblical Studies
Topic: Archaeology and the Bible. This course explores the material culture of the peoples who lived in ancient
Palestine from the Israelite through Roman-Byzantine eras (c.1000 B.C.E. to 640 C.E.). We will consider the latest archaeological finds from Israel and the Mediterranean basin, including the ruins of great cities, temples, ancient churches and synagogues, and colorful mosaic artwork. Special attention will be given to a critical evaluation of the ways that archaeology can—and cannot—illuminate the key people, places, and events mentioned in biblical and post-biblical texts. {L/H} 4 credits

Gregg Gardner
Offered Fall 2009

Jewish Traditions

221 Jewish Spirituality: Philosophers and Mystics
The rise of Jewish philosophy and mysticism (Kabbalah) in the Islamic world and in medieval Spain and the development of these theological and intellectual trends as decisive influences upon all subsequent forms of Judaism. Analysis of Jewish philosophy and mysticism as complementary yet often competing spiritual paths. Expressions of philosophy and mysticism in individual piety, popular religious practice and communal politics. Readings from Maimonides, the Zohar and other major works, as well as personal documents of religious experience and thought. All readings in English. {H} 4 credits
Lois Dubin
Offered Fall 2009

REL 225/ JUD 225 Jewish Civilization
A grand sweep of core narratives and beliefs that have animated Jews and Judaism from antiquity to the present. Readings from the classical library of Jewish culture (Bible, Talmud, midrash, Passover Haggadah, mystical and philosophical works, Hasidic tales) and from modern Jewish literature, thought and popular culture. Focuses on dynamics of religious, cultural and national reinvention at specific moments and places in Jewish history. {H/L} 4 credits
Justin Cammy
Offered Spring 2011

Christian Traditions

237 Colloquium: Christianity and Culture
Topic: Gnostic Christianity. The literature of the various Gnostic sects within ancient Christianity, as evidenced by writings from the Nag Hammadi manuscript discovery and other sources. Particular attention to continuities with ancient Greek philosophy, and with other sapiential and apocalyptic traditions, both Jewish and Christian. (E) {H/L} 4 credits
L. Scott Brand
Offered Fall 2009

Islamic Traditions

246 Islamic Thought and the Challenge of Modernity
Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. {H} 4 credits
Suleiman Mourad
Offered Spring 2010

247 The Qur’an
The Qur’an, according to the majority of Muslims, is God’s word revealed to Muhammad through angel Gabriel over a period of 22 years (610–632 CE). This course will introduce students to Islam’s scriptural text: its content, form, structure and history. It will also situate the Qur’an in the larger frame of the genre of Scripture: What does it mean for a text to be revealed? Study of the Qur’an as a seventh-century product, as well as the history of reception of this text. Analysis of its varying impact on the formulation of Islamic salvation history, law and legal theory, theology, ritual, intellectual trends and art and popular culture. {H/L} 4 credits
Suleiman Mourad
Offered Spring 2010

Buddhist Traditions

260 Buddhist Thought
Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment as revealed in a careful reading of two major Mahayana texts. Enrollment limited to 35. {H} 4 credits
Peter N. Gregory
Offered Fall 2009

264 Buddhist Meditation
This course will explore classical and contemporary forms of Buddhist meditation theory and practice. It will examine both classical formulations and contemporary expositions with an eye to seeing how the theory
and practice of Buddhist meditation are being adapted to fit the needs of people today. Enrollment limited to 25. {H} 4 credits

Peter N. Gregory
Offered Fall 2009

265 Colloquium in East Asian Religions
Topic: Chinese Religions. The course will explore some of the basic orientations and themes in Chinese religions by focusing on two clusters of stories, practices and images that are central to understanding the evolution of Chinese Buddhism. First we will examine the transformation of the Indian Buddhist bodhisattva Avalokiteśvara into the Goddess of Mercy Guanyin by investigating how Buddhist canonical sources and imagery interacted with Chinese notions of gender, family, filial piety and cosmic resonance to produce the most widely revered deity in Chinese religion. We will then examine various practices for feeding hungry ghosts associated with Mulian’s (Maudgalyāyana) travel to hell to save his mother, which we will explore within the broader context of indigenous beliefs and practices concerning ancestors, the dead, mortuary practice and shamanic journeys. The course will use these two “case studies” to reflect on broader themes of how Chinese Buddhism both transformed and was transformed by Confucianism, Daoism and popular religious culture. {H} 4 credits

Peter N. Gregory
Offered Spring 2010

South Asian Traditions

275 Religious History of South Asia: Ancient to Medieval
This course is an introduction to the literature, thought and practice of religious traditions in India, from ancient times to the classical period. Readings will include materials from the Vedas, Upanishads, and epics, from plays and poetry, as well as Buddhist and Jain literature. Particular consideration will be given to the themes of dharma, karma, love and liberation. {H} 4 credits

Andy Rotman
Offered Fall 2009

Religion in the Americas

224 Jews and Judaism in the Americas
A survey of Jewish history and culture from the arrival of Jews in the colonial empires in South, Central and North America (16th–17th centuries) through the era of mass immigration to the U.S., Canada and Argentina (late 19th–early 20th centuries) to the present day. How did Jews adapt and contribute to New World societies, and what distinctive patterns of Jewish religion, culture, and politics have emerged in the Americas? {H} 4 credits

Lois Dubin
Offered Spring 2010

266 Buddhism in America
Almost fifty different Buddhist groups can be found within a 20-mile radius of the Smith campus. This class will explore the way Buddhism is practiced and conceptualized by some of the more prominent and representative groups in the area as a perspective from which to reflect on the broader phenomenon of Buddhism in America. It will involve participant observation, field trips and class visits from some of the area teachers. Enrollment limited to 25 students. {H} 4 credits

Peter N. Gregory
Offered Spring 2010

300-Level Courses

Prerequisites as specified.

301 Seminar: Topics in Philosophy of Religion
Topic: The Catholic Philosophical Tradition. Faith and reason, worship and the intellectual life, the dignity of the human person, and the beatific vision according to major Catholic thinkers. Readings from Augustine, Anselm, Aquinas, Pascal, John Henry Newman, G.K. Chesterton, Simone Weil, Karol Wojtyla (Pope John Paul II) and others. Prerequisite: previous coursework in religion or philosophy or permission of the instructor. {H} 4 credits.

Carol Zaleski
Offered Fall 2009

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being
Presidential Seminar: What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course will be the notion of “happiness,” its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105.
Enrollment limited to 15 juniors and seniors. (E) {S/N} 4 credits

Philip Peake (Psychology) and Jamie Hubbard (Religion)
Offered Fall 2009

320 Seminar: Jewish Religion and Culture

Topic: Jewish Women’s History: An exploration of Jewish women’s changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. {H} 4 credits

Lois Dubin
Offered Spring 2010

360 Seminar: Problems in Buddhist Thought

Topic: Enlightenment. Buddhists the world over understand the Buddha as an enlightened being and Buddhahood as the highest goal of Buddhist practice, but there is little agreement beyond this. What do Buddhists know? Is enlightenment our innate nature or a nurtured quality? Is nirvana a state of joyous ecstasy or the elimination of all passions and pleasures? Can women be Buddhas? How can a Buddha simultaneously be free from all desire yet want to save all beings? Can Buddhas be found in the world today? Does this ideal still make sense in light of contemporary psychology? Is Prozac easier and faster than meditation? We will explore contemporary views of Buddhahood as well as earlier ideas drawn from the classical Theravada, Tibetan and East Asian traditions. Prerequisite: one course in Buddhist traditions or permission of the instructor. {H} 4 credits

Jamie Hubbard
Offered Spring 2010

400 Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits

Offered both semesters each year

408d Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits

Full-year course; Offered each year

Language Courses

Students who take an introductory course in an ancient or modern language and who complete an advanced course in religious texts of that language (e.g. REL 295, 296, 297 and Special Studies) will receive up to two course credits toward the religion major for the introductory course in addition to the credit received for the advanced course (counted in courses 7–10). Students interested in pursuing courses at an advanced level in a particular language should contact the appropriate department member or their adviser directly.

Students may receive up to one course credit toward the major for the study of a language related to their area of concentration, with that course counted as an elective outside the department (courses 11–12).

The Major

Advisers: Lois Dubin, Peter N. Gregory, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

Adviser for Study Abroad: Peter Gregory

Requirements for Majors

12 semester courses are required. Courses counting toward the major may not be taken S/U.

Breadth (Courses 1–4)

A student will normally take four 200-level courses in the religion department choosing one each from four of the following six categories: (i) Biblical Literature; (ii) Jewish Traditions; (iii) Christian Traditions; (iv) Islamic Traditions; (v) Buddhist Traditions; (vi) South Asian Traditions. In fulfilling this requirement, a student may not count more than two courses in Biblical Literature, Jewish Traditions and Christian Traditions. A student may also count one of the broad-based departmental introductory courses (e.g., REL 105, REL 108) in place of one of these four courses.
Colloquium (Course 5)
A student will take Approaches to the Study of Religion (REL 200).

Seminar (Course 6)
A student will take a seminar in the religion department.

Depth (Courses 7–8 or 7–9)
A student will take three related courses, defined by religious tradition, geographical area, discipline or theme. Examples of possible concentrations are Bible and its subsequent interpretations, philosophy of religion, women and gender, religion and politics, religion and the arts, ritual studies and religion in America. In most cases, this will involve adding two more courses to one already counted, though in some cases, it may involve three courses independent of those counted above. In short, no more than one course from courses 1–6 can be counted toward this requirement. A student will define her concentration in consultation with her adviser, and then submit it to the departmental curriculum committee. A student may count any departmental course toward this requirement, but no more than one 100-level course. A student may also count one course taken outside the department toward this requirement.

Electives (Courses 9–12 or 10–12)
A student will take three or four additional religion courses to complete the twelve courses for the major. If no course outside the religion department has been used to count toward the depth requirement, a student may take two relevant courses outside the department as electives. If one outside course has been used to count toward the depth requirement, only one outside course may be taken as an elective. These courses are to be determined in consultation with the student's adviser.

Students should check current offerings by other programs and departments. Examples include:

ARH 212  Ancient Cities and Sanctuaries
ARH 352  Studies in Art History
CLS 227  Classical Mythology
GOV 224  Islam and Politics in the Middle East
GOV 323  Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
JUD 258  American Jewish Literature
MUS 220  Topics in World Music—Popular Music in the Islamic World

PHI 124  History of Ancient and Medieval Philosophy
Language course related to concentration

The Minor

Advisers: Same as for the major

Requirements for Minors
Five semester courses are required. Courses counting toward the minor may not be taken S/U. No course may be counted twice toward the fulfillment of the requirements.

Breadth (Courses 1–3)
A student will normally take three 200-level courses, choosing one each from three of the following six categories: (i) Biblical Literature; (ii) Jewish Traditions; (iii) Christian Traditions; (iv) Islamic Traditions; (v) Buddhist Traditions; (vi) South Asian Traditions. In fulfilling this requirement, a student may not count more than two courses in Biblical Literature, Jewish Traditions and Christian Traditions.

Electives (Courses 4–5)
A student will take two additional courses of her choice in the religion department.

Honors

Director: Peter N. Gregory

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

The religion department encourages majors to apply to the departmental honors program and engage in a significant research project of their own design. Students in the honors program develop, research, write, and defend a thesis in close consultation with a faculty mentor. For further details please contact the director of honors.
Russian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors

* Maria Nemcová Banerjee, Ph.D.
Alexander Woronzoff-Dashkoff, Ph.D., Chair

Senior Lecturer

Catherine Woronzoff-Dashkoff, A.B.

A. Language

Credit is not granted for the first semester only of an introductory language course.

100y Elementary Russian
Four class hours and laboratory. {F} 8 credits
Catherine Woronzoff-Dashkoff
Full-year course; Offered each year

220y Intermediate Russian
General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100y or the equivalent. {F} 8 credits
Catherine Woronzoff-Dashkoff
Full-year course; Offered each year

331 Advanced Russian
Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits
Catherine Woronzoff-Dashkoff
Offered Fall 2009

332 Advanced Russian
A continuation of 331. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331. {F} 4 credits
Catherine Woronzoff-Dashkoff
Offered Spring 2010

338 Seminar in Language and Literature
Advanced study of a major Russian literary text. {L/F} 4 credits

B. Literature

126 Readings in 19th-Century Russian Literature
Topic: Alienation and the Search for Identity. A study of the individual’s struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. {L} 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 2009

127 Readings in 20th-Century Russian Literature
Topic: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. {L} 4 credits
Alexander Woronzoff-Dashkoff
Not offered 2009–10
235 Dostoevsky
A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious, and political issues that inform Dostoevsky’s search for a definition of Russia’s spiritual and cultural identity. In translation. \(\{L\}\) 4 credits
Maria Banerjee
Not offered in 2009–10

237 The heroine in Russian Literature from The Primary Chronicle to Turgenev’s On The Eve
Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century), and the age of romantic realism. In translation. \(\{L\}\) WI 4 credits
Not offered in 2009–10

239 Major Russian Writers

Russian Culture, Literature and Art
A study of Russian culture from medieval times to the present through its major writers. Emphasis will be given to artistic, historical, geographical, social and spiritual forces in the development of Russian culture. Course material will include primary texts as well as audio-visual presentations. Conducted in English. No prerequisites. \(\{L\}\) 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 2009

Women’s Memoirs and Autobiographical Writings in Russia
A study of Russian culture, history and literature through outstanding examples of women’s autobiographical writings from the 18th to the 20th century. The course will focus on issues of gender, class, race and disguise, among others. Authors to include Catherine II, Ekaterina Dashkova, Nadezda Durova, Marina Tsvetaeva, Anna Akhmatova, Evgeniia Ginzburg and Yelena Khanga. \(\{L\}\) 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 2009

340 Seminar in Russian Thought
Topic: A Double Vision: Heroine/Victim. We shall examine how the iconic status of woman as moral redeemer and social path breaker is shadowed by a
darker view of female self and sexuality in some representative works by male authors of the Russian nineteenth century. The primary texts are Pushkin’s Eugene Onegin, Turgenev’s On The Eve, Chernyshevsky’s What Is To Be Done?, Dostoevsky’s A Gentle Spirit and Tolstoy’s The Kreutzer Sonata. These novelistic narratives will be supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. \(\{F/L\}\) 4 credits
Maria Banerjee
Not offered in 2009–10

Cross-Listed Courses

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes’s Yvain, Shakespeare’s Antony and Cleopatra, Cervantes’ Don Quixote, Lafayette’s The Princesse de Clèves, Goethe’s Faust, Tolstoy’s War and Peace. Prerequisite: CLT 202/ENG 202. \(\{L\}\) WI 4 credits
Maria Banerjee, William Oram
Offered Spring 2010

CLT 305 The Philosophical Novel
This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th Century, the age of “terminal paradoxes.” Texts will include Dostoevsky’s Notes from the Underground, Kafka’s The Trial, Musil’s Man without Qualities, and Kundera’s The Joke, The Farewell Party and The Unbearable Lightness of Being. Maria Banerjee
Offered Spring 2010

404 Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits
Offered both semesters each year

408d Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits
Full-year course; Offered each year
The Majors

**Adviser for Study Abroad:** Alexander Woronzoff-Dashikoff

**Courses Elsewhere**

Courses in the Five-College consortium, on approved programs abroad, or at other institutions may count toward the major. A student's petition to count such a course must be approved by the major adviser and the Department of Russian. Normally, at least six of the courses toward the major shall be taken at Smith College.

**Russian Literature**

**Advisers:** Members of the department

**Basis:** 220y, 126 and 127

**Required courses:** 331 and 332 and one semester of 338 and two of the following: 234, 235, 236, 237, 238, 239, CLT 223, CLT 305, CLT 203

**One required seminar:** 340, 346, HST 340, REL 335

**Strongly recommended:** HST 239, HST 245, HST 247 and REL 236

**Russian Civilization**

**Advisers:** Members of the department

**Basis:** 220y

**Required courses:** 331 and 332 and two of the following: 126, 127, 234, 235, 237, 238, 239, CLT 223, CLT 305, CLT 203 and three of the following: ECO 209, GOV 223, HST 239, HST 240, HST 245, HST 247, REL 236

**One required seminar:** 340, 346, ECO 309, HST 340, REL 335

**Strongly recommended:** 338

**Honors**

**Director:** Maria Nemcová Banerjee

**431 Honors Project**

8 credits

Full-year course; Offered each year

**Russian Literature or Russian Civilization**

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester), except in biology, which has a three semester core series (BIO 150-155). Physics offers basis courses for students with differing backgrounds. Hence, after consulting with a faculty member, beginning students may choose between two physics courses PHY 115 and 117. Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

**AST 100** A Survey of the Universe  
**AST 102** Sky I: Time  
**AST 103** Sky II: Telescopes  
**AST 111** Introduction to Astronomy  
**AST 113** Telescopes and Techniques  
**AST 215** History of Astronomy

**BIO 101** Modern Biology for the Concerned Citizen  
**BIO 103** Economic Botany: Plants and Human Affairs  
**BIO 110** Introductory Colloquia: Life Sciences for the 21st Century  
**BIO 120** Horticulture: Landscape Plants and Issues  
**BIO 121** Horticulture: Landscape Plants and Issues Laboratory  
**BIO 122** Horticulture  
**BIO 123** Horticulture Laboratory  
**BIO 150** Cells, Physiology and Development  
**BIO 151** Cells, Physiology and Development Laboratory  
**BIO 152** Genetics, Genomics and Evolution  
**BIO 153** Genetics, Genomics and Evolution Laboratory  
**BIO 154** Biodiversity, Ecology and Conservation  
**BIO 155** Biodiversity, Ecology and Conservation Laboratory

**CHM 100** Perspectives in Chemistry  
**CHM 108** Environmental Chemistry  
**CHM 111** Chemistry I: General Chemistry

**CSC 102** How the Internet Works  
**CSC 103** How Computers Work  
**CSC 104** Issues in Artificial Intelligence  
**CSC 105** Interactive Web Documents  
**CSC 111** Computer Science I  
**CSC 112** Computer Science II

**ESS 175** Applied Exercise Science  
**GEO 104** Global Climate Change: Exploring the Past, the Present and Options for the Future  
**GEO 105** Natural Disasters  
**GEO 106** Extraordinary Events in the History of Earth, Life and Climate  
**GEO 108** Oceanography: An Introduction to the Marine Environment  
**GEO 109** The Environment  
**GEO 111** Introduction to Earth Processes and History  
**FYS 134** Geology in the Field

**IDP 208** Women’s Medical Issues  
**MTH 102** Elementary Functions  
**MTH 105** Discovering Mathematics (Spring)  
**MTH 107** Statistical Thinking  
**MTH 111** Calculus I  
**MTH 190** Statistical Methods for Undergraduate Research

**PHY 100** Solar Energy and Sustainability  
**PHY 105** Principles of Physics: Seven Ideas that Shook the Universe  
**PHY 106** The Cosmic Onion: From Quantum World to the Universe  
**PHY 107** Musical Sound  
**PHY 108** Optics Is Light Work  
**PHY 115** General Physics  
**PHY 117** Advanced General Physics I  
**PHY 118** General Physics II  
**PSY 111** Introduction to Psychology

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.
Sociology

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors
Richard Fantasia, Ph.D.
†2 Nancy Whittier, Ph.D.

Associate Professors
Marc Steinberg, Ph.D., Chair
†2 Ginetta Candelario, Ph.D. (Sociology and Latin American Studies)
†1 Leslie King, Ph.D.

Assistant Professors
†1 Eeva Sointu, Ph.D.
Tina Wildhagen, Ph.D.
Payal Banerjee, Ph.D.

Lecturers
Jonathan Wynn, Ph.D.
Joshua Carreiro
Vanessa Adel

The prerequisite for all sociology courses is 101a or b or permission of the instructor. All 300-level courses require the permission of the instructor.

101 Introduction to Sociology
For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format. [S] 4 credits
Payal Banerjee, Vanessa Adel, Tina Wildhagen, Fall 2009
Marc Steinberg, Joshua Carreiro, Spring 2010
Offered both semesters each year

201 Evaluating Information
An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. [M] 5 credits
Nancy Whittier
Offered Fall 2009, Fall 2010, Fall 2011

202 Quantitative Research Methods
This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we will discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201. [S/M] 4 credits
Tina Wildhagen
Offered Spring 2010, Spring 2011

203 Qualitative Methods
This course offers a basic explanation of qualitative research methods with a focus on the practical elements of ethnographic analysis. Organized in a workshop format, it includes research design, the art of observation, interviewing techniques, the analysis of visual data and multi-method approaches. The relationship between theory and practice and the necessity of ethical considerations in sociological research will be stressed throughout. Prerequisite: 201. [S] 4 credits
Richard Fantasia, Spring 2010
Eeva Sointu, Spring 2011
Offered Spring 2010, Spring 2011

212 Class and Society
An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social
mobility, class consciousness, class reproduction and the place of race and gender in the class order. \{S\} 4 credits
Joshua Carreiro
Offered Fall 2009

213 Ethnic Minorities in America
The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. \{S\} 4 credits
Ginetta Candelario
Offered Spring 2010

214 Sociology of Hispanic Caribbean Communities in the United States
This service learning course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations, and cultural expressions will be considered. Special attention will be paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four (4) hours per week to a local community based organization. \{S\} 4 credits
Ginetta Candelario
Offered Fall 2009

216 Social Movements
This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and sexual identity movements. \{S\} 4 credits
Marc Steinberg
Offered Spring 2010

218 Urban Sociology
A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. \{S\} 4 credits
Jonathan Wynn
Offered Fall 2009

219 Medical Sociology
This course analyzes—and at times challenges—the ways in which we understand health, illness and medicine. The course is divided in roughly three parts: first dealing with definitions and representations of health and illness, the second with the significance and impact of biomedical dominance, and the third with the intersections of health, illness and medicine with gender, race, social class and sexual orientation. The course encourages you to ask questions about the power exercised by various medical practitioners, and about the ways in which understandings of health and illness are neither natural nor neutral, but invested with culturally and historically specific meanings. Enrollment limited to 35. Prerequisite: SOC 101. \{S\} 4 credits
Eeva Sointu
Offered Fall 2010, Fall 2011

220 The Sociology of Culture
Drawing upon a variety of sociological perspectives and analytical methods, this course considers the place of culture in social life and examines its socially constituted character. Culture, treated as a set of distinctive practices, as symbolic representation and as a domain of creative expression, will be viewed contextually, in specific social, historical and institutional locations. The course will consider such matters as the relationship between culture and social inequality, culture and social change, the commoditization of cultural goods, global cultural markets and the complex processes by which cultural forms are used, appropriated and transformed by social groups. \{S\} 4 credits
Jonathan Wynn
Offered Spring 2010

226 Sociology of Education
What is the purpose of education? This question will guide the theoretical and empirical investigations of this course. Our consideration of the multiple and contested answers to this question will lead us to examine several theoretical views of education, ranging from classic statements on education from early theorists to more recent critical views. We will explore the role of schools in society, the social structure of schools, stratification processes within and between schools and the outcomes of schooling. This course will play close attention to the dynamics of inequality in education in the United States. Prerequisite: SOC 101. (E) \{S\} 4 credits
Tina Wildbägen
Offered Fall 2009, Fall 2010
229 Sex and Gender in American Society
An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including work, politics, families and sexuality. {S} 4 credits
Nancy Whittier
Offered Spring 2009, Spring 2010

232 World Population
This course will introduce students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We will examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with Environmental Science and Policy. {S} 4 credits
Leslie King
Offered Spring 2010

233 Environment and Society
This class will explore the relationship between people and their natural environments. Using sociological theories, we will examine how environmental issues are constructed and how they are contested. In examining a series of particular environmental problems, we will consider how social, political and economic structures are related to environmental degradation. (Note: in 2007–08 offered as 332 Seminar: Environment and Society). {S} 4 credits
Leslie King
Offered Spring 2010

236 Beyond Borders: The New Global Political Economy
This course will introduce students to the basic concepts and theories in global political economy. It will cover the history of economic restructuring, global division of labor, development, North–South state relations, and modes of resistance from a transnational and feminist perspective. Issues central to migration, borders and security, health, and the environment will be central to the course. Prerequisite: SOC 101. Enrollment limited to 40. {S} 4 credits
Payal Banerjee
Offered Fall 2009

237 Gender and Globalization: Culture, Power and Trade
This 200-level course will engage with the various dimensions of globalization through the lens of gender, race and class relations. We will study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 40. {S} 4 credits
Payal Banerjee
Offered Spring 2010

250 Theories of Society
This course is designed to introduce majors to widely used theoretical perspectives that inform the sociological imagination. It focuses on how these perspectives analyze core facets of social life, such as structure and stratification, power and inequality, culture, agency, self and identity. Each topic will be surveyed from several major perspectives, providing a comparative view so that students can make assessments of the insights each theory offers. Enrollment limited to 40 with majors and minors having priority. {S} 4 credits
Marc Steinberg
Offered Fall 2009, Fall 2010

314 Seminar in Latina/o Identity
This seminar will explore theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention will be paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. 4 credits
Ginetta Candelario
Offered Spring 2010

316 Special Topics in Collective Action and Social Movements
Sec. 1: Workers’ Movements
This seminar will examine, from a sociological perspective, the roots and development of workers’ movements of various forms and in a range of social and geographi-
Sociology

372 Sociology

Sociological settings, primarily in the Modern era. In addition to studying the relevant theoretical literature on workers and social movements, the course will consider the experience of early mutual aid societies, peasant movements, trade unions, and broad-based labor federations in various historical periods and in various societies. The seminar will examine the repertoires of collective action that workers' movements employ, both those that are relatively passive (rumor, gossip, ostracism, slowdowns) and those that are more active (including strikes, official and unofficial, sit-down strikes, land occupations). The course will consider the social, legal and political dynamics by which worker's movements are granted official institutional recognition; the effects of official sanction on the trajectory of labor movements; as well as a consideration of unofficial worker's groups and movements (dissident factions within unions, informal work groups, movements of radicalism and syndicalism). The seminar will offer a particular focus on the dynamics of the contemporary U.S. labor movement, including the process and problems of labor organizing, the forms of mobilization by employers to counter it, and the prospects for its revival as a social movement. Enrollment limited to 12. [§] 4 credits

Richard Fantasia
Offered Fall 2009

317 Seminar: Inequality in Higher Education

This course will apply a sociological lens to understanding inequality in American higher education. We will examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We will also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we will examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. [§] 4 credits

Tina Wildhagen
Offered Spring 2010, Spring 2011

322 Seminar in Environmental Sociology

This seminar will examine how sociologists have approached the study of peoples' relationships with their environments. Perspectives include political ecology; organizations; environmental justice and inequalities; gender; culture and social movements. Writing requirements will include weekly reading critiques and a final research paper. Priority will be given to senior sociology majors and senior ES & P minors. Prerequisites: SOC 101. Permission of instructor. [§] 4 credits

Leslie King
Offered Spring 2010

General Courses

404 Special Studies

By permission of the department, for junior and senior majors.

4 credits

Offered both semesters each year
408d Special Studies
8 credits
Full-year course; Offered each year

The Major in Sociology

Advisers: Paval Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Adviser for Study Abroad: Richard Fantasia

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—any 300-level courses. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203 or 250 on a satisfactory/unsatisfactory basis.

The Minor in Sociology

Advisers: Paval Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Nancy Whittier

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

432d Honors Project
12 credits
Full-year course; Offered each year

Requirements: 10 semester courses beyond the introductory course (SOC 101):
1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580 Special Studies
Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits
Offered both semesters each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
4 or 8 credits
Full-year course; Offered each year
Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

**Professors**
Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Study of Women and Gender)
†2 María Estela Harretche, Ph.D.

**Associate Professors**
Reyes Lázaro, Ph.D.
Michelle Joffroy, Ph.D., Chair
†3 Marguerite Itamar Harrison, Ph.D.

**Assistant Professors**
María Helena Rueda, Ph.D.
†1 Ibtissam Bouachrine, Ph.D.
Malcolm K. McNee, Ph.D.

**Senior Lecturer**
Patricia González, Ph.D.

**Lecturers**
Silvia Berger, Ph.D.
Phoebe Ann Porter, Ph.D.
Molly Falsetti-Yu, M.A.
Esther Cuesta, M.A.
Cristiano Mazzei, M.A.
Lisandro Kahan, M.A.

**Teaching Assistant**
Melissa Belmonte, M.A.

**Lecturer and Professor Emeritus**
Charles Cutler, Ph.D.

**Lecturer and Professor Emerita**
Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)

The department has two abbreviations for the language and culture of three broad areas of study: **POR** (Portuguese-speaking world) and **SPN** (Spain and Spanish America).

All courses are taught in Spanish or Portuguese unless otherwise indicated. Students with prior Spanish language experience must take the placement test.

Approved courses on Latina/o literature, CLT, LAS, WST are cross-listed after POR and SPN.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. In recent years, some 40–50 students have benefited from this experience, profiting from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The department has official affiliations with PRESHCO, for Study Abroad in Córdoba, Spain; with the Program for Mexican Culture and Society for Study Abroad in Puebla, Mexico; and with Brown in Brazil for Study Abroad in Rio de Janeiro. Many other programs in Latin America and Spain are also approved for study abroad.

Those intending to spend a Junior Year or semester abroad in a Spanish or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250 or 251 or 260 or 261 or permission of the instructor. A student may repeat a course when the topic is different.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated. Also, please note that the pass/fail option is not granted for language classes.

**Portuguese and Brazilian Studies**

Credit is not granted for the first semester only of a yearlong language course.

**POR 100y Elementary Portuguese**
A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of
reading and writing skills. Second semester will also include the use of music and videos to improve listening comprehension, as well as readings and discussion of short texts by modern writers of the Portuguese-speaking world from Brazil, Portugal, Angola, Mozambique and Cape Verde. \(\text{F}\) 8 credits

Cristiano Mazzei

Full-year course (with a one-semester option for Smith Spanish majors only)

Offered each year

POR 125 Elementary Portuguese for Spanish Speakers
A one-semester introduction to Brazilian Portuguese designed for speakers of Spanish, aimed at basic proficiency in all four language modalities: listening, speaking, reading and writing. Classes will be in Portuguese and students’ individual knowledge of Spanish will support the accelerated pace of the course, with contrastive approaches to pronunciation and grammar. The course will also provide an introduction to aspects of the cultures of Brazil, Portugal and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Prerequisite: Spanish placement test or SPN 220 or its equivalent.

\(\text{F}\) 4 credits

Malcolm K. McNee

Offered Fall 2009, Spring 2010

POR 220 Topics in Portuguese and Brazilian Literature and Culture
Topic: Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid. This course will address a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading, and writing, through the medium of short stories, essays, articles, images, music and film. In order to promote a hands-on approach to understanding culture, class assignments will also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent. \(\text{F/L}\) 4 credits

Malcolm K. McNee

Offered Spring 2010

POR 380/SPN 380 Seminar: Advanced Literary Studies
Topic: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. \(\text{F/L}\) 4 credits

Charles Cutler

Offered Spring 2010

POR 400 Special Studies in Portuguese and Brazilian Literature
By permission of the department, normally for senior majors. 1–4 credits

Offered both semesters each year

Spanish Language, Literature and Culture

Credit is not granted for the first semester only of a yearlong language course.

SPN 112y Accelerated Elementary Spanish
An accelerated introduction to Spanish aimed at basic proficiency, emphasizing all modes of communication. The course also serves as an introduction to Hispanic culture. Three contact hours. Priority will be given to
first- and second-year students. \textbf{F} 8 credits
Michelle Joffroy, Lisandro Kaban, Fall 2009
Phoebe Porter, Lisandro Kaban, Spring 2010
Full year course; Offered each year

\textbf{SPN 120 Low Intermediate Spanish (Intensive)}
This course aims to prepare students to communicate comfortably in Spanish about themselves and their environment, and to acquaint them with basic socio-historical aspects of the cultures of Spanish-speaking countries. Students participate in activities that involve interacting with others, presenting information and understanding (spoken, written) texts in the target language, and that allow them to learn about the structure of the language (its grammar). Five contact hours. Students completing this course can go to SPN 220, if they receive an A- or higher. \textbf{F} 6 credits
Molly Falsetti-Yu, Esther Cuesta, Melissa Belmonte
Offered Fall 2009

\textbf{SPN 200 Intermediate Spanish}
This course expands vocabulary and conversational skills, strengthens grammar, and explores key social, cultural and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students’ familiarity with the “realities” of Spanish-speaking countries. Prerequisite: SPN 112y, 120 or the equivalent. \textbf{F} 4 credits
Molly Falsetti-Yu, Lisandro Kaban, Fall 2009
Phoebe Porter, Molly Falsetti-Yu, Spring 2010
Offered both semesters each year

\textbf{SPN 220 Contemporary Culture in the Spanish-Speaking World}
This is a high-intermediate course that aims at increasing students’ ability to communicate comfortably in Spanish (orally and in writing). The course explores an array of issues relevant to the Spanish-speaking world and prepares students to think more critically and in depth about those issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narratives (film), short stories, poems, plays and essays. Prerequisite: SPN 120, 200 or the equivalent. \textbf{F} 4 credits
Silvia Berger, Patricia González, Nancy Saporta Sternbach, Esther Cuesta, Fall 2009
Silvia Berger, Molly Falsetti-Yu, Patricia González, Lisandro Kaban, Spring 2010
Offered both semesters each year

\textbf{SPN 230 Topics in Latin American and Peninsular Literature}
\textbf{Topic: Female Visions of Mexico}
In the strong male dominated environment, women have always worked, written and fought side-by-side with men in the construction of Mexican identity. Starting with the period of the Revolution of 1910, women participated actively in the transformation of their country. This course will recount history and literature through women’s perspectives by studying influential women throughout the 20th century. Mexican artists include Carmen Mon-dragon (Nahui Olin), Remedios Varo, Frida Khalo and Leonora Carrington. Fiction writers such as Nellie Campobello, Rosario Castellanos, Elena Garro, Elena Poni-atowska and more contemporary writers will encompass most of the readings for the class. \textbf{F/L} 4 credits
Patricia Gonzalez
Offered Fall 2009

\textbf{Topic: A Transatlantic Search for Identity}
A quest for the self and its relation to otherness through a one-poem per class approach. Readings in modern and contemporary works by poets from both sides of the ocean, complemented by the study of related music and visual art. We will examine the consequences of political exile as a journey to the unknown (Jiménez, Cernuda, Cortázar, Neruda, Alberti), as well as the voluntary exile of the artist in search of a new aesthetic identity (Darío, Lorca, Vallejo). Special attention will be given to the problems of subjectivity, gender and sexuality in the works of four women poets: Agustini, Storni, Parra and Pizarnik. Students will have the option of composing an original poem to supplement their final grade. Prerequisite: SPN 200 or equivalent. Enrollment limited to 19. \textbf{F} 4 credits
María Estela Harretche
Offered Fall 2009

\textbf{Topic: Central American Poetry of War and Peace}
This course will offer an overview of Central American poetry since the late 19th century and continuing into the present through the lens of war and peace. We will study the role of poetry in revolutionary struggles, especially in Nicaragua, El Salvador and Guatemala. Students will engage in an exploration of language and education as creative tools for communication. Prerequisites: SPN 220 or above. Enrollment limited to 19. \textbf{F} 4 credits
Nancy Saporta Sternbach
Offered Spring 2010
SPN 240 From Page to Stage

*Topic: Homage to Gabriel García Márquez.* In this course we will read works by Gabriel García Márquez, one of the greatest Latin American writers of the XXth century. In a world globally weakened by violence, hunger, wars and repression, we will reconnect through the magic scenes created by our author to memory and love as sustainable antidotes to suffering and solitude. Analyses of the texts (*El amor en los tiempos del cólera. Ojos de perro azul, Doce cuentos peregrinos*), research into the historical and cultural contexts of the author, his time and his work (*Vivir para contarla*, films, journal articles), and the application of actor-training methodologies will bring stories from page to stage for a final presentation in Spanish. Performance strategies will be utilized during the course to deepen understanding of the texts and enhance foreign language skills. Prerequisites: SPN 220 or equivalent. No previous acting experience required. Enrollment limited to 19. *(L/F/A)* 4 credits

*María Estela Harretche*

Offered Spring 2010

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SPN 241 Culturas de España

A study of the Spain of today through a look at its past in art, history, film and popular culture. The course analyzes Spain’s plurality of cultures, from the past relations among Jews, Christians and Muslims to its present ethnic and linguistic diversity. Highly recommended for students considering JYA in Spain. Prerequisite: SPN 220 or above or permission of the instructor. Enrollment limited to 19. *(F)* 4 credits

*Reyes Lázaro*

Offered Spring 2010

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SPN 244 Advanced Composition

The course provides the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The focus of the course will be on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar will be reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 19. Priority given to majors, minors and second-year students planning on a JYA. *(F)* 4 credits

*Silvia Berger*

Offered both semesters each year

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SPN 245 Topics in Latin American and Peninsular Studies

*Topic: Teledictadura: Historical Narrative in Spanish TV.* “Cuéntame cómo pasó” is a pedagogical TV series which narrates the life of an average Spanish family from the last years of Franco’s dictatorship to the transition to democracy (1968–82). Through the Alcántara family and complementary materials (historical, sociological, cultural, literary) we will analyze both the private and public history of this defining moment of contemporary Spain and the politics of memory of the Spanish transition. Prerequisite: SPN 220 or above or permission of the instructor. *(F/S/H)* 4 credits

*Reyes Lázaro*

Offered Fall 2009

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SPN 246 Topics in Latin American Literature

*(L/F)* 4 credits

*Topic: Life Stories by Latin American Jewish Writers.* This course will study 20th-century poetry, short stories, essays and novels by Jewish writers of Spanish America. Beginning with early immigrant writers, we will explore how recent authors portray issues of identity and belonging. Special attention will be given to the social context of works and to literary movements as ideological constructs. Prerequisites: SPN 220 or above. Enrollment limited to 19. *(L/F)* 4 credits

*Silvia Berger*

Offered Fall 2009
Topic: Literary Constructions of Afro-Cuban Identity
This course addresses issues related to the Afro-Cuban world in literature, history and culture through the writings of Lydia Cabrera, Fernando Ortiz and Alejo Carpentier, the testimonies of Miguel Barnet and the poetry of Nicolás Guillén. Special attention will be given to "official" mulatto identity declared by the Cuban State after 1959 and black participation in cultural life. Exploration of the Regla de Ocha religion and its influence on Afro-Cuban ritual theater today will be studied, as well as plays by Eugenio Hernández, Gerardo Fulleda and Alberto Pedro. Prerequisite: SPN 220 or above. Enrollment limited to 19. (L/F) 4 credits
Patricia González
Offered Spring 2010

Topic: Zapatismo Now: Cultural Resistance on the "Other" Border
This course explores the social and cultural expression of Zapatismo from its initial revolutionary uprising in the Mexican indigenous borderlands of Chiapas on New Year's Eve, 1994 through its present-day global vision of an alternative world model. Through close analysis of the movement's diverse cultural media, including communiqués, radio broadcasts, visual art, Web blogs and storytelling, students will examine the role of media arts and literary forms in Zapatismo's cultural and political philosophies, as well as develop a broad understanding of Zapatismo's influence in popular and indigenous social movements throughout Latin America and the global south. Course taught in Spanish. Prerequisites: SPN 220 or above. Enrollment limited to 19. (L/F) 4 credits
Michelle Joffroy
Offered Spring 2010

SPN 250 Survey of Iberian Literatures and Society I
Topic: Sex and the Medieval City
This course examines the medieval understanding of sex and the female body within an urban context. We will read medieval medical treatises on women's sexual health by physicians such as Ibn Sina. We will also address women's role as physicians in the medieval Iberian Peninsula. Texts include The Book of the Canon of Medicine by Ibn Sina, Milagros de Nuestra Señora by Gonzalo de Berceo, El Collar de la paloma by Ibn Hazm, Medical Aphorisms by Maimonides and La Celestina by Fernando de Rojas. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. (L/F) 4 credits
Maria Estela Harretche
Offered Fall 2009

SPN 251 Survey of Iberian Literatures, Art and Society II
A society and its artistic and cultural journeys will be examined through the eyes of writers and other artists and intellectuals who lived both in Spain itself as well as in exile. From Romanticism to the Post-Franco and Postmodern eras (Goya to Almodóvar). Prerequisite: SPN 220 or above. Enrollment limited to 19. (L/F) 4 credits
Reyes Lázaro
Offered Spring 2010

SPN 260 Survey of Latin American Literature I
A historical perspective of Latin American literature as an expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Enrollment limited to 19. (L/F) 4 credits
Patricia González
Offered Fall 2009

SPN 261 Survey of Latin American Literature II
A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Enrollment limited to 19. (L/F) 4 credits
Maria Helena Rueda
Offered Spring 2010

SPN 290 Listen Deeply, Tell Stories: Digital Storytelling
This course taught in Spanish is designed for senior majors who have spent a semester or year in another country. Based on the premise that we never outgrow our need for stories and storytelling, we will introduce the methodology of digital storytelling, in which images, recorded narrative and music are combined to create short video stories. The course derives its strength from the fact that human beings have always told stories, using whatever technology was available: cave drawing, quill pen, printing press. In the digital age, with its emphasis on passive entertainment, many feel that modern society is losing the art of telling stories. As a group, students will listen, watch and read compelling personal stories and then share their own stories. Each participant will then script, plan (storyboard) and produce a 3–4 minute film about their study abroad experience. Prerequisite: Semester or year abroad and a
high level of Spanish. Enrollment limited to 15 students. {F/A} 2 credits
Molly Falsetti-Yu, Nancy Saporta Sternbach
Offered Fall 2009

SPN 356 Seminar: Close-Reading, Translation and Performance—Don Juan
Close-reading in the original Spanish of texts read in English in CLT 364. This course also provides opportunities to perfect the language through translations and performances. Requirement: Being enrolled in CLT 364. Graded S/U only. {F} 1 credit
Reyes Lázaro
Offered Fall 2009

SPN 372 Seminar: Topics in Latin American and Iberian Studies
Topic: Stages of Conflict: Performing Memory and Change in Spain and Latin America
A study of two societies (Spain and Argentina) at a critical moment in their histories. With theoretical readings from an array of disciplines such as the political sciences, history, theater and art, we will examine at least two different responses to these societies’ respectively traumatic transition from dictatorship to “democracy.” Through dramatic texts that vary from tragedy to farce, and with the help of films, documentaries, diaries, journal articles, correspondence and graphic art, we will discuss repression, state-terrorism, censorship, corruption and the reciprocal roles of victim and oppressor. The class will include training in methodologies of acting, and, at the end of the course, scenes from these texts will be staged in Spanish. No previous acting experience required. Enrollment limited to 12. {L/F} 4 credits
Maria Helena Rueda
Offered Fall 2009

SPN 380/POR 380 Seminar: Advanced Literary Studies
Topic: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on practice of translation with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. {L/F} 4 credits
Charles Cutler
Offered Spring 2010

SPN 400 Special Studies in Spanish and Spanish American Literature
By permission of the department, normally for senior majors. 1 to 4 credits
Offered both semesters each year
**SPN 481/FRN 480 The Teaching of French/Spanish**
The theoretical and instructional implications of teaching foreign languages. Designed for aspiring and in-service instructors, this course reflects contemporary efforts to enhance foreign language teaching and learning and prepares participants for the challenges of the profession. The theoretical component incorporates a wide range of historical and contemporary trends in language pedagogy as well as critical appraisal of different SLA theories. The practical component focuses on developing a teaching persona, a relationship with learners, and classroom organization and presentation skills. The course will transform knowledge into practice, and will culminate in the creation of a teaching portfolio. (F) 4 credits
*Anouk Alquier (French Studies)*
Offered Fall 2009

**Cross-Listed Courses**

**FYS 159 What’s in a Recipe?**
What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story? Does a recipe bolster or undermine national cooking? This seminar will look at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading will inform our writing as we try to establish such connections as the politics of chocolate, olive oil cooperatives, avocado farms, the traveling tomato, potatoes, and the cultural milieu from which each recipe emerged. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. WI (L) 4 credits
*Nancy Saporta Sternbach (Spanish and Portuguese)*
Offered Fall 2009

**CLT 268 Latina and Latin American Women Writers**
This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez, and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. (L) 4 credits
*Nancy Sternbach*
Offered Spring 2010

**CLT 364 Don Juan, World/s Traveler**
Do you think of Don Juan as just a seducer? This course will surprise you by tracing the unexpected reinterpretations of the Don Juan theme in plays, opera, novels and films. Don Juan is a central myth of patriarchy and a perfect example of how comparative literary themes develop through endless creative dialogue. He has been called a scoundrel and a hero, a macho and a homosexual, a modern rebel. He is a sinner and a philosopher in the 17th century (Tirso and Molière), a montruous precursor of modernity in the 18th (Mozart), an embodiment of post-colonial Spain in the 19th and 20th (Zorrilla, Valle-Inclán) and of national failures in contemporary America, (Levin’s Don Juan de Marco, Jarmusch’s Broken Flowers, Allen’s Vicky, Cristina, Barcelona). Different attitudes towards him illustrate how countries and ages define freedom, power, conquest, rape, sin, gender, sex, self. The optional one-credit course SPN 356 offers students the possibility to read the Spanish texts in the original. (L) 4 credits
*Reyes Lázaro*
Offered Fall 2009

**The Majors**

Majors, as well as non-majors interested in gaining intensive linguistic and cultural proficiency, are strongly encouraged to go abroad for one semester or one year. The following preparation is recommended for students who intend to major in Spanish: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300 is strongly recommended for graduating seniors.

**Teacher Certification:** A major in Spanish and five courses in education will certify students to teach in Massachusetts.

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.
Spanish and Portuguese

300-level courses that are the basis for the majors are normally to be taken at Smith College during the senior year.

Advisers for the Spanish Major: Members of the department

Advisers for the Portuguese–Brazilian Studies Major: Marguerite Itamar Harrison, Malcolm K. McNee

Advisers for Study Abroad
For students interested in Spain: PRESHCO, María Estela Harretche, Nancy Saporta Sternbach; for other programs in Spain, Ibtissam Bouachrine. For students interested in Latin America: Michelle Joffroy and María Helena Rueda. For students interested in Puebla: Silvia Berger and Patricia González. For students interested in Brazil and other Portuguese-speaking countries: Marguerite Itamar Harrison and Malcolm K. McNee.

Major in Spanish
Ten semester courses. Two core courses (any combination of SPN 250/251/260/261). Advanced Composition (SPN 244), one semester of Introductory Portuguese (POR 100 or 125)*, two 300-level courses taken during the senior year. Of the remaining four courses, two may be Spanish language courses 200 and above, Portuguese 200 or above; one course may be taught in English. For students who study abroad their junior year, credit will be granted at the 200-level. *All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.

Portuguese–Brazilian Studies Major
Requirements: POR 100y, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature and language, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Members of the department

Spanish Minor
Requirements: Five semester courses in Spanish above the 100-level. A maximum of two can be language courses.

Portuguese–Brazilian Studies Minor
Requirements: POR 100y, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

Honors

Director: Reyes Lázaro

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Statistics

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors
Robert Buchele, Professor of Economics
Howard Gold, Professor of Government
*1 Katherine T. Halvorsen, Professor of Mathematics and Statistics, Director
*1 Virginia Hayssen, Professor of Biological Sciences
Philip K. Peake, Professor of Psychology
*2 Elizabeth Savoca, Professor of Economics
**2 Stephen Tilley, Professor of Biological Sciences

Associate Professor
Nancy Whittier, Professor of Sociology
*2 Patricia M. DiBartolo, Professor of Psychology

Lecturer and Assistant in Statistics
David C. Palmer, Department of Psychology

The interdepartmental minor in applied statistics offers students a chance to study statistics in the context of a field of application of interest to the student. The minor is designed with enough flexibility to allow a student to choose among many possible fields of application.

The minor consists of five courses. Students who have taken AP Statistics in high school and received a 4 or 5 on the AP Statistics Examination will not be required to repeat the introductory statistics course, but they will be expected to complete 5 courses to satisfy the requirements for the minor in applied statistics.

The student must take one of the following courses and no more than one of these courses will count toward the minor. (Students presenting a 4 or 5 on the AP Statistics Examination will receive exemption from this requirement.)

- MTH/PSY 190 Statistical Methods for Undergraduate Research
- MTH 241 Probability and Statistics for Engineers
- MTH 245 Introduction to Probability and Statistics
- ECO 190 Introduction to Statistics and Econometrics
- GOV 190 Empirical Methods in Political Science
- SOC 201 Evaluating Information

The student must also take both of the following courses:
- MTH 247 Regression Analysis
- MTH/PSY 290 Research Design and Analysis

The student must choose two (or more) courses from the following list:
- BIO 232 Evolutionary Biology: The Mechanisms of Evolutionary Change
- BIO 234/235 Genetic Analysis and Genetic Analysis Laboratory
- BIO 266/267 Principles of Ecology and Principles of Ecology Laboratory
- ECO 240 Econometrics
- MTH 246 Probability
- PSY 319 Research Seminar in Biological Rhythms
- PSY 325 Research Seminar in Health Psychology
- PSY 335 Research Seminar in the Study of Youth and Emerging Adults
- PSY 358 Research Seminar in Clinical Psychology
- PSY 369 Research Seminar on Categorization and Intergroup Behavior
- PSY 373 Research Seminar in Personality Psychology
- PSY 375 Research Seminar on Political Psychology
- SOC 202 Methods of Social Research

Students planning to minor in applied statistics should consult with their advisers when selecting applications courses. Some honors theses and special studies courses may apply if these courses focus on statistical applications in a field.

Also see the concentration in statistics within the mathematics major and the minor in mathematical statistics in the Department of Mathematics and Statistics.
The Theatre Department features the following faculty:

**Professors**
- Leonard Berkman, D.F.A.
- Catherine H. Smith, M.F.A.
- Andrea Hairston, M.A. (Theatre and Afro-American Studies)
- Ellen W. Kaplan, M.F.A., Chair

**Kennedy Professor in Renaissance Studies**
- Aileen Ribeiro, Ph.D.

**Assistant Professor**
- Kiki Gounaridou, Ph.D.

**Lecturers**
- Daniel Elihu Kramer, M.F.A.
- John D. Hellweg, Ph.D.
- Edward Check, M.F.A.
- Nan Zhang, M.F.A.
- Holly Derr, M.F.A.

**Associate Professor**
- Pan Welland

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100 The Art of Theatre Design

The course is designed to explore the nature of design, in theatre and the visual arts. Students will study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers, past and present. Especially designed for those with a limited background in theatre, it will involve discussions about assigned plays and projects, as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 16. **4 credits**

**Offered** Fall 2009, Spring 2010

198 Theatre History and Culture: Ancient Greece to English Restoration

Theater draws from other arts, sciences, humanities, and social and cultural structures; it also affects the development of those things. This course is a historical investigation of theater, drama and performance from Ancient Greece to the 18th century, focusing primarily on the theaters of Europe and America, but including a unit on Asian theater. The course aims to enable students to interpret plays based on in-depth textual analysis and grounding in historical factors; to determine how the theater of specific periods is related to the other arts, sciences, humanities, and human social and cultural development of those periods; and to examine the role of theater as a social institution in this period. Reading includes dramatic literature, history and theory. Class format will include lectures, discussions, presentations, debate and acts of historical imagination. **4 credits**

**Offered** Fall 2009, Spring 2010

199 Theatre History and Culture: 18th Century to the Present

Theater draws from other arts, sciences, humanities and social and cultural structures; it also affects the development of those things. This course is a historical investigation of theater, drama and performance from the Restoration to the present, focusing primarily on the theaters of Europe and America, but including a unit on African theater. The course aims to enable students to interpret plays based on in-depth textual analysis and grounding in historical factors; to determine how the theater of specific periods is related to the other arts, sciences, humanities, and human social and cultural development of those periods; and to examine the role of theater as a social institution in this period. Reading includes dramatic literature, history and theory. Class format will include lectures, discussions, presentations, debate and acts of historical imagination. **4 credits**

**Offered** Spring 2010

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Visiting faculty and some lecturers are generally appointed for a limited term. Visit [www.smith.edu/catalog](http://www.smith.edu/catalog) for current course information.
A. History, Literature, Criticism

213 American Theatre and Drama
This course will trace the sometimes competing, sometimes complimentary, forces of Puritanism and merchantilism on the American theatre. Beginning with the theatre of the colonies and the early days of independence; moving through Westward expansion, the Civil War, industrialization and workers’ rights movements; continuing through the Golden Age of Broadway, the Civil Rights movement, the identity politics-driven decades of the 1970s, 1980s and 1990s; and including the present day, the course will investigate the interplay of commercial and social realities in defining what makes American theatre American. [L/H/A] 4 credits
Holly Derr
Offered Fall 2009

215 Minstrel Shows From Daddy Rice to Big Momma’s House
This course explores the intersection of race, theatre, film and performance in America. We consider the history and legacy of minstrel shows from the 1820s to the present. Reading plays by Alice Childress, Langston Hughes, Lorraine Hansberry, Douglas Turner Ward, George Wolfe, Pearl Cleage, Carlyle Brown and Lynn Nottage, we investigate the impact of the minstrel performance of blackness on the American imagination. What is the legacy of this most popular of forms in the current entertainment world? How have monumental works such as Uncle Tom’s Cabin shaped American performance traditions and identity? How have historical and contemporary films incorporated minstrel images and performances? How have artists and audiences responded to the comedic power of minstrel images? Is a contemporary audience entertained in the same way by Martin Lawrence as they were by say Stepin Fetchit? [L/H/A] 4 credits
Andrea Hairston
Offered Fall 2009

217 Modern European Drama I
The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. [L/H/A] 4 credits
Leonard Berkman
Not offered in 2009–10

218 Modern European Drama II
Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Gombrowicz, Pinter, Duras, Handke, Fo, Havel, Friel, Page, Stopbard, Loher and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. [L/H/A] 4 credits
Leonard Berkman
Not offered in 2009–10

240 Topics in Theory and Performance
Staging History and Identity: Introduction to Chinese Operatic Heritage
Chinese operatic heritage is a crucial component of Chinese identity and the collective memory. This course introduces students to the heritage and aesthetics of traditional Chinese opera, and examines the inspiration it has provided for the modern stage. Through readings, film screenings and viewing of Chinese art, we will explore such topics as the origin and development of Chinese opera, regional styles, symbolism in the costumes, makeup, scenery and props, the aesthetics of the singing and movement styles, training of opera performers, as well as modern and contemporary theories and adaptations. Enrollment limited to 18. [A] 4 credits
Nan Zhang
Offered Fall 2009

The Mirror of History: Representations of the Fashionable Image in Europe
The clothes we wear are essential forms of communication; they reveal our status, identity, aspirations, role-playing, and they reflect political and cultural changes in society. As Louis XIV of France said; “Fashion is the mirror of history.” This course explores some of the ways that the history of dress is crucial to our understanding of culture in Europe from the late Renaissance to the end of the 19th century. Using a wide range of visual sources and the work of specific artists,
we will examine the main narratives of dress in the period and focus on such themes as court and country, urban life, politics, theatre and masquerade. Recommended background ARH 140 or THE 254. Enrollment limited to 18. (E) {H/A} 4 credits
Aileen Ribeiro (Kennedy Professor)
Offered Fall 2009

CLT 267 African Women's Drama
A study of contemporary drama by African women as a site of cultural expression and resistance in postcolonial Africa. We shall study the use of drama to expose and confront the realities of women's lives, to subvert dominant gender constructs and mock rigid power structures. How are aspects of performance in African oral traditions interwoven with elements of European drama? How are these playwrights' visions of social change both enabled and restricted by the ideological frameworks of nationalism? Readings, some translated from French, Swahili and other African languages, will include Ama Ata Aidoo's The Dilemma of a Ghost, Efua Sutherland's Edufa, Fatima Dike's The First South African, Nawal El Saadawi's Twelve Women in a Prison Cell, Osonye Tess Onwueme's Tell It to Women and Penina Mlama's Mother Pillar. 4 credits
Katwewa Mule
Offered Spring 2010

316 Contemporary Canadian Drama
Michel Tremblay and contemporary Canadian playwrights. Emphasis on plays by and about women, within the context of political/personal issues of gender, class, race, sexuality and cultural identity in English Canadian and French Canadian and Native Canadian drama of the past five decades. Other playwrights explored will be: Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock. [L/A] 4 credits
Leonard Berkman
Offered Fall 2009

The following advanced courses in history, literature and criticism may have limited enrollments as indicated.

319 Shamans, Shapeshifters and the Magic If
To act, to perform is to speculate with your body. Theatre is a transformative experience that takes performer and audience on an extensive journey in the play-ground of the imagination beyond the mundane world. Theatre asks us to be other than ourselves. We can for a time inhabit someone else's skin, be shaped by another gender or ethnicity, become part of a past epoch or an alternative time and space similar to our own time but that has yet to come. As we enter this "imagined" world we investigate the normative principles of our current world. This course will investigate the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We will examine an international range of plays by such authors as Caryl Churchill, Wole Soyinka, Dael Olandersmith, Derek Walcott, Bertolt Brecht, Lor-rainie Hanberry, Craig Lucas and Doug Wright, as well as films such as The Curious Case of Benjamin But-ton, Pan's Labyrinth, Children of Men, Crouching Tiger Hidden Dragon, X-Men, Contact and Brother From Another Planet. Enrollment limited to 18. {L/A} 4 credits
Andrea Hairston
Offered Spring 2010

B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

141 Acting I
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. {A} 4 credits
Daniel Elihu Kramer; Fall 2009
Holly Derr; Spring 2010

Topic: Acting Fundamentals for Majors
A more focused approach to acting for those students with some acting experience and for those who intend to major in theatre, encompassing foundational skills; developing a personal warm-up; and work on script analysis, character building, scoring the role and creating ensemble. We work on developing truthful responses to imaginary circumstances, and exploring the worlds of the text.
Ellen Kaplan
Offered Fall 2009, Spring 2010
142 Voice for Actors
An introduction to the study of voice, exploring the connections between thought, feeling and vocalization through exercises that strengthen and enhance an actor's (or speaker's) understanding and command of vocal expression. Enrollment limited to 15. [A] 4 credits
Pan Welland
Offered Spring 2010

200 Theatre Production
A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 14, 2009, at 4:10 p.m. in the Fall and Monday, January 25, 2010, at 4:10 p.m. in the spring, in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. 1 credit
Ellen Kaplan and Samuel Rush
Offered Fall 2009, Spring 2010

242 Acting II
Acting II offers intensive focus on different, specific topics pertaining to acting training. THE 242 can be repeated for credit up to three times provided the content is different. Prerequisites: Acting I (THE 141) or its equivalent. 4 credits
Daniel Elihu Kramer
Offered Spring 2010

252 Set Design I
The course will develop overall design skills for designing sets for the theatre. After reading assigned plays, students will learn how to develop their designs by concentrating on character analysis and visualizing the action of the play. Visual research, sketches, basic drafting skills and model building are some of the areas in which students will learn to develop their ideas. This course will also emphasize the importance of collaborating with every member of the creative team. [A] 4 credits
Edward Check
Offered Fall 2009

253 Lighting Design I
This course introduces students to the theory and practice of stage lighting design. Over the semester, we will cultivate sensitivity towards the expressiveness of light and the relationship between light, form and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, we will learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama, and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, we will also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12. [A] 4 credits
Nan Zhang
Offered Fall 2009

254 Costume Design I
The elements of line, texture and color and their application to design and character delineation. Research of clothing styles of various cultures and eras. Enrollment limited to 15. [A] 4 credits
Kiki Smith
Offered Fall 2009, Spring 2010

261 Writing for the Theatre
The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and biweekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students will be considered for staging. L and P with writing sample required. [A] 4 credits
Andrea Hairston, Leonard Berkman
Offered Fall 2009, Spring 2010

262 Writing for the Theatre
Intermediate and advanced script projects. Prerequisite: 261. L and P. [A] 4 credits
Andrea Hairston, Leonard Berkman
Offered Fall 2009, Spring 2010

313 Masters and Movements in Drama
Topic: The World of Caryl Churchill’s Plays. Best known as the author of such widely produced scripts as Cloud Nine, Top Girls, Mad Forest, The Skriker,
Far Away and A Number: British playwright Caryl Churchill has explored her vision and craft on stage, television and radio since the 1960s. Her plays range from collaborations with Joint Stock Company and Monstrous Regiment to unique individual ventures that link London’s Royal Court to NYC’s New York Theatre Workshop and the Papp Public Theatre. Her socialist-feminist, postcolonial, and virtual sci-fi dramatizations leave audiences never knowing what next to expect, even as regards her play’s time-length. Her work is so startling that a number of male critics of British drama either ignore her completely or box her into a bland minor category of “women dramatists.” If one gives hit parades any credence, Churchill may well be, beyond Samuel Beckett, the major dramatist of English of the 20th (even 21st) century. 4 credits
Leonard Berkman
Offered Spring 2010

344 Directing I
This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent. 200-level design; set design or equivalent is strongly recommended. Enrollment limited to 12. {A} 4 credits
Daniel Elihu Kramer, Fall 2009
John Hellweg, Spring 2010
Offered Fall 2009, Spring 2010

345 Directing II
Theoretical and practical aspects of directing for the stage. Structural analysis of dramatic texts, with emphasis on articulating a unique vision for a text. Work on problems of visual composition, rehearsal techniques and development, in collaboration with actors and designers, of the inner score of action and its physical expression on the stage. Prerequisites: Directing I. In addition, Acting II (THE 242) and a 200-level design class are strongly recommended. Enrollment limited to 4. {A} 4 credits
Daniel Elihu Kramer, Fall 2009
John Hellweg, Spring 2010
Offered Fall 2009, Spring 2010

346 Acting for Directing
Students in this course perform in monologues, exercises and scenes directed by students in Directing I and II. The class requires approximately two hours per week for rehearsals outside of class time. Grading for the course is satisfactory/unsatisfactory only. Enrollment limited to 12. {A} 2 credits
Daniel Elihu Kramer, Fall 2009
John Hellweg, Spring 2010
Offered Fall 2009, Spring 2010

352 Set Design II
This course is a continuation of Set Design I. Students will look at the advanced challenges when designing sets for ballet, music theatre and opera. Students will also learn scene-painting techniques that apply to these types of scenery. Enrollment limited to 12. {A} 4 credits
Edward Check
Offered Spring 2010

354 Costume Design II
The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Production work may be required outside of the class meeting time. Prerequisites: 254 and P. {A} 4 credits
Kiki Smith
Offered Spring 2010

361 Screenwriting
The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: 261 or 262 or permission of the instructor. Enrollment limited to 12. Writing sample required. {A} 4 credits
Andrea Hairston
Offered Spring 2010

362 Screenwriting
Intermediate and advanced script projects. Prerequisite: 361. L and P. {A} 4 credits
Andrea Hairston
Offered Spring 2010

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits
Offered both semesters each year
The Major

Advisers: Members of the department

Adviser for Study Abroad: Catherine H. Smith

Basis: 198 and 199

Requirements: Ten semester courses, including the following:

1. 198 and 199 as the basis.
2. A sampling of three courses from Division A: history, literature, criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature and criticism requirements for the major.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141 or a four-credit dance course); one design or technical course (151, 252, 253 or 254); one directing, choreography or playwriting course (344, 261 or DAN 353).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

All majors are encouraged to include courses in art and music in their programs as well as dramatic literature in any of the language departments.

The Minor

Advisers: Members of the department

Requirements: Six courses

Basis: 198 and 199

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student’s choice (including, as an option, four credits of 200 Theatre Production):

a. History, Literature, Criticism;

b. Acting, Dance, Choreography, Directing or Playwriting; and

c. Costume, Lighting or Scene Design.

Honors

Director: Leonard Berkman

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

432d Honors Project
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Adviser: Leonard Berkman

M.F.A. in Playwriting, please refer to p. 56

512 Advanced Studies in Acting, Speech and Movement
4 credits
Members of the department
Offered both semesters each year

513 Advanced Studies in Design
4 credits

A. Set Design
   Edward Check

B. Lighting Design
   Nan Zhang

C. Costume Design and Cutting
   Kiki Smith

Offered both semesters each year
515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting
4 credits
Leonard Berkman, Andrea Hairston, Ellen Kaplan
Offered both semesters each year
A. Dramatic Literature
B. Theatre History
C. Dramatic Criticism
D. Playwriting

580 Special Studies
4 credits
Members of the department
Offered both semesters each year

590d Research and Thesis Production Project
8 credits
Leonard Berkman
Andrea Hairston
Full-year course; Offered each year

590 Research and Thesis Production Project
4 credits
Leonard Berkman
Andrea Hairston
Offered both semesters each year
Third World Development Studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to examine within a comparative framework the processes of social, economic, political and ideological change in these regions as they respond to asymmetrical contact with the wider global economy.

The minor introduces the student to the diverse analytical perspectives of the social science disciplines while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: Six semester courses distributed as follows:
1. One course from History
2. One course from Economics
3. Four other courses from among the following five social science departments: Anthropology, Economics, Government, History and Sociology. The student may petition the program through her minor adviser, for one of these four courses to be from a discipline outside of the social sciences.
4. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America, or the Middle East.
5. The student can include no more than two courses from any department.

See departmental and program listing for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

Anthropology/Sociology
230 Africa: Population, Health and Environment Issues
234 Culture, Power and Politics
236 Economy, Ecology and Society
237 Native South Americans: Conquest and Resistance Anthropology of Development
251 Women and Modernity in East Asia
267 Power and Political Revolt in South Asia
269 Indigenous Cultures and the State in Meso America
271 Globalization and Transnationalism in Africa
272 Women in Africa
273 Seminar: Health in Africa
276 Seminar: Indigenous Systems of Healing in Africa
352 Anthropology of Multiculturalism

Economics
213 The World Food System
214 Economics of the Middle East and North Africa
318 Seminar: Latin American Economics

Government
224 Islam and Politics in the Middle East
226 Latin American Political Systems
230 Government and Politics of China
232 Women and Politics in Africa
233 Problems in Political Development
237 Colloquium: Politics and the U.S./Mexico Border
241 International Politics
242 International Political Economy
History

101 Introduction to Historical Inquiry:
   *Topic: Latin America and the United States*

257 East Africa in the 19th and 20th Centuries

258 History of Central Africa

260/LAS 260 Colonial Latin America, 1492–1825

261/LAS 261 National Latin America, 1821–Present

263 Gender in Latin America

307 Problems in Middle East History:
   *Topic: Middle East and World War One*

358 Problems in African History:
   *Topic: Ecology and Imperialism in African History*

361 Problems in the History of Spanish America and Brazil:
   *Topic: Public Health and Social Change in Latin America*

AAS 370 Seminar: Modern Southern Africa

EAS 100 Introduction to Modern East Asia

EAS 216 Urban Modernity in Colonized Korea

EAS 219 Modern Korean History

EAS 350 Seminar: Modern Girls and Marxist Boys: Consumerism, Colonialism and Gender in East Asia

LAS 301 Seminar: Topics in Latin America and Latino/a Studies
   *Topic: Culture and Society in the Andes*

Sociology

SOC 232 World Population

SOC 236 The New Global Political Economy

SOC 237 Gender and Globalization: Culture, Power, and Trade

SOC 327 Global Migration in the 21st Century

EAS 200 Colloquium: Korean Diaspora: Korea Inside and Outside
The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers. Please consult home departments for year and semester each course is offered.

Afro-American Studies
245 The Harlem Renaissance
278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

Art
212 Ancient Cities and Sanctuaries
250 Building Baroque Europe
272 Art and Revolution in Europe, 1789–1889
281 Landscape Studies Introductory Studio
285 Great Cities
386 Topics in Architecture
388 Advanced Architecture

Economics
230 Urban Economics

Education
200 Education in the City
336 Urban Youth Development and Social Entrepreneurship

English
239 American Journeys

French
230 Voices of/from the Outskirts*
360 The Year 1830

Government
204 Urban Politics
217 Colloquium: The Politics of Wealth and Poverty in the U.S.
311 Seminar in Urban Politics

History
209 Aspects of Middle Eastern History
   Topic: Spaces/Contested Places—Social and Cultural Histories of Non-Western Cities
227 (C) Aspects of Medieval European History
   Topic: Crusade and Jihad. Religious Violence in the Islamo-Christian Tradition
267 The United States since 1877
279 (L) The Culture of American Cities

Landscape Studies
200 Socialized Landscapes: Private Squalor and Public Affluence
Presidential Seminars

308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies

Sociology

213 Ethnic Minorities in America
214 Sociology of Hispanic Caribbean Communities in the United States
218 Urban Sociology

*certain topics only, consult with urban studies adviser.
Members of the Committee for the Program for the Study of Women and Gender 2009–10

Susan Van Dyne, Professor of the Study of Women and Gender, Chair

Martha Ackelsberg, Professor of the Study of Women and Gender and William R. Kenan Jr. Professor of Government
Elisabeth Armstrong, Associate Professor of the Study of Women and Gender
Paula Giddings, Elizabeth A. Woodson 1922 Professor of Afro-American Studies
Jennifer Guglielmo, Assistant Professor of History
†2 Ambreen Hai, Associate Professor of English Language and Literature
†3 Marguerite Itamar Harrison, Associate Professor of Spanish and Portuguese
Michelle Joffroy, Associate Professor of Spanish and Portuguese
Kimberly Kono, Associate Professor of East Asian Languages and Literatures
Gary Lehring, Associate Professor of Government
†2 Cornelia Pearsall, Professor of English Language and Literature
**2 Kevin Quashie, Associate Professor of Afro-American Studies and the Study of Women and Gender
†1 Donna Riley, Associate Professor of Engineering
Daniel Rivers, Visiting Lecturer in the Study of Women and Gender
Marilyn Schuster, Professor of the Study of Women and Gender and Andrew W. Mellon Professor in the Humanities
†1 Christine Shelton, Professor of Exercise and Sport Studies
**1 Elizabeth V. Spelman, Professor of Philosophy and Barbara Richmond 1940 Professor in the Humanities
Nancy Saporta Sternbach, Professor of Spanish and Portuguese

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student’s adviser.

Goals for the Major in the Study of Women and Gender

The Program for the Study of Women and Gender examines gender, race, class and sexuality as important and simultaneous aspects of social worlds and human lives. This examination requires inquiry into the construction and operation of power relations, social inequalities and resistances to them in both national and transnational contexts. We understand women, gender, feminism, queer, masculinity and transgender as politicized terms. As categories of analysis they help reveal how subjects become racialized, sexualized, gendered and class-located.

Building on its origins in women’s studies, our program continues to examine the experiences, ideologies, works and actions of women in a variety of national, cultural, historical and political contexts. As an interdisciplinary endeavor, the study of women and gender shows students how different academic disciplines view the operation of gender in the labor market, the family, political systems and cultural production. Research and theory emerge from these everyday realities and feminist theory, in turn, informs our analysis of political choices. The Study of Women and Gender is joined to an understanding of the forms of activism around the globe.

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.
Requirements for the Major

The major requires the completion of ten semester courses, totaling forty (40) credit hours. These courses shall comprise SWG prefix courses and department-based courses chosen from a list of possibilities compiled yearly by the Program for the Study of Women and Gender. All Smith courses that might be considered for major credit are listed on the SWG website, www.smith.edu/swg. Requirements include:

SWG 150: Introduction to the Study of Women and Gender, normally taken in the first or second year, and which may not be elected S/U

One Queer Studies course.

Beginning with the class of 2007, two (2) courses in the concentration in Women, Race and Culture, one course each on U.S. and international topics.

Three courses in one of the following six concentrations. One of these courses must be at the 300 level:
- (a) forms of literary or artistic expression \(\text{[L/A]}\);
- (b) historical perspectives \(\text{[H]}\); (c) forms of political/social/economic thought/action/organization \(\text{[S]}\); (d) modes of scientific inquiry \(\text{[N/M]}\); (e) queer studies; or (f) women, race and culture.

Three courses with the SWG prefix, one at the 300 level.*

Two additional 300-level courses, in area of concentration or electives in the program.

* Courses satisfying this requirement may include those listed in 1, 2 or 3 above

Transfer students are expected to complete at least half of their major (or 5 courses) at Smith (or approved Five College courses).

Students with double majors may count a maximum of three courses toward both majors.

In the senior year, a student will complete a statement reflecting on the connections among the courses in her major and identifying what questions have been the most important to her. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday before Spring break (or the Friday prior to Fall break for January graduates.)

Requirements for the Minor in the Program for the Study of Women and Gender

In consultation with an adviser from the study of women and gender program committee, a student will select six approved courses (or a total of 24 credits) in the program. The courses must include:

SWG 150, Introduction to the Study of Women and Gender, normally taken in the first or second year, and which may not be elected S/U.

One Queer Studies course.

One Women, Race and Culture course.

Three additional courses in the program.

Minors are strongly encouraged to elect at least one course at the 300 level.

Advising

All members of the Program Committee for the Study of Women and Gender serve as advisers for the major and minor.

Honors

A student may honor in SWG by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender.

400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than 4 special studies credits may be taken in any academic year and no more than 8 special studies credits total may be applied toward the major. 1 to 4 credits offered both semesters each year
**430d Honors Project**
An 8-credit two-semester thesis in addition to the 10 courses that fulfill the major. Eligibility requirements for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender as outlined on the program Web site at www.smith.edu/swg/honors.html.

8 credits

Directed by: Susan Van Dyne

Full-year course; Offered each year

**Courses with SWG prefix or taught by SWG faculty in 2009–10**

**SWG 150 Introduction to the Study of Women and Gender**
An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. Lecture and discussion, students will be assigned to sections.

[H/S] 4 credits

Martha Ackelsberg, Elisabeth Armstrong, Daniel Rivers

Offered Spring 2010

Further work in the study of women and gender usually requires SWG 150 as a prerequisite.

**SWG 200 Queer Theories/Queer Cultures**
This course will offer an introduction to the central historical and contemporary issues, concerns and debates in lesbian, gay, bisexual, transgender and queer (LGBTQ) studies. Using the course readings, film screenings and class discussions, we will challenge ourselves to complicate our understandings of seemingly natural ideas such as sex/gender, man/woman or homosexual/heterosexual, as we experience them in our own daily lives and perceive them in the world around us. Through an interdisciplinary approach, we will explore the history, critical theory, cultural production, and politics of queer life in the United States, as well as queer identities in a transnational diasporic context. We will pay particular attention to how ideas of gender and sexuality intersect with social understandings of race, class and citizenship. Prerequisite SWG 150. [H/S] 4 credits

Daniel Rivers

Offered Fall 2010

**SWG 205 Lesbian, Gay, Bisexual and Transgender History in the United States, 1945–2003**
This course offers an overview of LGBTQ culture and history in the United States from 1945 to 2003. We will use a variety of historical and literary sources, including films and sound clips, to examine changes in lesbian, gay, bisexual and transgendered lives and experiences during the last half of the 20th century. The course will encourage the students to think about intersections of race, sexuality and class, and how these categories have affected sexual minority communities. The course will also explore the legal and cultural impact sexual minority communities have had in the United States. Prerequisite SWG 150 or permission of the instructor.

[H] 4 credits

Daniel Rivers

Offered Spring 2010

**SWG 230 Feminisms and the Fate of the Planet**
We begin this course by sifting the earth between our fingers as part of a community learning partnership with area farms in Holyoke, Hadley and other neighboring towns. Using women’s movements and feminisms across the globe as our lens, this course develops an understanding of current trends in globalization. This lens also allows us to map the history of transnational connections between people, ideas and movements from the mid-20th century to the present. Through films, memoirs, fiction, ethnography, witty diatribes and graphic novels, this course explores women’s activism on the land of laborers and in their lives. Students will develop research projects in consultation with area farms, link their local research with global agricultural movements, write papers and give one oral presentation. Prerequisite: SWG 150. (E)

[H/S] 4 credits

Elisabeth Armstrong

Offered Fall 2009

**SWG 252 Colloquium: Debates in Feminist Theory**
Topic: “Solidarity.” This course provides a focused, historical understanding of vital debates in feminist theory. Contentious and challenging points of view will center on one analytic theme, although that theme will change from year to year. This course will cover topics such as “the subject,” representation, the body, nation/identity and translation. Readings, lectures and discussions will ground widely differing perspectives, modes of analysis and arguments in their political, social and historical context. Enrollment limited to 20. Prerequi-
sites: SWG 150 and one other SWG course. Permission of the instructor required. {H/S} 4 credits

**Elizabeth Armstrong**

Offered Spring 2010

**SWG 260 The Cultural Work of Memoir**

This course will explore how queer subjectivity intersects with gender, ethnicity, race and class. How do individuals from groups marked as socially subordinate or non-normative use life-writing to claim a right to write? The course uses contemporary life-writing narratives, published in the U.S. over roughly the last 30 years, to explore the relationships between queer subjectivities, politicized identities, communities and social movements. Students also practice writing memoirs. Prerequisites: SWG 150 and a college-level literature course. {L/H} 4 credits

**Susan Van Dyne**

Offered Spring 2010

**SWG 270 Colloquium: Documenting Lesbian Lives**

Grounding our work in the current scholarship in lesbian history, this course will explore lesbian communities, cultures and activism. While becoming familiar with the existing narratives about lesbian lives, students will be introduced to the method of oral history as a key documentation strategy in the production of lesbian history. Our texts will include secondary literature on late 20th-century lesbian culture and politics, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students will conduct, transcribe, edit and interpret their own interviews for their final project. The course objectives are an understanding of modern lesbian movements and cultures from a historical perspective, basic skills in and knowledge of oral history methods, and the rich experience of being historians by creating new records of lesbian lives. Prerequisites: SWG 150 or permission of the instructor. Enrollment limited to 20. (E) {H/S} 4 credits

**Kelly Anderson**

Offered Spring 2010

**ENG 279 American Women Poets**

A selection of poets from the past 50 years, including Sylvia Plath, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Glick and Rita Dove. An exploration of each poet’s chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet’s materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. {L} 4 credits

**Susan Van Dyne**

Offered Fall 2009

**All 300–level courses in the study of women and gender are seminars and are normally limited to 12 juniors or seniors; seminars have prerequisites and all require permission of the instructor to enroll.**

**SWG 300 Special Topics in the Study of Women and Gender**

*Topic: Intimate Revolutions: Sexuality and the Family in the Postwar Era.* This seminar will look at the ways that categories of sexuality, class, race and gender have intersected and operated in constructions of the family in the last half of the 20th century. The focus will be on both political and institutional attempts to regulate the family and the ways the family has acted as a site of resistance. We will interrogate the notion of the family as a static, conservative institution and explore how changes in reproduction and sexuality have been linked both to each other and to other social transformations. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. {H/S} 4 credits

**Daniel Rivers**

Offered Fall 2009

**PRS 305 Cultural Literacy**

This seminar investigates the interdisciplinary knowledge and critical skills that we need in order to understand the cultures we inhabit. The heart of our work is to consider a selection of resonant artifacts and icons from U.S. cultural history, and learn, as a result, how shared social meanings are created, commodified and contested. Prerequisites: an introductory or methods course in AAS, AMS, SWG, and/or prior coursework in any department focusing on race, gender and culture. Enrollment limited to 15 juniors and seniors. (E) {H/L/S} 4 credits

**Kevin Quashie (Afro-American Studies) and Susan Van Dyne (Study of Women and Gender)**

Offered Spring 2010

**SWG 312 Queer Resistances: Identities, Communities and Social Movements**

How do we know what it means to identify as lesbian, gay, queer, bisexual or transgender? Why do these
terms mean different things to different people and in different contexts? How does claiming or refusing to claim a sexual identity affect community formation or social change? This seminar will explore constructions of queer collective identities, communities and social protest. We will pay explicit attention to how queer identities, communities and movements are racialized, shaped by class, gendered and contextual. Drawing on historical, theoretical, narrative and ethnographic sources, we will examine multiple sites of queer resistance including local communities, academic institutions, media, the state, social movement organizations and the Internet. We will examine the consequences of various theories of gender, sexuality and resistance for how we interpret the shapes that queer, lesbian, gay, bisexual and transgender identity, community and social movements take. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. \{H/S\} 4 credits
Nancy Whittier
Offered Spring 2010

SWG 316 Seminar: Feminist Theories of Cross-Border Organizing
Border crossing forms the cornerstone of feminist solidarity, whether across the bounds of propriety, or the definitions of racialized identities, or the police checkpoints of the nation-state. This seminar centers on feminist theories that imagine how to recognize strangers, defer citizenship, nurture desire and remember the very histories that divide cohorts in struggle. We will also discuss emerging methods of organizing women that inspire these theories. Course assignments include frequent short papers and in-class presentations. A background in feminist theory is required. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. \{E\} \{S\} 4 credits
Elisabeth Armstrong
Offered Fall 2009

These courses may count toward the major and minor in the study of women and gender with the approval of the adviser. Please see the SWG program Web site or the Smith College Catalogue for descriptions.

AAS 202 Topics in Black Studies: Introduction to Black Feminist Theory
Riché Barnes
Offered Fall 2009

AAS 209 Feminism, Race and Resistance: History of Black Women in America
Paula Giddings
Offered Fall 2009

AAS 212 Culture and Class in the Afro-American Family
Riché Barnes
Offered Fall 2009

AAS 366 Seminar: Contemporary Topics in Afro-American Studies
Topic: Black Feminist Theories
Riché Barnes
Not offered 2009–10

AAS 366 Seminar: Contemporary Topics in Afro-American Studies
Topic: Black Women, Work and Family
Riché Barnes
Offered Spring 2010

AAS 366 Seminar: Contemporary Topics in Afro-American Studies
Topic: Ida B. Wells and the Struggle Against Racial Violence
Paula Giddings
Offered Spring 2010

ANT 251 Women and Modernity in East Asia
Suzanne Gotschang
Offered Fall 2009

ANT 271 Globalization and Transnationalism in Africa
Caroline Melly
Offered Spring 2010

ANT 272 Women in Africa
Caroline Melly
Offered Spring 2011

ARH 240 Art Historical Studies
Topic: The Role of Women in Islamic Visual Cultures
Saleema Waraich
Offered Fall 2009

CLT 229 The Renaissance Gender Debate
Ann Jones
Offered Spring 2010
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>CLT 230</td>
<td>“Unnatural” Women: Mothers Who Kill Their Children</td>
<td>Thalia Pandiri</td>
<td>Spring 2011</td>
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<tr>
<td>CLT 267</td>
<td>Contemporary African Women’s Drama</td>
<td>Katwiwa Male</td>
<td>Spring 2010</td>
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<tr>
<td>CLT 268</td>
<td>Latina and Latin American Women Writers</td>
<td>Nancy Sternbach</td>
<td>Spring 2010</td>
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<tr>
<td>EAL 238</td>
<td>Literature From Taiwan</td>
<td>Sabina Knight</td>
<td>Fall 2009</td>
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<tr>
<td>EAL 245</td>
<td>Writing Japan and Otherness</td>
<td>Kimberly Kono</td>
<td>Spring 2010</td>
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<td>ENG 277</td>
<td>Postcolonial Women Writers</td>
<td>Ambreen Hai</td>
<td>Fall 2009</td>
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<tr>
<td>ENG 278</td>
<td>Writing Women</td>
<td>Topic: Asian American Women Writers</td>
<td>Floyd Cheung</td>
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<tr>
<td>ENG 279</td>
<td>American Women Poets</td>
<td>Susan Van Dyne</td>
<td>Fall 2009</td>
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<tr>
<td>ENG 292</td>
<td>Crafting the Memoir</td>
<td>Ann Boutelle</td>
<td>Spring 2010</td>
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<tr>
<td>ENG 393</td>
<td>South Asian Autobiographical Fictions</td>
<td>Ambreen Hai</td>
<td>Spring 2010</td>
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<tr>
<td>ESS 340</td>
<td>Women’s Health: Current Topics</td>
<td>Barbara Brebm-Curtis</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>FRN 230</td>
<td>Colloquia in French Studies: Women Writers of Africa and the Caribbean</td>
<td>Dawn Fulton</td>
<td>Fall 2009</td>
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<tr>
<td>FRN 320</td>
<td>Topics in Medieval and Renaissance Literature</td>
<td>Topic: Women Writers of the Middle Ages</td>
<td>Eglal Doss-Quinby</td>
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<tr>
<td>FYS 159</td>
<td>What’s in a Recipe?</td>
<td>Nancy Saporta Sternbach</td>
<td>Fall 2009</td>
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<tr>
<td>FYS 171</td>
<td>Women Writing Resistance</td>
<td>Jennifer Guglielmo (History)</td>
<td>Fall 2009</td>
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<td>FYS 172</td>
<td>(Dis)Obedient Daughters</td>
<td>Thalia Pandiri</td>
<td>Fall 2009</td>
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<tr>
<td>FYS 175</td>
<td>Love Stories</td>
<td>Ambreen Hai</td>
<td>Fall 2009</td>
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<tr>
<td>FYS 179</td>
<td>Rebellious Women</td>
<td>Kelly Anderson</td>
<td>Fall 2009</td>
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<tr>
<td>FYS 180</td>
<td>Cleopatra: Histories, Fiction, Fantasies</td>
<td>Nancy Shumate</td>
<td>Spring 2010</td>
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<tr>
<td>FYS 182</td>
<td>The Body Beautiful: History and Sociology of Beauty Culture in the United States</td>
<td>Ginetta Candelario</td>
<td>Spring 2010</td>
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<tr>
<td>GOV 204</td>
<td>Urban Politics</td>
<td>Martha Ackelsberg</td>
<td>Spring 2010</td>
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<tr>
<td>GOV 232</td>
<td>Women and Politics in Africa</td>
<td>Catharine Newbury</td>
<td>Spring 2011</td>
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<tr>
<td>GOV 269</td>
<td>Politics of Gender and Sexuality</td>
<td>Gary Lebring</td>
<td>Spring 2010</td>
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<tr>
<td>GOV 367</td>
<td>Seminar in Political Theory</td>
<td>Topic: Lesbian and Gay Politics</td>
<td>Gary Lebring</td>
</tr>
</tbody>
</table>
HST 238 Gender and the British Empire
Jennifer Hall-Witt
Offered Spring 2010

HST 252 Women and Gender in Modern Europe, 1789–1918
Jennifer Hall-Witt
Offered Fall 2009

HST 253 Women in Contemporary Europe
Darcy Burkle
Offered Spring 2010

HST 265 Race, Gender and United States Citizenship, 1789–1861
Elizabeth Stordeur Pryor
Offered Fall 2009

HST 278 Women in the United States Since 1865
Jennifer Gugliemo
Offered Fall 2009

HST 280 Colloquium: Inquiries into United States Social History—Globalization, Im/migration and the Transnational Imaginary
Jennifer Gugliemo
Offered Spring 2010

HST 355 Topics in Social History
Topic: Debates in the History of Gender and Sexuality
Darcy Burkle
Offered Spring 2010

HST 371 Problems in 19th-Century United States History
Topic: African-American Women in Slavery and Freedom
Elizabeth Stordeur Pryor
Offered Fall 2009

HST 383 Research in U.S. Women’s History: The Sophia Smith Collection
Topic: American Women in the 19th and 20th Centuries.
Helen Horowitz
Offered Spring 2010

IDP 208 Women’s Medical Issues
Leslie Jaffe
Offered Spring 2010

PRS 305 Cultural Literacy
Kevin Quasbie and Susan Van Dyne
Offered Spring 2010

PSY 266 Psychology of Women and Gender
Lauren Duncan
Offered Spring 2010, Spring 2011

PSY 374 Psychology of Political Activism
Lauren Duncan
Offered Spring 2010, Spring 2011

REL 110 Women Mystics’ Theology of Love
Elizabeth Carr
Offered Spring 2010

REL 320 Seminar: Jewish Religion and Culture
Topic: Jewish Women’s History
Lois Dubin
Offered Spring 2010

SOC 213 Ethnic Minorities in America
Ginetta Candelario
Offered Spring 2010

SOC 229 Sex and Gender in American Society
Nancy Whittier
Offered Spring 2010

SOC 237 Gender and Globalization: Culture, Power and Trade
Payal Banerjee
Offered Spring 2010

SOC 244/LAS 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice
Ginetta Candelario
Offered 2011–12

SOC 314 Seminar in Latina/o Identity
Ginetta Candelario
Offered Spring 2010

SOC 323 Seminar: Gender and Social Change
Nancy Whittier
Offered Fall 2009
Study of Women and Gender

SPN 230 Topics in Latin American and Peninsular Literature
  Topic: Female Visions of Mexico
  Patricia Gonzalez
  Offered Fall 2009

SPN 230 Topics in Latin American and Peninsular Literature
  Topic: A Transatlantic Search for Identity
  María Estela Harretche
  Offered Fall 2009

SPN 230 Topics in Latin American and Peninsular Literature
  Topic: Central American Poetry of War and Peace.
  Nancy Sternbach
  Offered Spring 2010

SPN 250 Survey of Iberian Literature and Society
  Topic: Sex and the Medieval City
  María Estela Harretche
  Offered Fall 2009

SPN 372 Topics in Latin American and Iberian Studies: Women, Environmental Justice and Social Action
  Michelle Joffrey
  Offered Spring 2010

THE 215 Minstrel Shows from Daddy Rice to Big Momma’s House
  Andrea Hairston
  Offered Fall 2009

THE 319 Shamans, Shapeshifters and the Magic If
  Andrea Hairston
  Offered Spring 2010

For a list of other courses that may count but are not offered in 2009–10, visit the program Web site at www.smith.edu/swg/crsmain.html.
Interdepartmental and Extradepartmental Course Offerings

ACC 223 Financial Accounting
The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program is suggested. No more than 4 credits in accounting may be counted toward the degree. 4 credits
Charles Johnson
Offered Fall 2009

EDP 290 Mellon Mays Undergraduate Fellows Research Seminar
Seminar on research design and conduct. The development and conduct of research projects including question definition, choice of methodology, selection of evidence sources and evidence evaluation. Participants will present their own research design and preliminary findings. Limited to recipients of Mellon Mays Undergraduate Fellowships. Seminar to be taken twice—once as a junior and once as a senior. Graded S/U only (2 S/U credits each time taken). (E) 2 credits
Randy Bartlett
Offered Fall 2009
To be arranged to accommodate schedules of MMUF Fellows (90 minutes per week)

IDP 100j Critical Reading and Discussion: “Book Title”
The goal of this course is to continue dialogues and discussions similar to those between students and faculty on the annual summer reading book for entering students during orientation. It represents an opportunity for students and faculty to engage in a sustained conversation about a mutual interest. A book will be selected by an instructor as the core reading for the course. The group will meet no fewer than five times in an informal setting to discuss the book. Attendance and participation is required. Each student will write a five page essay (or a series of essays). This course to be graded S/U only. Enrollment limited to 15 per topic. 1 credit
Margaret Bruzelius, Course Director
Members of the Faculty and Staff
Offered Interterm 2009–10

IDP 102 Thinking Through Race
This course offers an interdisciplinary and comparative examination of race in the Americas, as well as in other parts of the world, from the periods of discovery/conquest to the present. Although race is no longer held by scientists to have any biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), economics (slavery and labor patterns), culture and identities across the Americas and elsewhere. Where did the concept of race come from? How has it changed over time and across space? What pressures does it continue to exert on our lives? By bringing together faculty from a variety of programs and disciplines, and by looking at a range of cultural texts, visual images and historical events where racial distinctions and identities have been deployed, constructed and contested, we hope to give students a much richer understanding of how race matters. This course will meet for the first seven weeks of the semester. Not open to students who have taken AMS 102. Graded S/U only. (E) 1 credit
Thomas Riddell and Richard Millington (English Language and Literature)
Offered Fall 2009

Visit www.smith.edu/catalog for current course information.
IDP 103 Thinking Through Race Discussion Section
PENDING CAP APPROVAL
Optional discussion section for IDP 102. (E) 1 credit
*Thomas Riddell and Richard Millington (English Language and Literature)*
Offered Fall 2009

IDP 105 The Arts Around Us
This course offers the opportunity for students to attend live performances in music, dance and theatre, as well as museum exhibits, films and other artistic experiences. Students discuss and write about their responses and meet some of the performing artists involved in the performance events. Graded S/U only. No prerequisite. (E) 1 credit
Carol Christ, Grant Moss
Not offered in 2009–10

IDP 108 Intellectual Inquiry
An introduction to the disciplines and methods, the possibilities and limitations, the pleasures and the perils of academic investigation. Students will seek to answer three questions posed by the course directors. The questions will not be limited in any way and may come from any corner of the liberal arts. In pursuing their research, students will have available all the facilities of the college, libraries, laboratories, computers, collections, etc. They will work in groups with assistance from selected upperclass students and from members of the college staff. Enrollment limited to first-year students, 15 per section. (E) 1 credit
Not offered in 2009–10

IDP 115 AEMES Seminar
This course teaches students to apply appropriate learning strategies to extend and refine their academic capacities with an emphasis on science, engineering and mathematics. Course content includes research on learning styles and multiple intelligences as well as capacity-building application in critical thinking, problem solving, active reading and information literacy. The format consists of lectures, readings, discussion, guest speakers, written and oral presentations as well as weekly study groups for science, engineering and mathematics courses. Enrollment limited to 20 AEMES scholars. Graded S/U only. (E) 2 credits
*Gail Thomas (Jacobson Center for Writing, Teaching and Learning)*
Offered Fall 2009

IDP 118 The History and Critical Issues of Museums
Through readings and lectures by Smith faculty and guests, we will examine institutions that shape knowledge and understanding through the collection, preservation, interpretation and display of material culture. We will look at the history of museums, the role of museums in preserving and elucidating our cultural heritage, and such critical issues as the ethics of collection and display and the importance of cultural property rights. We will examine different types of museums, using the Smith College Museum of Art and the Smith Botanic Gardens as case studies. The final lecture will consider the future of museums and how they are evolving to meet society’s needs. Graded S/U only. 2 credits
*Jessica Nicoll, Director, Smith College Museum of Art*
Offered Fall 2009

IDP 135 Applied Learning Strategies in Science, Engineering and Mathematics
This course teaches students to apply appropriate learning strategies to extend and refine their academic capacities with an emphasis on science, engineering and mathematics. Course content includes research on learning styles and multiple intelligences as well as capacity-building application in critical thinking, problem solving, active reading and information literacy. The format consists of lectures, readings, discussion, guest speakers, written and oral presentations as well as weekly study groups for science, engineering and mathematics courses. Priority will be given to first-year students recommended by their advisers or class dean. Enrollment limited to 18. Permission of the instructor required. Graded S/U only. (E) 2 credits
*Gail Thomas (Jacobson Center for Writing, Teaching and Learning)*
Offered Spring 2010

IDP 140 Exploring the Archives
Exploring the Archives is a hands-on introduction to archival work through research and field trips to local historic sites, libraries, museums and archival collections. This course serves as a gateway to the archives cluster. Enrollment limited to 15. To be graded S/U only. (E) {H/S} 2 credits
*Susan Van Dyne and Members of the archives cluster faculty*
Offered January 2010
IDP 141 What I Found in the Archives
An introduction to the theoretical and practical questions of building archives: issues in collection development, what to collect, methods for locating sources, alternatives for documenting underrepresented groups and individuals, donor stewardship, legal, ethical and donor relations issues related to access, collecting, preservation and access challenges presented by the digital age. Faculty members will also share their “aha” moments, when working in archives in the U.S and abroad took their work in unexpected directions. To be graded S/U only. This course serves as a gateway to the archives cluster. (E) 1 credit
Susan Van Dyne and Members of the archives cluster faculty
Offered Spring 2010

IDP 150j Introduction to AutoCAD
This course will provide students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course will cover tools and techniques for effective two-dimensional drafting. No previous computer drafting experience is required. Open to all students. Enrollment limited to 24. Graded S/U only. (E) 1 credit
Reid Bertone-Johnson (Landscape Studies)
To be arranged

IDP 151j Introduction to SolidWorks
This course will provide students with an introduction to SolidWorks 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course will cover tools and techniques for effective three-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. Enrollment limited to 18. Graded S/U only. (E) 1 credit
To be announced

IDP 250j Applied Design and Prototyping: Design It! Make It!
This course will provide students with an introduction to applied design and prototyping. Students will learn how to transform an idea into a set of sketches, a computer model and a working prototype. The course will cover design strategies, design communication, documentation, materials, rapid prototyping and manufacturing. Prerequisites: Introduction to AutoCAD or Introduction to SolidWorks. Enrollment limited to 12. Graded S/U only. (E) 1 credit
Susannah Howe (Engineering) and Eric Jensen (Clark Science Center)
To be arranged

IDP 208 Women’s Medical Issues
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media’s representation of women and gender bias in health care. An international perspective on women’s health will also be considered. (N) 4 credits
Leslie Jaffe (Health Services)
Offered Spring 2010

PRS 301 Translating New Worlds
This course investigates how New World explorations were translated into material culture and patterns of thought in early modern Europe and the Americas (1500–1750). Focusing upon geographies, “anthropologies,” material objects, and pictorial and written records, students analyze how travel to and across the Americas reshaped the lives of consumers and thinkers from food and finery (chocolate and silver, sugar and feathers, corn and cochineal) to published narratives and collections of objects made in New Spain, New England and New France. In addition to 16th-century initial contacts, we discuss cultural practices be they material, imagined, factual or fantastical that arose from the first encounters, conquests and settlements. Students with strong interests in history, anthropology, art history or the history of science are welcome. Reading knowledge of French, German, Italian, Portuguese, or Spanish is recommended. Enrollment limited to 15 juniors and seniors. (E) 4 credits
Dana Leibsohn (Art) and Ann Jones (Comparative Literature)
Offered Spring 2010

PRS 302 Whose Voice? Whose Tongue? The Indian Renaissance and Its Aftermath
The Indian Renaissance in the mid–19th century represented a resurgence of interest in and development of classical Indian culture and learning. It also involved an explosion of new art, political and social movements and philosophy arising from the confluence of indigenous Indian ideas and imports brought by
British colonialists and foreign-returned Indians who traveled in the context of the colonial situation. The ferment generated by the renaissance fueled the Indian independence movement and is the context against which contemporary Indian society is constituted. We will examine India’s vast contributions to contemporary world culture against the backdrop of this fascinating period, reading the philosophy, art, theatre, poetry, politics and religious texts this period produced. Prerequisites: at least two intermediate-level courses either in philosophy or south Asian history, including Indian history, literature, art, or philosophy. Enrollment limited to 15 juniors and seniors. (E) **4 credits**  
Jay Garfield and Nalini Bhushan (Philosophy)  
Offered Fall 2009

**PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being**

What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course will be the notion of “happiness,” its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105. Enrollment limited to 15 juniors and seniors. (E) **4 credits**  
Philip Peake (Psychology) and Jamie Hubbard (Religion)  
Offered Fall 2009

**PRS 305 Cultural Literacy**

This seminar investigates the interdisciplinary knowledge and critical skills that we need in order to understand the cultures we inhabit. The heart of our work is to consider a selection of resonant artifacts and icons from U.S. cultural history, and learn, as a result, how shared social meanings are created, commodified and contested. Prerequisites: an introductory or methods course in AAS, AMS, SWG, and/or prior coursework in any department focusing on race, gender and culture. Enrollment limited to 15 juniors and seniors. (E) **4 credits**  
Kevin Quasbie (Afro-American Studies) and Susan Van Dyne (Study of Women and Gender)  
Offered Spring 2010

**PRS 306 Beowulf and Archaeology**

The Old English poem *Beowulf* may be the most expressive document we possess for the cultural world of Europe from the fifth through eighth centuries AD, even though it survives in a single copy from c. 1000. Our interpretation of this poem has been enhanced by discoveries of the Sutton Hoo ship-burial in East Anglia, a huge 6th-century hall in Denmark, and other significant finds. This seminar will examine the way archaeological investigation, historical research and literary criticism all combine to create a more revealing, though still controversial “assemblage of texts” from this formative phase of early European society. Enrollment limited to 12 juniors and seniors. (E) **4 credits**  
Craig R. Davis (English)  
Offered Spring 2010

**PRS 307 Asian Americans and the Law**

How has the legal system of the United States defined the category of people we know as Asians and Asian Americans? In this seminar we will explore Asian immigration, citizenship eligibility, and the development of Asian American identity by studying how Asians and Asian Americans themselves negotiated their status and rights as lawyers, judges, scholars or litigants. We will analyze judicial opinions, laws, historical writings, literary responses and academic studies. Previous coursework in Asian American history, sociology, literature, or government is recommended, though any junior or senior with an interest in the law and American society would be welcome. Enrollment limited to 15. (E) **4 credits**  
Floyd Cheung (English Language and Literature) and Georgia Yuan (General Counsel)  
Offered Spring 2010

**PRS 308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies**

Urban growth is inextricably linked to economic development, environmental impact, social change and political conflict. By 2050 world urban population will double from 3 billion to 6 billion. Rates of urbanization, problems associated with urban growth, and policies to address those vary substantially. The urban population in Japan and in Eastern Europe is projected to fall. In the U.S. and South America it is projected to increase by half. In Sub-Saharan Africa and India it is projected to triple. We will develop multidisciplinary
case studies of 21st-century urbanization. Enrollment limited to 12 juniors and seniors majoring in social sciences. (E) {S} 4 credits
Randall Bartlett (Economics)
Offered Fall 2009

PRS 309 Art/Math Studio
This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques as well as several small written assignments, will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) {A/M} 4 credits
Pau Atela (Mathematics) and John Gibson (Studio Art)
Offered Spring 2010

QSK 101/MTH 101 Algebra
This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not count toward the major. 4 credits
Catherine McCune
Offered both semesters

QSK 103/MTH 103 Math Skills Studio
In this course, students will focus on computational skills, graphing skills, algebra, trigonometry and beginning calculus. Featuring a daily lecture/discussion followed by problem-solving drills and exercises stressing technique and application, this course is intended to provide any student with concentrated practice in the math skills essential for thriving in Smith College course-work. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. (E) 2 credits
Catherine McCune, Karyn Nelson
Offered Interterm 2009–10

SPE 100 The Art of Effective Speaking
This one-credit course will give students systematic practice in the range of public-speaking challenges they will face in their academic and professional careers. During each class meeting, the instructor will present material on an aspect of speech craft and delivery; each student will then give a presentation reflecting her mastery of that week's material. The instructor videotapes each student’s presentations and reviews them in individual conferences. In class, the students will also review and analyze videotapes of notable speeches. Two sections, each limited to 10 students. Classes will be held for six weeks of the spring semester, beginning on a date to be determined. Conferences will be scheduled separately. Students must come to the first class prepared to deliver a 3- to 5-minute speech of introduction: Who I Am and Where I’m Going. Students also need to bring a blank videotape to class. All the speeches students make during class will be recorded on this tape. Offered spring semester every year. (E) 1 credit
To be announced
Offered Spring 2010
Five College Course Offerings by Five College Faculty

Five College Supervised Independent Language Program, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program). Elementary-level courses are currently offered in the following languages: Bulgarian, Czech, Dari, Modern Greek, Hungarian, Indonesian, Norwegian, Persian, Romanian, Serbo-Croatian, Slovak, Thai, Turkish, Turkmen, Twi, Urdu, Yoruba, Vietnamese and Wolof. For further information, including information on registration, consult the Web site (http://www.umass.edu/fclang).

Five College Mentored Language Program, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program). Elementary, intermediate and advanced courses are currently offered in the following languages: Modern Standard Arabic, colloquial Arabic (dialects are offered in rotation), Hindi and Swahili. For further information, including information on registration and prerequisites, consult the Web site (http://www.umass.edu/fclang).

African Studies

Catherine Newbury, Professor of Government (at Smith College in the Five College Program).

Government 321. The Rwanda Genocide in Comparative Perspective
In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Sierra Leone and the Democratic Republic of the Congo.
First Semester. Smith College

SS 227. Women and Politics in Africa
This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women’s life histories as well as analyses by social scientists.
First Semester. Hampshire College

Government 233. Problems in Political Development
Why are so many states of the world poor and “under-developed?” What is the meaning of development, and how can it be achieved? Focusing on areas of Africa, Latin America and Asia, this course will explore the role of the state in development; institutions, actors and social movements that structure political interaction; and the relationship between democratization and development.
Second Semester. Smith College

Political Science 29/Black Studies 25/WAGS 61. Women and Politics in Africa
This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications
for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

Second Semester. Amherst College

Arabic

Mohammed Mossa Jiyad, Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 130f. Elementary Arabic I
This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing.
First semester. Mount Holyoke College (4 credits)

Asian 232f. Intermediate Arabic I
This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.
First semester. Mount Holyoke College (4 credits)

Asian 131s. Elementary Arabic II
Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.
Second semester. Mount Holyoke College (4 credits)

Arabic 233s. Intermediate Arabic II
This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.
Second semester. Mount Holyoke College (4 credits)

Asian 320s. Arab Women Novelist’s Works
The objective of the seminar is to give a well-rounded picture of the problems still confronting women in the Arab world and of the efforts being made by them to achieve a fuller and more equal participation in all aspect of life. Furthermore, the seminar attempts to identify the significant patterns of change in the status of women in the novels of the foremost feminist reformists who, from the turn of the century, have been clamoring for the betterment of condition for women within their societies. Through these novels students can clearly identify discernible trends that have already been put in motion and are in the process of creating new roles for women and men in a new society.
Second semester. Mount Holyoke College

Archeology

Elizabeth Klarich, Assistant Professor of Anthropology (at Smith College in the Five College Program).

Anthropology 135. Introduction to Archaeology
The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Limit 30.
First Semester. Smith College
Anthropology 216f. The Inca and Their Ancestors
This course explores the archaeology and history of the Inca Empire and earlier prehistoric cultures in the Andean region of South America. Readings and lectures will explore how artifacts such as pottery, stone tools and food remains plus regional and site-level data are used to understand major political, economic and social processes in the past. Particular attention will be paid to the development of early states on the Peruvian coast, the role of ceremonial centers in the highlands, and continuities in the political and social structures between the Inca and their ancestors.
First Semester. Mount Holyoke College

Anthropology 347. Seminar: Topics in Archaeology, Prehistory of Food
This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.
Second Semester. Smith College

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice will address the roles and responsibilities of archaeologists in heritage management, museum development and community outreach.
Second Semester. Amherst College

Architecture Studies

Thom Long, Assistant Professor of Architectural Studies (at Hampshire College in the Five College Program).

HACU 267. Space + Phenomenon
This studio architecture course will be a design investigation of a unique approach to space and phenomena as related to architecture and the built environment. The course will combine reading, writing and studio work along with group and individual projects. Students will use traditional and contemporary architectural skills to analyze and respond to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language necessary to identify and define spaces. The objective of the course is to solve a cross-section of both simple and complex architectural issues involving site, inhabitation, function, form and space through very rigorous, open-ended and creative design work. This course will require a large volume of work outside of the class. There are no prerequisites for this Five College Architecture Studies course—though one semester of design is recommended. A lab fee of $50 will apply. Enrollment will be determined after the first class meeting.
First semester. Hampshire College

Art 205-1. Sculpting Space (Architectural Design Studio)
This studio architecture course will be a design investigation of a particular theme in, or approach to, architecture and the built environment (details vary). In this course, students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, diagramming) to interdisciplinary and critical design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form and space. Our goal is to apply creative techniques in art and sculpture to the creation of social architectural spaces. The prerequisite for this Five College architecture course is Drawing I, though one semester of design or sculpture is recommended. A lab fee of $50 will apply. Enrollment will be determined after the first class meeting.
First semester. Mount Holyoke College
HACU 307. Think. See. Do—Concentrations in Studio Architecture
This course is open to second-year Division II and Division III students, and Five College Architectural Studies seniors completing or anticipating thesis studio projects in architecture and design. It will enable students to develop individual projects in a collaborative studio setting. Students will work to further develop their self-proposed projects while learning new design and representational skills to both gain additional insights and hone additional tools for their particular exploration.

This course will be marked by an intense reading and discussion period, followed by both writing and design production on topics culled from our readings and individual student projects. The fundamental thinking for this course is that the power of the art of architecture lies not in the complexity of the object, but in the complexity of the subject.

Through this, our approach will be to dissect, unpack, analyze and critique the nature and action of subjects (those inhabiting architecture) to formulate design responses and interactions. Students will work with multiple methodologies and techniques for addressing a wide range of issues from the theoretical to the actual, incorporating new means, methods and applications learned throughout the course. Students must have an individual project ready or in progress at the start of the term. Five College students should have an established work methodology, have taken several studios in architectural design and intend to use this course to complete a compressed single-semester thesis project.

Second semester. Hampshire College

Art and Technology

John Slepian, Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program).

IA 388. Art, Nature, Technology
The discourses of art, nature and technology have been intertwined for centuries, but as technology becomes more sophisticated, it is possible for artworks to go beyond just representing nature and to begin to simulate it or engage it directly. This course will explore the ways that art can employ both the ideas and tools encountered in areas of research like artificial life, the simulation of complex systems, remote environmental sensing, biomimicry and green technology. Students will complete a series of conceptually based art projects culminating in a final project of their own devising. Projects will be contextualized by looking at the work of artists working with nature, from the earth art of the 1960s to contemporary work such as Ken Goldberg’s Telegarden. There will be series of readings on topics like the social construction of nature.

First semester. Hampshire College

Euro Studies 52/Art 16. Designing Across Borders and Time
In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physically and theoretically, historically and presently—through digital media. Our process will prompt us to dissect 20th-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations and digital models. This course will introduce students to various digital diagramming, drawing, and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. The prerequisite for this course is Drawing I, but a semester of design or sculpture is recommended. This course will combine lectures, reading, discussion, and extensive studio design. Limited to 11 students.

Second semester. Amherst College

Art 162. Introduction to Digital Media
An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 14.

First semester. Smith College

IA 241. Digital Art: Multimedia, Malleability and Interactivity
Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for
the creation and manipulation of various media, including bitmap and vector images, 2D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner and Nam June Paik.

Second semester. Hampshire College

ARS 361. Interactive Digital Multimedia
This course emphasizes individual projects and one collaborative project in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production) developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art will augment this course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14.

Second semester. Smith College

Asian/Pacific/American Studies

Richard Chu, Assistant Professor of History (at the University of Massachusetts in the Five College Program).

Is the United States an “empire”? Today, U.S. political, military and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the 20th-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, post-colonialism, neo-colonialism, crony capitalism, globalization and militarism. Requirements include two exams and a final paper.

First Semester. University of Massachusetts

History 175/Amer. Studies 102. Asian–Pacific American History
This is an introductory survey course in the history of Asian-Pacific Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian and Pacific Islander descent.

The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region.

Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

First Semester. Mount Holyoke College

History 247. Asian–Pacific American History
This course is an introductory survey course in the history of Asian-Pacific Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian and Pacific Islander descent.

The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region.

Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Second Semester. University of Massachusetts
SS 216. Chinese Diasporic Communities in the World: Race, Empire and Transnationalism
This course examines the experiences of Chinese diasporic communities in Southeast Asia, the United States and the Caribbean within the historical context of empire-building, colonization, war, transnationalism and globalization. The period covered spans from the 1600s to the present, and focus will be given to how dominant groups attempt to localize and discipline Chinese diasporic subjects and how the latter negotiate, manipulate and challenge such efforts. Themes include racism, transnationalism, ethnicity, gender, class, empire and nationalism.
Second Semester. Hampshire College

Sujani Reddy, Assistant Professor of American Studies (at Amherst College in the Five College Program).

American Studies 36. South Asians in the United States
This course focuses on the political, economic, ideological, social and cultural dimensions of migration from South Asia to the United States, to be understood within the larger context of South Asian diaspora (hi)stories. Our approach will be interdisciplinary, working with social theory and history as well as literature, film and music. We will identify different notions of diaspora and migration and how they give meaning to “home” and displacement. The semester begins with Indian labor migration with the system of British colonial indenture, proceeds through the “free” labor migration of workers in the colonial and post-colonial period, and concludes with our contemporary moment. Not open to first-year students. Limited to 15 students. Preference given to American studies majors.
First Semester. Amherst College

American Studies 32. Racialization in the U.S.—The Asian/Pacific/American Experience
This course is an interdisciplinary introduction to Asian/Pacific/American Studies. We will begin by looking at the founding of the field through the student-led social movements of the 1960s and ask ourselves how relevant these origins have been to the subsequent development of the field. We will then use questions that arise from this material to guide our overview of the histories, cultures and communities that make up the multiplicity of Asian/Pacific America. Topics will include, but not be limited to, the racialization of Asian Americans through immigrant exclusion and immigration law; the role of U.S. imperialism and global geo-politics in shaping migration from Asia to the U.S., the problems and possibilities in a pan-ethnic label like A/P/A, interracial conflict and cooperation, cultural and media representations by and about Asian Americans, diaspora and homeland politics. In addition, throughout the semester we will practice focusing on the relationships between race, gender, class, sexuality, and nation. The ultimate goal of the course is to develop a set of analytic tools that students can then use for further research and inquiry. Limited to 20 students.
Second Semester. Amherst College

Sociology 392R. Racialization
This course defines, analyzes and interrogates processes of U.S. racial formation with a particular focus on immigration, immigrant communities and the question of immigrant rights. We will begin in the late 19th century and follow through to the present day. It will include an outline of the basic patterns of migration to the United States; the role that empire has played in creating these flows; the relationship between immigration, racialization and nation-state formation; questions of naturalization, citizenship and family reunification; immigrant labor; “illegal” immigrants; nativism and anti-immigration movements; the relationships between gender, sexuality, race, class and nation; and diaspora/transnationalism. Throughout we will pay specific attention to the shape of contemporary debates about immigration and their relationship to the histories we consider.
First Semester. University

History 278s. Immigration Nation
This course examines both race and racism as elements in the historical process of “racialization,” and proceeds by positing racialization as key to understanding the political, economic, social and cultural dynamics of the United States. We will outline the basic patterns of migration to the United States from the late 19th century to today. Specific topics may include (but are not limited to) imperialism; diaspora; immigrant rights; immigrant labor; “illegal” immigration; nativism; social movements; and the relationships between gender, sexuality, race, class and nation.
Second Semester. Mount Holyoke College

Dance
Constance Valis Hill, Associate Professor of Dance (at Hampshire College in the Five College Program)
HACU 270. Fleeting Images: Choreography on Film
From silent slapstick comedy and grandiose musicals to martial arts action films and music television videos, the dancing body has riveted the camera’s eye since the creation of moving pictures at the turn of the 20th century. This course examines the centrality of dance in the motion picture, and at the same time shows how the medium of film has transformed the physics of dance (time, space, energy) into fantastical visual dimensions. We will focus on works that have most successfully produced a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body.
First Semester. Hampshire College

Dance 273. Issues in Dance History: Black Traditions in American Dance
This class will explore the forms, contents and contexts of black traditions that played a crucial role in shaping American theatrical dance in the 20th century, and acknowledging such African American dance artists as Bill Robinson, Katherine Dunham, Pearl Primus and Alvin Ailey—along with Isadora Duncan, Martha Graham, Doris Humphrey and George Balanchine—as the pioneering movers and shapers of our modern American dance tradition. As we progress from turn-of-the-century musical comedy dance and Broadway jazz in the twenties, to modern dance in the thirties, ballet Americana in the forties, postmodern experimental dance in the sixties and popular social dance forms in the eighties and nineties, we are asking, what is American dance, and what are the particular black cultural traditions that shaped American dance performance? Viewing American cultural history through the lens of movement and performance, we will ask, what are the particular social and cultural traditions that shaped American dance performance; as we trace our own roots as dance artists within the 20th-century continuum.
Second Semester. Mount Holyoke College

English
Jane Degenhardt, Assistant Professor of English (at the University of Massachusetts in the Five College Program).

English 892N. Tragicomedy
This course explores the rise of a popular genre of stage plays that debuted in England around 1600 and attracted every major playwright of the period. It will analyze the tropes and conventions of tragicomedy in relation to social and cultural politics, as well as the literary models that preceded tragicomedy, especially romance. We’ll pay particular attention to the political
implications of genre. And we’ll analyze closely the formal structures and thematic content of tragicomic plays, including the specific means by which they arrive at comic resolutions and the tragic possibilities that they flirt with but refuse to play out. Primary readings will include tragicomedies by Shakespeare, Fletcher, Webster, Massinger, Marston, Dekker and Heywood, as well as romances by Tasso, Cervantes, Chaucer and others. Secondary readings will include both Renaissance and modern genre theory, as well as emerging criticism on tragicomedy. Final projects will give students the opportunity to explore their own interests in relation to those of the course.

First Semester. University of Massachusetts

English 312f/Theater 350. Seminar on Shakespeare’s “Problem Plays”
This course explores plays in Shakespeare’s canon that seem to defy conventional classifications. How do we make sense of “comedies” that end in violence or oppression? Does our system of classifying plays oversimplify Shakespeare’s experiments with genre? We will take a new look at what makes Shakespeare’s plays innovative and develop an in-depth understanding of their dramatic forms. Readings include some of Shakespeare’s most well-known plays, such as The Merchant of Venice, Measure for Measure, and All’s Well That Ends Well, as well as some of his least known. We will also read one or two non-Shakespearean plays for context and comparison. Meets Humanities I-A requirement. Prereq. jr, sr, 8 credits in department beyond English 101, including English 211 or permission of instructor; 4 credits; enrollment limited to 15; 1 meeting (3 hours); meets English department seminar requirement; meets pre-1700 requirement.

First semester. Mount Holyoke College

English 204. Intro to Asian American Literature
What does it mean to be an Asian American and how has this changed over time? In this course we’ll look at the differing ways that Asian American writers have approached this question from the early 20th century to the present time. We’ll learn about the history of Asian immigration, citizenship, internment and interracial encounters, which are all central themes that recur in Asian American literature. Readings may include the work of Sui Sin Far, Hisaye Yamamoto, David Henry Hwang, Maxine Hong Kingston, Andrew Lam, Bharati Mukherjee, Jhumpa Lahiri, Fae Ng and Heinz Insu Fenkl. Course requirements: active participation, one short essay emphasizing close reading, a midterm exam and final research paper

Second Semester. University of Massachusetts

English 254. English Drama in the Age of Shakespeare
The Renaissance was one of the most innovative periods of theatrical history, thanks to a host of talented playwrights who have since been forgotten or eclipsed by Shakespeare. Who were these once popular friends and competitors to Shakespeare? In this course we’ll learn about the history of Renaissance theater and survey a range of funny, bizarre, violent, surprising and suspenseful plays. Readings include a sampling of tragedy, comedy, history, romance and tragicomedy by Christopher Marlowe, John Webster, Thomas Heywood, John Fletcher, Ben Jonson, Elizabeth Cary and Philip Massinger. Our focus will be on the structure and language of the plays, their dramatic form and genres, and their relations to the pressing issues and questions of the time. Course requirements include three essays and an oral presentation.

Second Semester. Smith College

Film/Video

Baba Hillman, Associate Professor of Video/Film Production (at Hampshire College in the Five College Program).

HACU 253. Writing for Film: Text, Performance and Memory in Transnational Cinema
This production/theory course combines studies in writing, film and videomaking with an emphasis on the theme of migration in contemporary film through a study of the role of memory, language, performance and visual structure. The course will engage students across disciplines who are working with issues of displacement and exile, as well as students who are working with languages other than English or across multiple languages. We will study filmmakers and writers who are working in hybrid combinations of poetic, fictional and nonfictional forms and in a context of transnational histories. The course emphasizes Maghrebi film with a range of approaches by filmmakers who are questioning what it means to work in a transnational context and to negotiate conflicts between notions of the local and the global, notions of national identity and the postnational. The course includes a study of writers Sophie Ponchalet, Faiza
Guène, Leila Sebbar and Leila Houari and critical writings by James Clifford, Reda Bensmaia and Carrie Tarr. Instructor permission required.

**First Semester. Hampshire College**

**English 82. Narrative Cinema in a Global Context**

This course will introduce students to a diverse range of approaches to narrative filmmaking. Students will gain skills in videomaking and criticism through project assignments, readings and analysis of critical discourses that ground issues of production. The course will include workshops in cinematography, sound recording, directing and editing. Weekly screenings will include films and videos by Jia Zhangke, Claire Denis, Charles Burnett, Tsai Ming-liang, Abdellatif Kechiche, and Lucia Murat. Students will complete three video projects. Admission with consent of the instructor.

**Second Semester. Amherst College**

**HACU 187. Performance and Directing for Film, Video and Installation**

This is a production/theory course for video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities in a context specific to film and video.

The course emphasizes development of individual approaches to relationships between performance, text, sound and image. We discuss visual and verbal gesture, dialogue and voice-over, performative practice with actors and non-actors, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings introduce students to a wide range of approaches to performance in international film and video with an emphasis on the work of African filmmakers.

**Second Semester. Hampshire College**

**Comm 397CC. Intro to Video Art Production: Adaptation**

This course provides a foundation in the principles, techniques and equipment involved in making short video adaptations. Working with already existing texts (short stories, plays, poems, novel excerpts, films, songs, news stories, etc.), students will develop their own projects. The course will introduce students to the following: developing a viable story idea and script from another author’s text; working with actors; dramatic structure and its relationship to cinematography; aesthetics and mechanics of shooting; the role of sound; and the conceptual and technical underpinnings of digital editing. We will do several very short exercises early in the semester, working towards a longer final piece. The larger objective of the course is to gain proficiency in the language of moving images by looking at other media through the prism of film. In this way, we will develop our ability to tell stories in cinematic terms. Registration by permission of instructor. See the Comm 397CC course listing at www.umass.edu/film for an application. Course capacity: 12.

**Second Semester. Mount Holyoke College**

**Bernadine Mellis, Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)**

**Film Studies 210. First Person Documentary**

This introductory video production course will emphasize documentary filmmaking from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Permission of instructor required. Course capacity: 12.

**Second Semester. University of Massachusetts**

**English 89 / Theater and Dance 96. Production Seminar in the Moving Image: Performance, Video and Sound**

This course will focus on creating a performance, music and video piece on the themes of migration, displacement, memory and history. The piece will be developed through interdisciplinary experiments that emphasize the exploration of reciprocal relationships within and between the different media. Students will work individually and in collaborative teams and will be involved in the conception, rehearsals and performances of an original performance work directed by the professors. This course is for intermediate/advanced videomakers, performers, composers and designers who have previous experience in any of the above media. Co-taught with Professor Wendy Woodson.
Film Studies 310. Advanced Documentary Production
This course will take concepts introduced in the fall introductory video production class to the next level. We will delve deeper into the study of documentary history and theory, while also working on documentary projects. Students will work in pairs or small groups to produce one project over the course of the semester, from developing a proposal through the stages of pre-production, production, and post-production.
Second semester. Mount Holyoke College

Film Studies 282. Intro Video Production: First Person Documentary
This introductory video production course will emphasize documentary filmmaking from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects.
Second semester. Smith College

Geosciences

J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts in the Five College Program).

Geo 105. Dynamic Earth
Mountain building and plate tectonics; landscapes and the underlying rocks and structures; earth history; the role of earthquakes, volcanoes, coastlines, rivers, glaciers and wind; natural hazards; survey of resources of water, energy and minerals. Students needing or wanting a laboratory component may register for GEO-SCI 131 (Gen. Ed. PS)
First semester. University of Massachusetts

Geo 591V. Volcanology
A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor and Cascade volcanism.
Each week deals with a particular topic in volcanism and includes a lecture, readings from the textbook and class presentations. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper.
Honors students will “adopt” a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester, and prepare a final term report on their adopted volcano.
Second semester. University of Massachusetts

History

Nadja Sbaiti, Assistant Professor of Middle Eastern History (at Smith [home campus] and Mount Holyoke Colleges in the Five College Program) will be on leave in 2009–10.

International Relations

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

SS 164t. Energy, Resources and American Foreign Policy
An assessment of American foreign policy in the Obama era, with particular reference to issues of energy, the environment and natural resources. The course will begin with an analysis of the main features of Obama’s foreign policy and how they differ from those of the Bush administration. It will then focus on Obama’s approach to energy, natural resources and global warming—and how these affect American foreign policy. Particular emphasis will be placed on the role of energy and environmental issues in America’s ties with China, Russia, Africa and the Middle East. Students will be expected to follow world affairs on a daily basis, to examine a particular problem in U.S. foreign policy in depth and to report on their research in class. (Open to Hampshire College first-year students only.)
First Semester. Hampshire College
Political Science 392G. Global Resource Politics
This course will examine the global competition for vital natural resources, especially oil, natural gas, water, food and key industrial minerals. The course will begin with a review of the role of resource competition in human history and an assessment of the potential for international friction and conflict arising from disputes over scarce or contested supplies of vital materials. Particular emphasis will be placed on the geopolitics of oil, natural gas and water. The impact of global warming on the future availability of water, food and other key resources will also be considered. Students will be expected to acquire a general knowledge of the global resource equation and to examine a particular resource problem in considerable depth.
First Semester. University of Massachusetts

SS 282. War, Peace and Violence
This course will examine the nature of violent conflict in the current era, looking not only at conventional warfare among nation-states but also at unconventional forms of warfare, including terrorism, insurgency, ethnic warfare, civil disorder and criminal violence. The aim of the course will be to gain insight into the causes, characteristics and consequences of contemporary conflict, with the intent of devising better preventative and ameliorative measures. Students will be expected to follow current world affairs closely and to choose a particular conflict or subset of conflicts for close inspection and analysis, reporting on their findings in class.
Second Semester. Hampshire College

Government 250. Case Studies in International Relations
In Spring 2010, the course will focus on the global competition for vital natural resources, especially oil, natural gas, water, food and key industrial minerals. The course will begin with a review of the role of resource competition in human history and an assessment of the potential for international friction and conflict arising from disputes over scarce or contested supplies of vital materials. Particular emphasis will be placed on the geopolitics of oil, natural gas and water. The impact of global warming on the future availability of water, food, and other key resources will also be considered. Students will be expected to acquire a general knowledge of the global resource equation and to examine a particular resource problem in considerable depth.
Second Semester. Smith College

Jon Western, Associate Professor of International Relations (at Mount Holyoke College in the Five College Program).

International Relations 237. International Human Rights
This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.
First Semester. Mount Holyoke College

Political Science 391Z. International Human Rights
This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.
First Semester. University of Massachusetts

International Relations 319. U.S. Foreign Policy, Human Rights and Democracy
Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of — and compliance with — international human rights conventions, protocols and laws? This seminar begins with a historical overview of American
democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

Second Semester. Mount Holyoke College

**Government 354. U.S. Foreign Policy, Human Rights and Democracy**

Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of —and compliance with— international human rights conventions, protocols and laws? This seminar begins with a historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

Second Semester. Mount Holyoke College

**Italian**

*Elizabeth H. D. Mazzocco,* Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program).

**Italian 126H. Intensive Elementary Italian Honors**

The course’s goal is to provide students with the opportunity to gain functional fluency in Italian in one semester so that they can, in future semesters, integrate language into their major concentrations. In addition to mastering the traditional four skills (speaking, listening, reading, writing), students will simultaneously use the language as a bridge to Italy’s culture, history and literature. Unlike the non-honors Italian 126, this course meets 5 times per week with the professor and an additional hour in small conversation groups with a native speaking fellow from the Università di Bologna-Forli hosted by the UMass Italian program. Freshmen and Sophomore only.

First Semester. University of Massachusetts

**Japanese**

*Fumiko Brown,* Five College Lecturer in Japanese.

**Japanese 13. Introduction to Thematic Reading and Writing**

This course is designed for the advanced students of Japanese who are interested in readings and writings on topics that are relevant to their interests. Each student will learn how to search for the relevant material, read it and summarize it in writing in a technical manner. The course will also focus on the development of a high level of speaking proficiency. Small groups based on the students’ proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester. Requisite: Japanese 12 or equivalent.

First Semester. Amherst College

**Asiatic Studies 324. Third Year Japanese I**

This course helps students attain higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

First Semester. Mount Holyoke College

**Japanese 14. Thematic Reading and Writing**

This course is a continuation of Japanese 13. In addition to learning how to search for the relevant material, read it with comprehension and produce a high level of writing, the students will learn to conduct a small research project in this semester. The course will also focus on the development of a high level of speaking proficiency through discussions with classmates and the instructor. Small groups based on the students’ proficiency levels will be formed, so that
instruction accords with the needs of each group. Two
group meetings and two individualized or small group
evaluations per week are normally required throughout
the semester. Requisite: Japanese 13 or equivalent.
Second Semester. Amherst College

Asian Studies 326s. Third-Year Japanese II
This course continues Asian Studies 324, Third-Year
Japanese I. Emphasizes attaining a higher level of
proficiency in modern Japanese through the extended
use of the language in practical contexts. The class will
be conducted mostly in Japanese. Meets the language
requirement; does not meet a distribution requirement.
Prereq. Asian 324 or equivalent (see Ms. Nemoto for
placement); 4 credits; enrollment limited to 15.
Second Semester. Mount Holyoke

Korean

Suk Massey, Five College Lecturer in Korean.

Korean 110. Korean I
An introduction to spoken and written Korean. Em-
phasis on oral proficiency with the acquisition of basic
grammar, reading and writing skills. This course is
designed for students with little or no background in
Korean. 4 credits
First Semester. Smith College

Korean 220. Korean II
This course places equal emphasis on oral/aural
proficiency, grammar, and reading and writing skills.
Various aspects of Korean society and culture are pre-
sented with weekly visual materials. Prerequisite: 111
or permission of the instructor. 4 credits
First Semester. Smith College

Korean 301. Korean III
Continued development of speaking, listening, reading
and writing, with more advanced grammatical points
and vocabulary. Korean proverbs and Chinese charac-
ters are introduced. Prerequisite: 221 or permission of
the instructor. 4 credits
First Semester. Smith College

Korean 111. Korean I
A continuation of 110. Prerequisite: 110 or permission
of the instructor. Enrollment limited to 15. 4 credits
Second Semester. Smith College

Korean 221. Korean II
A continuation of 220. Prerequisite: 220 or permission
of the instructor. Enrollment limited to 15. 4 credits
Second Semester. Smith College

Music

Bode Omojola, Assistant Professor of Ethnomusicol-
ogy (at Mount Holyoke College in the Five College
Program).

The main focus of this course is to facilitate a cultural-
ly sensitive analytical engagement of musical traditions
from different parts of the world. The course begins
with a survey of some of the theoretical and method-
ological issues that have shaped the field of ethnomu-
sicology and influenced the study of musical traditions
especially in the post 1950s era. Relying on audio and
video recordings as well as on music notation, the
course examines musical examples from different parts
of the world, including Africa, Asia and Latin America.
Emphasis will be on understanding musical structures
as defined in specific traditions, and the ways in which
musical performances/compositions relate to or are
shaped by factors emanating from the cultural envi-
ronment in which they are situated. Students offering
this course are expected to carry out a final project on a
selected musical performance or composition, drawing
on the theoretical and analytical approaches examined
in the course.
First Semester. Mount Holyoke College

Music 6 /Black Studies 26. Master Musicians of Africa
This course concentrates on the lives and music of
selected West African musicians. Departing from ethno-
graphic approaches that mask the identity of individual
musicians and treat African societies as collectives, this
course emphasizes the contributions of individual West
African musicians whose stature as master musicians
is undisputed within their respective communities. It
examines the contributions of individual musicians to
the ever-continuous process of negotiating the bound-
aries of African musical practice. Individuals covered
this semester include Babatunde Olatunji (Nigerian
drummer), Youssou N’Dour (Senegalese singer),
Kandia Kouyate (Malian jelimuso) and Ephraim Anu
(Ghanaian composer). The variety of artistic expres-
sions of selected musicians also provides a basis for
examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

First Semester. Amherst College

Music 226. World Music
This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions.

Second Semester. Mount Holyoke College

Music XX. African Popular Music
This course focuses on 20th century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous and mbaqanga will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment in Africa. The course also discusses the growth of hip-hop music in selected African countries by exploring how indigenous cultural tropes and the social dynamics of postcolonial Africa have provided the basis for its local appropriation. Themes explored in this course include the use of music in the construction of identity, the interaction of local and global elements, and the political significance of musical nostalgia.

Second Semester. University of Massachusetts

Russian, East European, Eurasian Studies

Sergey Glebov, Assistant Professor of History (at Smith College in the Five College Program).

History 239. Russian Empire Building in Eurasia
The emergence, expansion, and maintenance of the Russian and Soviet Empire to 1929; the dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement, rise of the Communist government), as well as the development of the multitude of nations and ethnic groups conquered by or included into the Russian empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats.

First Semester. Smith College

SS 269. Affirmative Action Empire: Soviet Experiences of Managing Diversity
This course introduces students to the history of the Soviet state and society through a variety of topics, all of which touch on the problem of dealing with diversity under a Communist regime. We will begin with a discussion of recent theories of nationalism and empire, and read Joseph Stalin’s and Vladimir Lenin’s texts on revolution and nationalism. Later, we shall discuss how the Communist regime envisioned socialist transformations in various parts of the Soviet Union, focusing in particular on the Soviet campaign for the modernization of Islamic Central Asia and the unveiling of Central Asian women. We will also explore the meaning of the Great Terror that swept the country as Stalin’s grip on power hardened, and look at World War II and its legacies. Using a range of historical sources, from animated films to novels and rock songs, we shall explore the culture of the late Soviet Union and discuss social forces that predetermined its demise as the only grand alternative to Western-style liberal democracy. It is expected that by the end of the class students will be familiar with the assumptions and the language of Soviet-style Marxism, and understand the evolution of the economic, cultural and social policies of the Soviet regime.

First Semester. Hampshire College

History 247. Aspects of Russian History
Topic: Affirmative Action Empire: Soviet Experiences of Managing Diversity. How the Communist rulers of the Soviet Union, and Stalin in particular, mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing and supporting new national and social identities among diverse Soviet ethnic groups in light of collectivization, industrialization,
expansion of education and Stalin’s Terror. How World War II and post-war reconstruction became formative experiences for today’s post-Soviet nations.  

Second Semester. Smith College  

**Russian 20. Introduction to the Peoples and Cultures of Eurasia**  
If you ever wondered about the past of countries such as Ukraine, Georgia or Uzbekistan, you might be interested in this course, which explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. A home to Christianity and Buddhism, Islam and Judaism, Eurasia presents itself as a venue for studying interactions between major cultures of the world over the course of many centuries. As it embarked upon building Communism in the 20th century, it produced its own material and ideal world, which influenced Communist and Socialist regimes across the globe.  

In the course of our meetings we will discuss how this region was imagined and mapped. How useful are conventional definitions of the boundary between “Europe” and “Asia”? What is meant by “Eastern Europe,” “Central Europe,” and “Eurasia”? What was the impact of imperial formations, such as the Mongol Empire of Chingis-khan’s heirs or the Empire of the Romanovs, upon the history of the region’s diverse peoples? How important was the influx of European ideas and practices from the 15th century onwards? We shall look at how the emerging modern nations incorporated or obliterated their imperial pasts and struggled over the meaning of past events. We shall also explore how empires dominated and colonized particular spaces and how this domination was resisted or accommodated in different parts of Eurasia.  

To help us navigate these problems, we will read historical documents, from The Secret History of the Mongols, to the writings of the Islamic modernist, Ismail-bey Gaspirali, to Joseph Stalin’s vision of the Soviet Socialist state composed of modern nations. The class itself will consist of a series of lectures and discussions, each led by a specialist in a particular area of Eurasian studies from the Five Colleges. By the end of this class you should be well-acquainted with the emergence of nations and regions such as East Central Europe, Central Asia and the Caucasus, as well as with how these regions fared in the cultural imagination of modern Europe. You will also know well the resources available in the Five College area for the study of the region.  

The class has no specific prerequisites and requires no prior knowledge of the history or the present of Eurasia. This class is one of the requirements for the Five College Certificate in Russian, East European, and Eurasian Studies. Among the assignments are three reaction papers, a final paper, and a book review.  

Second Semester. Amherst College  

**Theater**  

Robert Kaplowitz, Visiting Lecturer in Sound Design (at the University of Massachusetts in the Five College Program).  

**Theater 393s. Sound Design I**  
What is theatrical sound design? Funny you should ask . . . Introduction to sound design attempts to answer that question, exploring what sound design is, how to look at a text and launch your creative process, and how to take the ideas based on that creative process and turn them into sounds to be used in a show. This is all done through a series of introductory lab projects and then a complete design for a short play, all while learning three new pieces of software. This is a highly interactive class, where student participation is key; students will be expected to take part in each other’s projects, as well as creating their own work.  

First Semester. University of Massachusetts  

**IA 323. Advanced Sound Design for Theater**  
This class is restricted to students who have either completed the intro sound design class, or who can demonstrate sufficient knowledge of the software and concepts of sound design to the professor. It is tailored to the specific class group — previous advanced classes have focused on topics such as “How to convert confusing ideas into concrete sounds for the stage” and “How to successfully communicate your designs to a director who doesn’t speak sound.” Additionally, the class will include at least one visit to a professional production (a major Off-Broadway or Broadway production in NY), as well as “True tales of show business” and offers advice on career basics like how one’s résumé should look and who buys the coffee for any particular meeting.  

First Semester. Hampshire College
Theater and Dance 46. Sound Design
What is theatrical sound design? Funny you should ask . . . Introduction to sound design attempts to answer that question, exploring what sound design is, how to look at a text and launch your creative process, and how to take the ideas based on that creative process and turn them into sounds to be used in a show. This is all done through a series of introductory lab projects and then a complete design for a short play, all while learning three new pieces of software. This is a highly interactive class, where student participation is key; students will be expected to take part in each other’s projects, as well as creating their own work.
Second Semester. Amherst College

Theater XX. Advanced Sound Design
Second Semester. Smith College

Women’s Studies

Sarah Richardson, Assistant Professor of Women’s Studies (at the University of Massachusetts in the Five College Program).

Women’s Studies 290A. Introduction to the Biology of Difference
The course centrally examines our understanding of the “body.” While humans have many similarities and differences, we are organized around certain axes of “difference” that have profound consequences—sex, gender, race, class, sexuality, religion, nationality etc. These differences can shape not only group affiliation and identity, but also claims about intellectual and behavioral capacities. This course will explore popular claims, critiques and understandings of “difference” as well as academic research, its claims, debates and critiques. This is an interdisciplinary course that will draw from the biological and social sciences and the humanities. We will explore principles of human biology—anatomy, physiology, sex/gender/sexuality, reproductive biology, genetics, as well as the scientific method(s) and experimental designs. The course will give students the tools to analyze scientific studies, to understand the relationship of nature and culture, science and society, biology and politics. Gen Ed U, SI.
First Semester. University of Massachusetts

NS 2XX. Sex, Gender and Evolutionary Biology
Evolutionary biology is said to explain human gender roles, sexual preferences and sex differences in behavior and cognition, including rape, monogamy, pornography, homosexuality, physical attraction and maternal instinct. This course examines these and other controversial claims. We will read the scientific literature and its critiques and consider the social, historical and ideological dimensions of evolutionary concepts of human sex and gender differences.
Second Semester. Hampshire College

Gender St. 333s. Medical Management of the Female Body
This course examines how Western medical knowledge, practices and institutions define female health and normality and manage diseased and gender-variant female bodies. We will explore how medicine conceives of the female body as a medical problem or mystery and consider how race, class and sexuality inflect medical conceptions of the female body. Topics include “female maladies,” including PMS, pain disorders, and autoimmunity, medicalization of childbirth and the pregnant body, medical management of transgender and intersex bodies, medical conceptions of ideal body weight and fitness, gender norms and cosmetic surgery, women and disability, and pharmaceutical marketing toward women.
Second Semester. Mount Holyoke College
Five College Certificate in African Studies

The Five College African Studies Certificate Program allows students on each of the five campuses to develop a concentration of study devoted to Africa that complements any major. The certificate course of study is based on six courses on Africa to be selected with the guidance and approval of an African studies certificate program adviser.

Five College Certificate Program

Requirements in Detail

A. Six courses, chosen from at least four different disciplines or programs: (Each course should carry at least three semester credits and its content should be at least 50 percent devoted to Africa per se)
   1. History. Minimum of one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective);
   2. Social Science. Minimum of one course on Africa in the social sciences (i.e., anthropology, economics, geography, political science, sociology);
   3. Arts and Humanities. Minimum of one course on Africa in the fine arts and humanities (i.e. art, folklore, history, literature, music, philosophy, religion).

B. Language Requirement: Proficiency through the level of the second year in college, in an indigenous or colonial language of Africa other than English. This requirement maybe met by examination or course work; such language courses may not count towards the six courses required in Section A.

C. Further Stipulations
   1. No more than three courses in any one discipline or program may count toward the six required in Section A.
   2. A certificate candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges.
   3. A candidate must earn a grade of B or better in every course for the certificate; none may be taken on a pass/fail basis.
   4. Unusual circumstances may warrant substituting certificate requirements; therefore a candidate through her/his African studies faculty adviser may petition the Faculty Liaison Committee (the Five College committee of certificate program advisers) at least one full semester before graduation for adjustments in these requirements. A successful petition will satisfy the interdisciplinary character of the certificate program.

D. Recommendations
   1. Students are encouraged to spend a semester or more in Africa. Study abroad opportunities currently available through the Five Colleges include University of Massachusetts programs at the American University in Cairo, Egypt; the University of Fort Hare, South Africa; Mount Holyoke College Program in Senegal at l’Université Cheikh Anta Diop, Dakar; and independent programs approved by each college. Admission to these exchange programs is open to qualified students from all five colleges. Further information about these and other Africa programs is available at the college’s study abroad office.
   2. Students are encouraged to complete their certificate program with an independent study project that integrates and focuses their course work in African studies.

For further details, consult one of the Smith College advisers:
Elliot Fratkin, Department of Anthropology
Caroline Melly, Department of Anthropology
Katwiwa Mule, Comparative Literature and Afro-American Studies
Catharine Newbury, Department of Government
David Newbury, Department of History
Louis Wilson, Department of Afro-American Studies
Mission Statement

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

Requirements

A. A minimum of seven courses, distributed among the following categories. (As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisers.)

1. One foundation course. Normally taken during the first or second year, this course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.

2. At least five elective courses. Students must take at least one course from each of the following categories. (Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.)

   a) Expressions. These courses are largely devoted to the study of APA cultural expression in its many forms.

   b) U.S. Intersections. These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.

   c) Global Intersections. These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.

3. Special Project. Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g., community-based learning project, action-research, internship, performing or fine arts project, etc.). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics or independent study course, although other courses may be used subject to approval of the campus program adviser. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects, and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students’ plans for completing the requirement should be approved by a campus program adviser in the previous semester.
B. Further Stipulations

- Grades: Students must receive the equivalent of a “B” grade or better in all courses counted toward the Certificate. (In the case of Hampshire students taking courses at Hampshire, “B” equivalence will be determined by the Hampshire program adviser, based on the written evaluations supplied by course instructors.)

- Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College Certificate.

- No course can be counted as satisfying more than one certificate distribution requirement.

- Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program adviser.

C. Recommendation

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

Administration and Advisement

Each year, each campus will designate two or more faculty members to advise students seeking the Five College Certificate in Asian/Pacific/American Studies. These advisers will constitute the Five College Asian/Pacific/American Studies Certificate Program Committee and will review and approve applications for the certificate in spring semester of the senior year. Upon the committee’s certification that a student has completed all requirements of the program, the committee will notify the registrar at the student’s campus so that award of the certificate can be noted on the official transcript. Students completing program requirements will also receive a certificate recognizing their achievement.

Smith College Advisers

Floyd Cheung, Department of English and American Studies Program
Peter N. Gregory, Department of Religion and East Asian Studies Program
Bill E. Peterson, Department of Psychology
Because Buddhist Studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley.

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

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

List of Requirements

1. The certificate comprises at least seven courses, at least one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mt Holyoke, Smith, or UMass; comparable upper-level courses at Amherst).
2. Students must take at least one course in three different disciplines of Buddhist studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).
3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th–21st century), and they must study Buddhism in at least two of the following three geographical areas: South and Southeast Asia, East Asia, and the Tibeto-Himalayan region.
4. Up to two canonical or appropriate colloquial Asian language courses may count towards the certificate.
5. Students must receive a grade of at least “B” in each course counting towards the certificate.
6. Courses must be of three credit-hours or more to count towards the certificate.
7. Courses taken abroad or outside the Five Colleges may count towards the certificate only if they would be approved for credit towards the major in the appropriate department of the student’s home institution.
8. Exceptions to these requirements by petition.

Interested students should contact the faculty coordinator at their campus to enroll in the program
Amherst—Maria Heim, mheim@amherst.edu
Hampshire—Ryan Joo, bsjHA@hampshire.edu
Mount Holyoke—Susanne Mrozik, smrozik@mtholyoke.edu
Smith—Jamie Hubbard, jhubbard@smith.edu
University of Massachusetts—Reiko Sono, rsono@asianlan.umass.edu
Five College Coastal and Marine Sciences Certificate Program

Contact: Cindy Bright, Program Coordinator
Office: 109 Bass Hall, Smith College
Phone: (413) 585-3799
E-mail: marinesci@smith.edu
Web site: www.fivecolleges.edu/sites/marine

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

Students interested in working toward the certificate must begin by selecting a faculty adviser who reviews and approves the program of study proposed by the student to ensure a strong concentration in marine sciences, as well as the necessary field experience. Advisers at Smith College are Paulette Peckol (Biology), Sara Pruss (Geology), and L. David Smith (Biology).

Requirements for the Certificate

A minimum of six courses, with at least one course in each of the following categories:

- Marine biodiversity
- Marine and coastal ecology
- Marine geology, chemistry, and other related sciences
- Resource management and public policy

a. At least three of the courses must be above the introductory level and in at least two fields of study (geology and biology, etc.).

b. At least one of the following marine courses is required. An introductory course in marine science is strongly recommended, either through Five Colleges or an approved study-away program. (introductory courses are indicated with *):

- *GEOL 103 Oceanography Mt. Holyoke College
- *GEO 108 Oceanography Smith College
- *BIO 268 Marine Ecology Smith College
- GEO 270J-term Carb. Systems/Coral Reefs Smith College
- BIO 390 Ecology of Coral Reefs Smith College
- *GEO-SCI 103 Intro. Oceanography UMASS
- BIOLOGY 297B Biology of Marine Verts. UMASS
- GEO-SCI 392B Coastal Resource Policy UMASS
- GEO-SCI 591M Marine Micropaleontology UMASS
- GEO-SCI 591P Paleoceanography UMASS
- GEO-SCI 595D Physical Oceanography UMASS

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

d. Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the certificate requirements.

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

Completion of the Application Form for the Certificate

The campus program adviser submits the completed application and a transcript to the FCC&MS steering committee (January graduation deadline: October 15; May graduation deadline: April 15). After the committee certifies that a student has completed all program requirements, Five Colleges, Inc., contacts campus registrars so the certificate can be noted on the official transcript. Eligible students receive a certificate recognizing their achievement.

The application form and current list of approved courses can be downloaded at www.fivecolleges.edu/sites/marine/certificate.
Five College Certificate in Cognitive Neuroscience

Cognitive neuroscience is the study of the mind as it is manifested in the human brain. Cognitive neuroscientists combine psychophysical and brain imaging techniques such as functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs) to examine the brain function underlying cognitive abilities in human beings.

The field of cognitive neuroscience has grown substantially during the past twenty years. President Bush designated the 1990s as “The Decade of the Brain” in an effort to enhance public awareness of the benefits to be obtained from brain research. The field of cognitive neuroscience currently is at the forefront of research providing profound insights into the neural substrate of cognitive functioning, through cutting-edge technologies and innovative experimental paradigms.

This certificate is designed to offer a unique opportunity for undergraduate students in the Five Colleges to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training. The interdisciplinary program includes courses in research techniques, basic scientific foundations, neuroscience, philosophy and cognition, combined with independent research. It brings together several related disciplines, each of which provides a different focus on mind-brain issues.

This certificate encourages the student to follow a program of study distinct from, and yet complementary to, current offerings such as a major in neuroscience or psychology.

Areas of Study

1. Overview of cognitive science
   Rationale: Provides the student with a broad outlook of issues related to cognitive science.

2. Scientific foundations (physics, computer science, chemistry, biology)
   Rationale: Provides the student with greater coverage of a topic supporting the cognitive neuroscience framework. To be determined under the guidance of the student’s Cognitive Neuroscience Certificate faculty adviser. It is recommended that this course be in an area outside of the student’s major.

3. Research methods, design and analysis
   Rationale: Provides the student with the methodological foundation needed to understand, interpret and conduct basic research.

4. Philosophy of mind
   Rationale: Provides the student with fundamental philosophical insights on the mind-body problem, a key issue in the field of cognitive neuroscience.

5. Neuroscience (neuroanatomy and neurophysiology)
   Rationale: Provides the basics in brain anatomy and function.

6. Advanced topics
   Rationale: Provides more in-depth coverage of empirical and theoretical issues central to cognitive processes.

Requirements

Students must complete at least one course in each of the areas of study. Students must also complete at least one semester of independent research through a thesis, course project, or special study. The course project may be completed in conjunction with one of the classes listed under the Research Methods areas. An adviser-approved summer research project would also meet the research requirement.

For a list of the courses offered throughout the Five-College Consortium that are currently approved to fulfill the Cognitive Neuroscience Certificate requirements, please see the program’s Web site on www.fivecolleges.edu.
The Five College Certificate in Culture, Health and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease and healing through an interdisciplinary focus. Under the guidance of faculty program advisors on each campus, students choose a sequence of courses available within the five campuses, and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

I. Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.

II. Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.

III. Population, health, and disease: the relationship among social, behavioral, economic, and other aggregate population forces and human health and disease.

IV. Healers and treatment: the organization, interpretation, and function of healers and treatment.

V. Ethics and philosophy: structures of knowledge about health and health care decision-making, including ethical and philosophical issues.

VI. Research design and analysis: concepts of evidence, data collection, research ethics, measurement, and/or analysis.

Requirements
The Five College Certificate in Culture, Health, and Sciences consists of seven courses with a grade of “B” or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories I and II, and to take courses in Category II that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or sub-organism levels. Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study, or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student’s major can count toward the certificate. Certificate students are strongly urged to take at least four four semesters—or its equivalent—of a second language. Such language training may be required for students seeking internships and summer research positions available through the Program.

For further details consult the Smith College representative
Suzanne Z. Gottschang, Department of Anthropology.

http://www.fivecolleges.edu/sites/chs/index.php
The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations. The Five College Certificate in International Relations includes language and grade requirements and is under the rubric of Five College cooperation.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:
1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary U.S. foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a developing region.

A complete list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm. Not every Five-College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

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

There is at least one adviser on each campus for the International Relations Certificate:

**Amherst College:** Javier Corrales, Pavel Machala, Ronald Tiersky, William Taubman, Political Science

**Hampshire College:** Michael Klare, Peace and World Security Studies; Fred Weaver, Social Science

**Mount Holyoke College:** Vincent Ferraro, Politics; Sohail Hashmi, International Relations; Kavita Khory, Politics; Jon Western, International Relations

**Smith College:** Mlada Bukovansky, Steven Goldstein, Gregory White

**UMass:** James DerDerian, Political Science; Stephen Pelz, History; Eric Einhorn, Political Science; Peter Haas, Political Science; M.J. Peterson, Political Science
Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students’ understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each)

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260/261);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion, and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science, and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student’s course work in Latin American Studies an interdisciplinary force.

Other requirements

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

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

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.
"How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence."
— V. K. Samadar

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

The study of logic itself is thus of the greatest importance. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

The basic requirement for the logic certificate is six courses from the list of Five College logic courses.

No more than four courses can be counted towards the certificate from any single discipline (philosophy, linguistics, mathematics, computer science).

At least two courses must be taken at an advanced level (500 or above at UMass, 300 or above at Smith, Hampshire or Mount Holyoke, 30 or above at Amherst).

At least one course should expose students to the basic metatheory of first order logic including incompleteness. Courses satisfying this requirement include:

Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Students must receive grades of at least B in each course counting towards the certificate.

For a complete list of courses fulfilling certificate requirements, consult the program Web site, http://www.fivecolleges.edu/sites/logic listed with other certificate programs at the Five College Web site (www.fivecolleges.edu). Or consult a program advisor (Alexander George, Philosophy, Dan Velleman, Mathematics).

Complete list of logic courses

**Introductory symbolic logic courses:**
Smith, Logic 100, Logic 101, Philosophy 202
Amherst, Philosophy 13
UMass, Philosophy 110

**Critical thinking courses:**
UMass, Philosophy 192R
Mount Holyoke, Philosophy 210

**Introductory symbolic logic for mathematics students:**
Amherst, Math 34
UMass, Philosophy 513, 514
Mount Holyoke, Philosophy 225

**Incompleteness:**
Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

**Various topics in logic and philosophy:**
Smith, Philosophy 203
Amherst, Philosophy 50
UMass, Philosophy 310, 511, 512, 594, 710
Hampshire, CS 210

**Various topics in computer science:**
Smith, Computer Science 250, 270, 290, 294
Amherst, Computer Science 14, 24, 38
UMass, CMPSCI 601
Hampshire, CS 175, CS 236

**Various topics in mathematics:**
Smith, Mathematics 217
Amherst, Math 34
UMass, Philosophy 594S
**Various topics in Linguistics:**
Smith, Computer Science 294  
UMass, Ling 610  
UMass, Ling 620  
UMass, Ling 720  
Hampshire, CS 166, CS 210

**Special Events**
Every fall a distinguished logician is invited to Smith College to give the annual Alice Ambrose Tom Tymoczko Logic Lecture. This lecture has been delivered by JC Beall, Graham Priest, Marcia Groszek, Raymond Smullyan, Anil Gupta and Barbara Partee.
Five College Certificate in Middle East Studies

The Five College Certificate provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the five colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with an adviser from their home institution. The program is administered by the Five College Committee for Middle East Studies, which includes the program advisers from each campus. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the five institutions, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student’s adviser. Courses from outside the five colleges will be counted as contributing toward the fulfillment of certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements

1. Knowledge equivalent to at least two years of college study of a language of the region. Arabic (ARA 100y Elementary Arabic, ARA 298/299 Intermediate Arabic) and Modern Hebrew (JUD 100y Elementary Modern Hebrew, JUD 200 Intermediate Modern Hebrew) are currently taught in the Five Colleges; in consultation with an adviser, other languages of the region may be substituted.

2. Two introductory courses providing a historical overview of the medieval and modern periods.

3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.

   Group one: Religion/Philosophy
   Group two: History/Literature/Arts
   Group three: Social Sciences
   Group four: Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the five colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College Web page (http://www.fivecolleges.edu). Courses not listed, whether taken at one of the five colleges or elsewhere, must be approved by the committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East studies. Any of the following faculty members of the Middle East Studies Committee at Smith College may serve as your adviser: Justin Cammy (Jewish Studies), Donna Robinson Divine (Government), Suleiman Mourad (Religion), Karen Pfeifer (Economics), Gregory White (Government).

Please contact Five Colleges, Inc. or see their Web site at http://www.fivecolleges.edu/deptprog/mideast/ for the most up to date information on the Certificate in Middle East Studies.
Five College Certificate in Native American Indian Studies

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

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

A. One foundation course. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native Studies theories, pedagogies and methodologies. For a list of foundation courses offered in the current academic year, please consult a program adviser or go to the program’s web site (http://www.fivecolleges.edu/sites/natam).

B. At least six additional courses. For a list of courses currently approved by the Five College NAIS Committee as counting toward the certificate go to the program’s Web site (http://www.fivecolleges.edu/sites/natam). The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.)

C. Grades. Students must receive a grade of B or higher in all 7 courses to receive a certificate.

Smith College Advisers
Ginetta Candelario, Department of Sociology
Five College Certificate in Russian, East European and Eurasian Studies

This Certificate Program (currently approved by Amherst College, Mount Holyoke College and Smith College) offers students the opportunity to take advantage of the significant multidisciplinary resources in the Five Colleges on Russia, Eastern Europe and Eurasia. The certificate consists of a minimum of six courses. Courses applied to the certificate may also be used to fulfill major requirements. The list of courses fulfilling particular requirements will be maintained and regularly updated by the Five College Committee for Russian, East European and Eurasian Studies.

Course Requirements

A. The program’s core course, normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses and will introduce an interdisciplinary perspective on the historical and contemporary experiences of the peoples of Russia, Eurasia (here understood as the former republics of the Soviet Union) and Eastern (and Central) Europe. The course will include guest lectures by noted specialists in the Five Colleges.

B. Five additional elective courses, distributed as indicated below. (Independent study courses may be included, assuming approval by the student’s campus program advisor.)

C. At least four courses, including the core course, must be taken within the Five Colleges.

Language Requirement

Students receiving the certificate must possess proficiency in a language of one of the certificate regions equivalent to the level achieved after four semesters of post-secondary course work. This proficiency may be demonstrated by course work or examination.

Study Abroad

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

Elective Course Distribution

In electing the five courses satisfying the certificate requirements, the following guidelines should be observed:

A. Courses should be drawn from more than one of the three geographical areas: Russia, Eurasia (here understood as the former republics of the Soviet Union), and Eastern (and Central) Europe.

B. At least one of the elective courses must focus on a period before the 20th century.

C. At least one course must be taken from each of the following disciplinary categories: history, social sciences, and humanities/arts. No single course can fulfill more than one disciplinary distribution requirement.

D. Elementary or intermediate language courses cannot be included as one of the five electives. A language course beyond the intermediate level can be counted toward one of the electives.

E. Credit for one-time courses, special topics courses and transfer or study abroad courses requires approval from the home campus faculty advisor to the program.

Students who wish to apply for the Certificate can download the application form below and submit it to on-campus advisers.

More Information

http://www.fivecolleges.edu/sites/rees/documents/REEEScertificateapplication.doc
The Five College Film Studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities, and social sciences and can lead to careers in teaching, arts administration, Web design, or freelance work in non-industry venues. The major comprises ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

A thesis is optional; students should check with their home campus adviser.

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

Smith College Advisers
Barbara Kellum, Department of Art.  
Jefferson Hunter, Department of English Language and Literature  
Dean Flower, Department of English Language and Literature  
Dawn Fulton, Department of French Studies

Program of Study

1. Introduction to Film (must be taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories
The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester’s end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20–30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam the semester before language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Center for the Study of World Languages, 102 Bartlett Hall, University of Massachusetts, by the Center’s director, Elizabeth H.D. Mazzocco.

**Examples of Language Courses Offered**

- Czech I, II, III, IV
- Hindi I, II, III, IV
- Hungarian I, II, III, IV
- Indonesian I, II, III, IV
- Modern Greek I, II, III, IV
- Norwegian I, II, III, IV
- Serbo-Croatian I, II, III, IV
- Swahili I, II, III, IV
- Thai I, II, III, IV
- Turkish I, II, III, IV
- Urdu I, II, III, IV
The Athletic Program

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 219. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

A. Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. The mission of the athletic program is to develop scholar-athletes who demonstrate positive self images, a sense of fair play and good citizenship, commitment and dedication to themselves and their team, enthusiasm for participation, leadership skills, improved skills, performance, fitness and team play. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women’s and Men’s Athletic Conference (NEWMAC) and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 2009–10, the college will field the following intercollegiate teams:

**Basketball.** Season: Oct 15–March. Practice hours: M T W Th F 4–6 p.m., **Lynn Hersey**

**Crew.** Season: September–October, February–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit, Head Coach, **Karen Klinger and David Schary**, novice crew coach

**Cross Country.** Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., **Ellen O’Neil**

**Field Hockey.** Season: September–November and April. Practice hours: M T W Th F 7–9 p.m., **Jaime Ginsberg**

**Lacrosse.** Season: Sept 15–Oct 15 and February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., **Wendy Walker**
**Equestrian.** Season: September—November, February—May. Practice hours: To be arranged, *Suzanne Payne*

**Skiing.** Season: January—March. Practice hours: Oct 15—December, M T W Th F 4–6 p.m. Interterm: 7 a.m.—4 p.m. February and March, to be arranged, *Steve Samolewicz*

**Soccer.** Season: September—November and April. Practice hours: M T W Th F 4:30–6:30 p.m., *Stephanie Gabbert*

**Softball.** Season: February–May and Sept 15—Oct 15. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Julie Perrelli*

**Squash.** Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Tim Bacon*

**Swimming and Diving.** Season: October–March. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., *Kim Bierwert*

**Tennis.** Season: September—October, February—May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Christine Davis*

**Track and Field.** Season: November through December, preseason conditioning; technique and strength work. January—May, indoor/outdoor competition. Practice hours: M W 4–6 p.m., T Th 5–7 p.m., and F 3:30–5:30 p.m., *Carla Coffey*

**Volleyball.** Season: September–November and April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Angela Mills*

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**B. Recreation and Sport Clubs**

The focus of the recreation program is on regular, non-credit fitness activities as well as one-day special event competitions and house intramural competition. The fitness activities may include aerobic dance, kickboxing, weight-lifting clinics, pilates, awesome abs and yoga. The 34 houses vie with friendly rivalry in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and Midnight Madness. Intramurals are sponsored in soccer, basketball and kickball. The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fundraisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 11 clubs: Fencing, Golf, Ice Hockey, Kung Fu, Outing, Riding (dressage), Rugby, Spirit Squad, Synchronized Swimming, Ultimate Frisbee and Water Polo.
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President, Chair (Carol Christ); Vice Chair, Provost and Dean of the Faculty (Marilyn Schuster); Associate Provost and Dean for Academic Development (John Davis); Dean of the College (Maureen Mahoney); Vice President for Finance and Administration (Ruth Constantine); Vice President for Advancement (Patricia Jackson); Staff Representative (To be announced); Two students selected by the Student Government Association (To be announced); Two members of Faculty Council (John Brady, Michael Thurston); Randall Bartlett (2012); Michael Gorra (2012); Andrew Guswa (2010)

**Committee on Faculty Compensation and Development**
Associate Provost and Dean for Academic Development, Chair, non-voting (John Davis); Dana Leibsohn (2010); Mahnaz Mahdavi (2011); Borjana Mikic (2012); Alan Rudnitsky (2010); Susan Voss (2010); Faculty Council Representative, non-voting (Howard Gold)

**Faculty Council**
Donald Baumer (2012); John Brady (2010); Patricia DiBartolo, Chair (2010); Howard Gold (2011); Michael Thurston (2012)

**Committee on Tenure and Promotion**
President, Chair (Carol Christ); Provost and Dean of the Faculty (Marilyn Schuster); Rosetta Cohen (2011); Piotr Decowski (2010); Randy Frost (2012); Douglas Patey (2012); Nancy Whittier (2010); 
Alternate: to be announced

**Committee on Academic Priorities**
Provost and Dean of the Faculty, Chair, non-voting (Marilyn Schuster); Associate Provost and Dean for Academic Development, non-voting (John Davis); Dean of the College, non-voting (Maureen Mahoney); Robert Buchele (2012); Nicholas Horton (2011); Katwiwa Mule (2010); William Oram (2011); Cornelia Pearsall (2010); Faculty Council Representative, non-voting (Donald Baumer)

**Lecture Committee**
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**Committee on Educational Technology**
Fernando Armstrong-Fumero (2011); Jamie Hubbard (2011); Jefferson Hunter (2012); Roisin O’Sullivan (2011); Sara Pruss (2012); Associate Provost and Dean for Academic Development (John Davis)
Non-voting members: Executive Director of Information Systems (Herb Nickles); Supervisor of Computing and Technical Services in the Science Center (Eric Brewer); Director of Educational Technology (Tom Laughner); Coordinator of Library Systems (Eric Loehr)

**Committee on Grievance**
John Connolly (2011); Elizabeth Jamieson (2012); Sabina Knight (2011); Nancy Sternbach (2012) 
Alternate: Lois Dubin (2010); Carolyn Wetzel (2010)

**Committee on the Library**
Elisabeth Armstrong (2011); Nalini Bhushan (2011); Floyd Cheung (2012); Nathanael Fortune (2012) 
Lucy Mule (2011)
Non-voting: Two students chosen by Student Government Association (To be announced); Director of Libraries (Chris Loring); Provost and Dean of the Faculty (Marilyn Schuster)
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