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Inquiries and Visits

Visitors are always welcome at the college. Student guides are available for tours of the campus Monday through Friday and some Saturdays. Please visit www.smith.edu/admission-aid/visits-programs for more information. 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. 5, 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. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, email or appointment.

Admission
Audrey Smith, Vice President for Enrollment
Deanna Dixon ’88, Dean of Admission
7 College Lane, 413-585-2500, 800-383-3232

On-campus interviews are available from April through mid-January and must be scheduled in advance. Campus tours and information sessions are offered Monday through Friday and on some Saturdays. Please visit www.smith.edu/admission-aid/visits-programs for more information.

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

Academic Standing
Susan Etheredge ’77, Dean of the College and Vice President for Campus Life; College Hall, 413-585-4900
Jane Stangl, Dean of the First-Year Class; College Hall, 413-585-4910
Tina Wildhagen, Dean of the Sophomore Class, 413-585-4930
Andrea Rossi-Reder, Dean of the Junior Class and Ada Comstock Scholars; College Hall, 413-585-4930
Danielle Carr Ramdath, Associate Dean of the College and Dean of the Senior Class; College Hall, 413-585-4920

Alumnae Association
Denise Wingate Materre ’74, Vice President for Alumnae Relations; Alumnae House, 413-585-2053

Career Planning and Alumnae References
Stacie Hagenbaugh, Director of the Lazarus Center for Career Development; Drew Hall, 413-585-2570

College Relations
Laurie Fenlason, Vice President for Public Affairs and Strategic Initiatives; Garrison Hall, 413-585-2170

Development
Beth Raffeld, Senior Vice President for Alumnae Relations and Development; Alumnae House, 413-585-2053

Disability Services
Laura Rauscher, Director of Disability Services; College Hall, 413-585-2071

Graduate and Special Programs
Patricia DiBartolo ’89, Associate Dean of the Faculty and Dean for Academic Development; College Hall, 413-585-3000

Medical Services and Student Health
Pamela McCarthy, Director of the Schacht Center for Health and Wellness, 413-585-2800

Office for Equity and Inclusion
Floyd Cheung, Vice President for Equity and Inclusion; College Hall, 413-585-2141

Religious and Spiritual Life
Reverend Matilda Cantwell, Director of Religious and Spiritual Life; Helen Hills Hills Chapel, 413-585-2750

School for Social Work
Marianne Yoshioka, Dean; Lilly Hall, 413-585-7950

Student Affairs
Julianne Ohotnicky, Associate Dean of the College and Dean of Students; Clark Hall, 413-585-4940

Transcripts and Records
Gretchen Herringer, Registrar, College Hall, 413-585-2550

How to Get to Smith

By Car: Northampton is on Route 1-91. 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.

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 provides north-south train service to Northampton once a day. East-west service runs through Springfield, Massachusetts, which is 20 miles south of Northampton. From the Springfield train station, you can reach Northampton by changing trains, or by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound 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.

For maps and directions, please visit our website, www.smith.edu/map.
Academic Calendar 2019–20

Fall Semester 2019

Friday, August 30
Central check-in for entering students

Friday, August 30–Wednesday, September 4
Orientation for entering students

Wednesday, September 4, 7 p.m.
Opening Convocation

Thursday, September 5, 8 a.m.
Classes begin

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

Saturday, October 12–Tuesday, October 15
Autumn recess

Friday, October 25–Sunday, October 27
Family Weekend

Monday, November 4–Friday, November 15
Advising and course registration for the second semester

Thursday, November 7
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Wednesday, November 27–Sunday, December 1
Thanksgiving recess (houses close at 10 a.m. on November 27 and open at 1 p.m. on December 1)

Thursday, December 12
Last day of classes

Friday, December 13–Monday, December 16
Pre-examination study period

Tuesday, December 17–Friday, December 20
Examinations

Saturday, December 21–Sunday, January 5
Winter recess (houses close at 10 a.m. on December 21 and open at 1 p.m. on January 5)

Interterm 2020

Monday, January 6–Friday, January 24

Spring Semester 2020

Thursday, January 23–Sunday, January 26
Orientation for entering students.

Monday, January 27, 8 a.m.
Classes begin

Thursday, February 20
Rally Day—Afternoon classes are canceled.

Saturday, March 14–Sunday, March 22
Spring recess (houses close at 10 a.m. on March 14 and open at 1 p.m. on March 22)

Monday, April 6–Friday, April 17
Advising and course registration for the first semester of 2020–21

Friday, May 1
Last day of classes

Saturday, May 2–Monday, May 4
Pre-examination study period

Tuesday, May 5–Friday, May 8
Final examinations

Saturday, May 9
Houses close for all students except ’20 graduates, Commencement workers and those with Five College finals after May 9.

Sunday, May 17
Commencement

Monday, May 18
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.
Mission
Smith College educates women of promise for lives of distinction and purpose. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, thereby developing engaged global citizens and leaders to address society’s challenges.

Values
- Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.
- Smith is committed to creating an inclusive, equitable and accessible educational community founded on the free and open exchange of ideas.
- Smith educates women to understand the complexity of human experience and world cultures through engagement with humanistic, social and scientific ideas.
- Smith creates global citizens, committed to participating in the communities in which they live and to stewarding 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 19th 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 inaculcably 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 “pervered 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 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 members 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 practical 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 boost 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 alumnae 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 Grècourt; a replica of Grècourt’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. To promote women’s fitness, the college began plans to build Ainsworth gymnasium.

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 alumnas 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 fundraising 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 completed 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 that year, leading the institution through the economic downturn at that time and the global financial crisis of 2008. Christ’s administration was characterized by an energetic program of outreach, innovation and long-range planning—including financial and capital planning—to position Smith for optimal success in a changing higher education landscape. She launched a review, conducted by members of the Smith faculty and outside
scholars, to determine the distinctive intellectual traditions of the Smith curriculum and areas on which to build. Issued in 2007, The Smith Design for Learning: A Plan to Reimagine a Liberal Arts Education builds upon Smith’s history of pedagogical innovation, identifying priority areas—among them, global studies, environmental sustainability and community engagement—for significant investment over the coming decade.

In the area of capital planning, a number of major building projects came to fruition during Christ’s tenure: the renovation and expansion of the Brown Fine Arts Center; a dramatic new Campus Center; a renovated Lyman Conservatory; the impressive Olin Fitness Center; new homes for the Poetry Center and the 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. Ford Hall, a state-of-the-art, sustainably designed classroom and laboratory facility named in recognition of its lead donor, the Ford Motor Company Fund, opened in 2009; it serves as home to the college’s pioneering Picker Engineering Program as well as the departments of molecular biology, chemistry, biochemistry and computer science. Under Christ’s leadership, Smith made significant commitments to environmental sustainability in its curriculum and campus operations, including 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.

Over the decade of Christ’s leadership, the student body became notably more diverse and international, reflecting a commitment to educating students who are prepared to assume leadership roles around the world. Christ extended Smith’s global ties, through partnerships such as Women’s Education Worldwide, an organization of women’s colleges in 20 countries, and the Women in Public Service Project, a founding partnership of the Department of State and the five leading U.S. women’s colleges to train a new generation of women to enter the public sector with the skills and passion to address global challenges.

Smith’s 11th president, Kathleen McCartney, took office in 2013. McCartney, former dean of the Harvard Graduate School of Education (HGSE), is an internationally recognized authority on child development and early education. The first in her family to go to college, she graduated summa cum laude from Tufts University, with a bachelor of science in psychology, and later earned a doctorate in psychology from Yale University. A signature accomplishment of her tenure at HGSE was the creation of a three-year doctorate in educational leadership developed in collaboration with the Harvard Business School and the Kennedy School of Government.

In the early years of her presidency, McCartney led a strategic planning effort that is resulting in important new academic and co-curricular programs that expand opportunities for women. She has forged partnerships with leading organizations, including the Harvard/MIT online education platform, edX; the MassMutual Life Insurance Company, a supporter of data science initiatives; and the Posse Foundation. Under her leadership, Smith has engaged noted architectural designer Maya Lin to re-envision its historic Neilson Library in the context of the college’s renowned Frederick Law Olmsted–designed campus. The $110 million project is scheduled for completion in 2020. Women for the World: The Campaign for Smith, which McCartney led to its culmination in 2016, raised $486 million, setting a record for the largest and most successful campaign ever undertaken by a women’s college. Notably, the campaign raised close to $130 million for financial aid, including 105 new endowed scholarships.

In one of her first addresses to the Smith community, McCartney celebrated the college’s long tradition of providing access to a Smith education to any talented and ambitious young woman who seeks it. “We must remain committed to recruiting and supporting students regardless of the resources their secondary schools could offer, regardless of their family’s circumstances and regardless of society’s low expectations for some,” she said. “Education for women and girls is the human rights issue of our time.”

Smith continues to benefit from a dynamic relationship between innovation and tradition. The college is very much a part of Northampton, a vibrant cultural center. Students still live in college houses, each with its own common rooms, in accord with the original “cottage” plan. And while Smith’s curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to emerging intellectual developments, offering majors or interdepartmental programs in such fields as engineering, environmental science and policy, data sciences, the study of women and gender, Global South development, neuroscience, Latin American and Latino/a studies, and Middle East studies, as well as concentrations—programs combining intellectual and practical experience—in such areas as archives, museum studies and global financial institutions. A vigorous culture of student-faculty research and scholarship continues to characterize the Smith experience, evidenced in part by the receipt of record-setting funding from the National Science Foundation in recent years. Were Sophia Smith to visit the campus today she would no doubt find her vision realized, encountering students of extraordinary promise and ambition preparing themselves for lives of distinction and purpose.

Accreditation

Smith College is accredited by the New England Association of Schools and Colleges (NEASC). Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

A copy of the documents describing the school’s accreditation, approval or licensing may be viewed by contacting the Office of the Provost, College Hall 206, ext. 3000.

Complaints may be filed with NEASC by writing or calling:

New England Association of Schools and Colleges, Inc.
3 Burlington Woods Drive, Suite 100
Burlington, Massachusetts 01803
Tel: 781-425-7700
Toll-free: 855-88-NEASC (855-886-3272)
Fax: 781-425-1001
The William Allan Neilson Chair of Research
The William Allan Neilson Professorship, commemorating President Neilson’s profound concern for scholarship and research, has been held by the following distinguished scholars.

Kurt Koffka, Ph.D.; Psychology, 1927–32
G. Antonio Borgese, Ph.D.; Comparative Literature, 1932–35
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, 1944–48
David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.; Art, 1944–48
Wystan Hugh Auden, B.A.; English, second semester, 1952–53
Alfred Kazin, M.A.; English, second semester, 1954–55
Harlow Shapley, Ph.D., I.L.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.); Economics, second semester, 1959–60
Denés 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 Cuyler, 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 Thomassen, 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
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 Ni Dhonbinall; 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
Wayne Meeks, Ph.D.; Religion, first semester, 2010–11
Melinda Wagner; Music, second semester, 2011–12
Evelyn Fox Keller, Ph.D.; Mathematics and Statistics, Biomathematics, and the Study of Women and Gender, second semester, 2011–12
Patricia Williams, J.D.; Philosophy, second semester, 2012–13
Christine Holmlund, Ph.D.; Film Studies, second semester, 2013–14
Sahar Amer, Ph.D.; French Studies, second semester, 2014–15
Martha Fineman, J.D.; Government, second semester, 2015–16
Bebe Miller, M.A.; Dance, second semester, 2016–17
Frédéric Ogée, Ph.D.; English Literature and Art History, second semester, 2018–19
The Ruth and Clarence Kennedy Professorship in Renaissance Studies

The Ruth and Clarence Kennedy Professorship in Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College, has been held by the following distinguished scholars.

Charles Mitchell, M.A.; Art, 1974–75
Felix Gilbert, Ph.D.; History, 1975–76
Giuseppe Billanovich, Dottore di Letteratura Italiana; Italian Humanism, 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
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
Andrée 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
AnnaMaria Petrioli Tofani, Dottore in 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
Peter Stallybrass, Ph.D.; Comparative Literature, first semester, 2010–11
Michael Bury, M.A.; Art, first semester, 2011–12
Suzanne Folds McCullagh, Ph.D.; Art, first semester, 2012–13
Helen Hills, D.Phil.; Art, first semester, 2014–15
Lynn Staley, Ph.D.; English Language and Literature, first semester, 2015–16
Mihoko Suzuki, Ph.D.; English Language and Literature, first semester, 2016–17
Mary Baine Campbell, Ph.D.; English Language and Literature, first semester, 2019–20
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. 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 integrate that knowledge with their experience outside the classroom. The list below summarizes those curricular and co-curricular expectations. While acknowledging that education can never be defined by a listing of 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. The college’s student learning goals, or the essential capacities, are the following:

- Ability to engage across difference in place, culture and time
- Creativity, curiosity and innovation
- Critical and analytical thinking
- Resilience and resourcefulness
- Self-awareness as a learner

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. Ada Comstock Scholars and transfer students are also required to complete at least one writing-intensive course, with a grade of C- or higher, during their first two semesters at Smith. The WI requirement can be satisfied before matriculation based on transcript review by the registrar, in conjunction with the writing committee. Writing intensive courses 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 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 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 knowledge 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, fulfilling 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 beginning of the course listings for each major department and program. Normally, cross-listed and dual-prefix courses are also considered to be inside the major. Students should refer to the semester's schedule of classes for the most current information on cross-listed and dual-prefix courses.

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 in the following areas:

African Studies  Government
American Studies  History
Anthropology  Italian Studies
Art  Jewish Studies
Astronomy  Latin American and Latino/a Studies
Biochemistry  Mathematics
Biological Sciences  Medieval Studies
Chemistry  Middle East Studies
Classical Languages and Literatures  Music
Computer Science  Neuroscience
Dance  Philosophy
East Asian Languages  Physics
East Asian Studies  Psychology
Economics  Religion
Education and Child Study  Russian, East European and Eurasian Studies
Economics  Sociology
Engineering  Spanish and Portuguese
Environmental Science and Policy  Statistical and Data Sciences
Film and Media Studies  Study of Women and Gender
French Studies  Theatre
Geosciences  World Literatures

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. Information on student-designed interdepartmental majors may be found below.

Students in departmental majors or in student-designed interdepartmental majors may enter the honors program.

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. In addition, the college will recognize the completion of no more than one concentration for each student. Normally, only three courses from any one major may count toward both the student's major and the concentration. No minor or second major may be in the same department or program as the first major.

Departmental Honors

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 during the senior year. 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.

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. No more than two courses may be counted for both the major and the minor.

Concentrations

A concentration gives students a way to organize a combination of intellectual and practical experiences, such as internships and service learning, around an area of interest. Students apply to concentrations and when selected they receive focused advising to help them design a program in their area of interest.

The concentration allows for more flexibility than is possible within an academic minor, and students can pursue a concentration alongside a minor or a second major.

The college currently offers the following concentrations: the archives concentration connects students with the Sophia Smith Collection, the College Archives and other archives and is designed to make our histories public through research projects and professional training; book studies connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of area book artists and craftsmen; the community engagement and social change concentration connects students to the Jandon Center for Community Engagement and helps students expand their understanding of local, national and global issues that affect communities and to develop the skills and values necessary to collaborate with communities as citizens and leaders; global financial institutions connects students to the Center for Women and Financial Independence and provides a course of study that combines academic courses, research, and fieldwork to deepen knowledge of global financial markets; the museums concentration connects students to the Smith College Museum of Art and other museums and gives students a foundation in the history of museums...
and the critical issues they engage; the poetry concentration connects students to the Smith College Poetry Center and provides a course of study designed to allow students to pursue work on and about poetry through a range of experiences and courses; the South Asia concentration brings together areas of study to develop a sustained curricular and co-curricular focus on the region of South Asia; the sustainable food and climate change concentrations connect students to the Center for the Environment, Ecological Design and Sustainability (CEEDS) and integrate knowledge in support of environmental decisions and actions. Other academic concentrations are under development.

Each concentration offers:
1. one or more gateway courses to introduce students to the major questions or methods that define the topic.
2. a number of courses at Smith or in the Five Colleges related to the topic from which students choose four or five, with the help of her adviser;
3. internships or service learning experiences that satisfy a requirement to complete two practical learning experiences; and
4. a capstone experience such as a seminar or a guided independent project that culminates in a public presentation, usually at Collaborations in the spring.

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 October 15, February 1 and March 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.

Advising

Liberal Arts 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 liberal arts 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 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 in the online course catalog under the Engineering “About” section.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Lazarus Center for Career Development, 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 Lazarus Center for Career Development 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 “Prehealth Professional Programs” in the Biochemistry section online at www.smith.edu/prehealth 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 Lazarus Center for Career Development handout on “Law School,” and bring their questions to the prelaw adviser (Daryl Gehman, in Drew Hall).

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 may not accelerate until the record for the first year is complete and a major has been declared; acceleration petitions should be submitted no sooner than the beginning of the fall semester of the sophomore year. A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation, Intermural and summer school credits. Consult the Academic Rules and Procedures section for maximum credit limits in each category. Students whose acceleration plans include courses to be taken during interterm should be aware 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. A student who intends to study away from campus during the junior year should file her acceleration proposal at the beginning of the sophomore year.

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 more information about the Ada Comstock Scholars Program, contact the Office of Admission at 413-585-2523; email, 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 nonmatriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Official records of audits are not maintained.

Five College Interchange

A student in good standing may take a course without additional cost during a regular semester 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. Consult the “Academic Rules and Procedures” section for additional information and restrictions. 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.

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 opportunities, from Smith’s own programs in Western Europe to Smith consortial and other approved programs all over the world. Students applying to Smith’s own programs in Florence, Hamburg, Geneva and Paris apply directly via an online program application accessible through the Office for International Study website. Students interested in all other approved study abroad programs file a study abroad credit approval application with the Office for International Study in addition to a separate application to their program of choice. The deadline for fall, spring and full-year programs is in February of each year, with a few exceptions for some
spring semester options. Students should contact the Office for International Study for information on deadlines and procedures.

For all study abroad 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 international travel expenses, including visa fees where applicable, and any personal travel during program breaks and vacations. They are also responsible for incidental personal expenses while on the program. Such 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 have no shortage of credit at the time of application to be approved for study 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 all or part of the junior year abroad may apply for admission to the departmental honors program at the beginning of the senior year. Any student wishing to spend any part of the senior year abroad must petition the Administrative Board through the class dean. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College.

Students attending programs with yearlong courses 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. Normally, students who withdraw from a Study Abroad Program are withdrawn from Smith and may not return to the college the following semester. Please refer to the Institutional Refund Policy for additional information regarding institutional charges and financial aid adjustments.

Smith Programs Abroad

The Smith Programs Abroad provide students in a variety of disciplines the opportunity for study in foreign countries. Smith faculty direct or advise the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). During the academic year students either board with local families (Paris and Florence) or live in student residence halls (Geneva and Hamburg). During vacations the college assumes no responsibility for personal travel during program breaks and vacations. The yearlong program begins with a four-week cultural orientation program in mid-September, each student selecting a program of courses suited to her major field of study. Students in Florence, Geneva and Hamburg have single semester and yearlong options of study. The Smith in Paris program is a full-year academic program only. On all Smith Programs Abroad, students normally receive 16–18 credits per semester or a total of 34 credits for the academic year.

Florence

The fall semester and full-year Smith in Florence program begins with two weeks of intensive study in Italian language and culture, history and art history. In the fall, students take courses offered especially for Smith by university professors at the Smith Center. Yearlong and spring semester students enroll in one or two courses at the *Università di Firenze* in the humanities, natural sciences, political science, and education in addition to courses at the Smith Center. Limited university course options are also available in other subjects. Students live in private homes selected by the college. Classes in Florence are conducted entirely in Italian: students are expected to have an excellent command of the language and maintain a language pledge.

Students have the option of participating on the Smith in Florence program for either the fall or spring semester or the full year. The minimum language requirement is two years of college-level Italian or the equivalent for all options.

Geneva

The Geneva program offers opportunities for enrollment in the *Université de Genève* and the Graduate Institute of International and Development Studies, as well as an internship track in an international organization. Students are fully matriculated at the *Université de Genève* and may take courses at its associated institutes including the *École de Traduction et d’Interprétation*.

The program begins with a three-week orientation including intensive French language study, Swiss culture and history courses and excursions. The academic year in Geneva begins in mid-September and continues until early June. During the semester, students study in French and/or English, and follow one of three tracks:

A. Geneva International Internship Program

Intern at an international organization for three or four days per week, study French, take the core Humanitarianism course at the Smith Center and enroll in one university course. At least one semester of college-level French is required prior to the start of the program.

B. University Studies Program

Enroll in four or five Smith Center and university courses each semester, including French language. Available spring or academic year. Requires 3.0 GPA. Two years of college-level French required for the full year. One year of college-level French required for spring.

C. International Relations Program

Enroll in at least two courses at the Graduate Institute and two additional courses at the Smith Center, including French language. Most academic courses are taught in English; students with advanced French language may enroll in courses taught in French. At least one semester of college-level French is required.

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 four-week vacation during which students are free to travel. The yearlong program begins with a four-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, environmental science, history, history of science and technology, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology.

Two years of college-level German are required for the full-year program. The program offers a one-semester study option in the spring semester for students with three semesters of college-level German or equivalent.

Paris

The Smith in Paris program begins with a one-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; political science at *Institut d’Études Politiques*; and architecture at *L’École Normal Supérieure d’Architecture—Val de Seine*. 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.
Les Sciences à Paris is a yearlong program in Paris designed explicitly to support students in the sciences, mathematics and engineering. Coursework, research opportunities, and tutoring are combined into a customized curriculum enabling science students to experience the rich scientific traditions of France, acquire competence in French and experience the practice of science in an international context. Students with at least one year of college-level French or equivalent are invited to apply.

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. Grades for courses completed on consortial and other approved programs appear on the Smith transcript but are not calculated in a student's grade point average.

Several academic departments have a special affiliation with specific Smith consortial programs and students may wish to consult with their major adviser for recommendations. The Office for International Study website, www.smith.edu/studyabroad, lists all the consortial and approved programs.

Programs with a Smith consortial affiliation include the following:

Associated Colleges in China (ACC)
This intensive language and culture program in Beijing is a Chinese language program offered in collaboration with Hamilton College and Minzu University of China (MUC) in Beijing in the fall and spring terms. Interested students should consult with Associate Professor Sujane Wu, East Asian languages and literatures.

Associated Kyoto Program (AKP)
Smith is one of several institutional sponsors of the semester or yearlong AKP program in Japan. Interested students should consult the faculty in East Asian languages and cultures and East Asian studies.

Intercollegiate Center for Classical Studies in Rome (ICCS)
This program in Rome, Italy, was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to over 100 and includes Smith. Interested students should consult with Scott Bradbury, Professor of Classical Languages and Literatures.

Programa de Estudios Hispanicos in Córdoba (PRESCHO)
Smith partners with Wellesley College to deliver the semester or yearlong programs in Córdoba, Spain. Interested students should consult faculty in Spanish & Portuguese Studies, or the Office for International Study.

South India Term Abroad (SITA)
Smith is one of nine sponsors of this semester or yearlong program located in the ancient city Madurai, in the state of Tamil Nadu, South India. Interested students should consult with Professor Nalini Bhushan, Religion, or the Office for International Study.

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 in the government major. 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., during the fall semester. Under the supervision of outstanding scholars, qualified students may work with some of the finest collections of materials relating to the development of culture in America. The program is described in detail under the American studies major and their website.

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 GPA of 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 who wish to attend Dartmouth must do so for the entire academic year (three of Dartmouth's four quarters) and may not be enrolled at Smith during the same academic year. 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.

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.

Additional information about eligibility requirements and application procedures are available in the class deans' office and on the class deans' website, www.smith.edu/about-smith/class-deans/12-college-exchange.

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. Students typically exchange in the spring of the junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic adviser. Applications must be submitted to the engineering program during the sophomore year on the same schedule as applications for study abroad.

Additional information and applications are available in the engineering office and on the Picker Engineering Program website, www.smith.edu/academics/engineering/about-the-program/academic-partners.
Introduction

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. The college continually improves its library and museum holdings, which are already among the finest in the country, and upgrades its 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 a variety of talents and interests, skills and training, and from diverse 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 represented.

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

The Smith College libraries are committed to providing students with firsthand research opportunities through our extensive general and special collections, exceptional services and digital experiences. The collections comprise more than 1.7 million books, journals, maps, scores, recordings, rare books, archives, manuscripts and online databases. The libraries maintain open stacks in our branch locations, students can request materials from the Five College Annex while the Neilson Library is closed, and material can also be requested from other libraries worldwide through our interlibrary loan service. Students can use our online Discover tool to access materials from the Five College libraries—Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts Amherst. Librarians, archivists and curators provide one-on-one research consultations and collaborate with faculty in teaching classes on research tools and techniques. The libraries’ website libraries.smith.edu is the digital gateway to subject databases, eBooks and ejournals, research tools, and digital scholarship. For assistance, use the Ask a Librarian service: libraries.smith.edu/ask-us.

The William Allan Neilson Library, the main library, is temporarily closed while undergoing a major renovation and will reopen in the fall of 2020. During the renovation, the main campus library is Young Library in Bass Hall. Special Collections including the College Archives, Mortimer Rare Book Collection and the Sophia Smith Collection are also located in Young Library. Our branch libraries, described in sections below, are the Hillyer Art Library in the Brown Fine Arts Center, and the Werner Josten Library for the Performing Arts in the Mendenhall Center. The KnowledgeLab in Seeley Hall is an innovative space offering a variety of media and materials for students to use as we design new ways of conceptualizing and engaging with the library and all things related to books, the technology of reading and writing, and the creation of knowledge.

Students looking for study spaces during Neilson Library’s renovation may use SmithScape on any device by visiting smithscape.smith.edu. SmithScape helps students find places to study across campus that meet specific criteria, such as lighting and ambient noise, as well as the availability of amenities such as printers, whiteboards, outlets and vending machines.

Young Library hours (Academic Year)

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday–Thursday</td>
<td>7:30 a.m.–1 a.m.</td>
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<tr>
<td>Friday</td>
<td>7:30 a.m.–9 p.m.</td>
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<tr>
<td>Saturday</td>
<td>10 a.m.–9 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>10 a.m.–1 a.m.</td>
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</tbody>
</table>

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

Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing ten academic departments (astronomy, biological sciences, chemistry, computer science, exercise and sports studies, geology, mathematics, physics, psychology, statistical and data sciences) seven programs (biochemistry, engineering, history of science and technology, logic, landscape studies, marine science, and neuroscience), and one interdisciplinary program (environmental science and policy) with approximately 83 faculty and 30 staff members.

The center includes Ford, Burton, Sabin-Reed, McConnell and Bass Halls. These facilities meet the most exacting specifications for cutting-edge research and experimentation, as well as “hands-on” experiential learning. Science center facilities include traditional and computer classrooms, research labs, interdisciplinary research centers, seminar rooms, case-study rooms and faculty offices. Teaching laboratories customarily enroll between 12 and 20 students and are faculty taught. Various summer research opportunities are available to students, both on and off campus.

The educational mission of the Clark Science Center’s departments and programs is supported by an administrative office, stockroom, Center for Design and Fabrication, environmental health and safety services, science diversity programming and an animal-care facility.

Botanic Garden

The mission of the Botanic Garden of Smith College is to foster education about the science, beauty and importance of the plant kingdom through the use of outdoor and conservatory plant collections, gardens, displays and exhibitions, and to preserve and maintain the historic Olmsted campus landscape. We carry out this mission while embodying the values of inclusivity, stewardship, collaboration and innovation.

The garden serves as a living museum of plants native to New England and areas around the globe. The garden encompasses the Lyman Conservatory, the
Museum hours
gathering place for the Smith as well as for the broader community. The museum's collection as well as the global curriculum of the college, SCMA is a space for exhibitions and related programs that reflect and support the growing diversity of objects: paintings, sculpture, antiquities, time-based media and works on paper. With changing exhibitions, object-based teaching and learning across academic departments and disciplines are supported by dark-room facilities, faculty offices and classrooms.

Hillyer Art Library houses rich collections of print and online resources to support student and faculty research in the visual arts. The art library facilities provide a variety of spaces and seating for individual and group study with power and wireless connectivity available at all seats.

Hillyer 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, intersetion, summer, vacations and holidays. See www.smith.edu/libraries/hours for current hours.

Smith College Museum of Art
The Smith College Museum of Art (SCMA) cultivates inquiry and reflection by connecting people to art, ideas and each other. The permanent collection is among the finest at an academic museum in the United States and provides the basis for object-based teaching and learning across academic departments and disciplines at the college. The collection includes more than 27,000 works of art—paintings, sculpture, antiquities, time-based media and works on paper. With changing exhibitions and related programs that reflect and support the growing diversity of the museum’s collection as well as the global curriculum of the college, SCMA is a gathering place for the Smith as well as for the broader community.

Museum hours
Tuesday–Saturday 10 a.m.–4 p.m.
Thursday 10 a.m.–8 p.m.
Sunday noon–4 p.m.
Second Fridays 10 a.m.–8 p.m.
Closed Mondays and most major holidays.

Museum Shop hours
Tuesday–Saturday 11 a.m.–4 p.m.
Sunday noon–4 p.m.

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 106,000 books and scores, 3,000 video recordings and 60,000 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 Sweeney Concert Hall, the gracious 650-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 1–10 p.m.
Monday–Thursday 10 a.m.–10 p.m.
Friday 10 a.m.–5 p.m.

Hours vary during reading and exam periods, intersetion, 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 and study space, with a library that includes signed copies of books by all the poets who have visited Smith since 1997. It also features a display of fine letterpress broadsides of poems by visiting poets with original illustrations by Barry Moser. While the room mainly provides a space in which to read, write and meditate, it can also be reserved for poetry-related events by Smith faculty, creative writing-focused student organizations, academic departments and administrative offices.

Reading room hours
Monday–Friday 8:30 a.m.–4:30 p.m.
except when booked for events

Wright Hall
Wright Hall supports a variety of activities. The 400-seat Leo Weinstein Auditorium, seminar rooms, the Poetry Center and faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research. Wright Hall is also home to the college’s interdisciplinary centers for engagement, learning and leadership. The Jandon Center for Community Collaboration; the Center for the Environment, Ecological Design and Sustainability; and the Lewis Global Studies Center respond to emerging student and scholarly interests, provide contexts for internships and independent projects, and address real-world challenges.

Information Technology Services
Information Technology Services provides a range of technology services and computer resources that support the academic mission and operations of the college.

Our academic facilities span the campus. Smith’s high-speed wireless network is available across campus, in all residence houses, academic and administrative buildings, libraries and the Campus Center. Computers with access
to the Smith network, licensed software applications, and printers are available across campus in classrooms, libraries, laboratories and computer resource centers with 24-hour access. Smith Media Studios is dedicated to helping students create quality digital media and offers media production support, recording equipment loans, a digital media lab and a fully equipped video studio. The Visual Communications Resource Center, which is dedicated to the digital arts, provides equipment and support for visual computing. Additional technology-enabled spaces include specialized laboratories designed to meet the needs of the academic departments they support.

Your Smith network account provides access to your Smith email, the Smith Portal, your course schedule, library resources, printing, cloud services and numerous productivity and collaboration tools including Zoom for video, audio and web conferencing and Google G Suite apps (Docs, Sheets and Slides, as well as unlimited Drive storage). Over 95 percent of students living in residential houses choose to bring a personal computer to campus and connect to the campus network and the internet from their rooms. Located on campus, the Smith College Computer Store offers education discounts on personal computers plus accessories and supplies for computers and other personal devices.

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. For more information, see www.smith.edu/ods.

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 instructors 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 talks by authors and inter-term workshops on 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.

For faculty, the center offers pedagogical resources and workshops on the teaching of writing as well as the opportunity to receive confidential mid-semester feedback from students while courses are still in progress via our Mid-Semester Assessment (MSA) program. Full information on the Jacobson Center is available at www.smith.edu/jacobsoncenter.

Spinelli Center for Quantitative Learning
The Spinelli Center for Quantitative Learning, located in Seelye 207, offers tutoring, provides space to study, and has computers with software for both the natural sciences and the social sciences. Students can find support for working with quantitative material through both appointments and drop-in tutoring. For students who need individual help with mathematical or statistical material, the general quantitative tutors (Q-tutors) hold drop-in hours during the day, and the calculus counselor and the data research and statistics counselor are available for appointments. The Spinelli Center employs students as master tutors in biological sciences, chemistry, economics, engineering, physics, data science, and statistics in the social sciences (government, psychology, sociology). The data counselor is available to support most of the statistics courses on campus, including all of the introductory courses, and to support seminars, projects and senior theses. The Spinelli Center also runs a series of review sessions each fall. The Spinelli Center has large tables where individuals or small groups can study, whiteboards, and computers that dual-boot both Mac and Windows operating systems in an accessible, 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 center for collaborative and multidisciplinary research at Smith College. Recently relocated to its new home at 21 Henshaw Avenue, the Kahn Institute enhances intellectual life at Smith by bringing together faculty, staff, students and distinguished visiting scholars to work on long- and short-term multidisciplinary research projects of broad scope. Each of these collaborative projects spawns a range of intellectual and artistic events and activities 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. During intensive weekly meetings, Kahn project 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 website at www.smith.edu/kahninstitute.

Athletic Facility Complex
Just as Alumniae Gymnasium was the “state of the art” facility back in 1892 when women’s basketball was first introduced, today’s four-building athletic complex is equally impressive. The facility houses two gymnasiums, an athletic training room, the Human Performance Laboratory and a varsity weight room. Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, five international-sized squash courts, two fitness studios and a 24-foot-high climbing wall. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track.

The Olin Fitness Center features aerobic machines: treadmills, bikes, ellipticals, stepmill and rowing machines. The Fitness Center has two free-weight areas and many fixed-weight machines. The facilities of the sports complex are augmented by 30 acres of athletic fields. Field hockey and lacrosse teams play on the lighted artificial turf field with rugby and ultimate encircled by a ¾-mile cinder jogging track. A new softball facility with brick dugouts, bleachers and a press box, and a new 400-meter all-weather track were recently installed. For those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross country course. The campus has 11 lighted outdoor tennis courts. The boathouse on Paradise Pond is home to the Smith Outdoors Program and is open for novice rowers or canoe paddlers. Facility projects this summer include a new soccer field and boathouse at the Sportsman’s Marina on the Connecticut River in Hadley.

Ainsworth/Scott Gymnasium, Olin Fitness Center, and Indoor Track and Tennis Facility
- Monday–Thursday: 6 a.m.–9:30 p.m.
- Friday: 6 a.m.–7 p.m.
- Saturday: 8 a.m.–5 p.m.
- Sunday: 9 a.m.–5 p.m.

Hours may vary outside of the academic term. During summer, interterm and breaks, check the website for adjusted hours.
Campus Center
The Campus Center is a central meeting place that provides services, programs and conveniences for all members of the Smith community. The center provides space for the Office of Student Engagement; the Student Government Association; 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 bookshop, college mail center and a café are all housed in the center.

Campus Center Hours
- Monday–Thursday: 7 a.m.–midnight
- Friday: 7 a.m.–2 a.m.
- Saturday: 9 a.m.–2 a.m.
- Sunday: 9 a.m.–midnight

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 37 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 16 dining rooms offer different menus, themes and types of food, and students may choose to eat at any of them. A variety of specialty living options are also available for students: apartments for Ada Comstock Scholars with children, two small cooperative houses, an apartment complex for a limited number of juniors and seniors, a substance free living floor and affinity housing offer additional alternative living arrangements to students.

The Athletics Program
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. The broad-based athletic program invites students to participate on one of 11 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club sports introduce training in several sports. Visit www.smithpioneers.com for a current listing of activities and opportunities.

Athletics Staff
Directors
- Kristin Hughes, M.S., Director of Athletics
- Bonnie S. May, M.S., Associate Director of Athletics
- Theresa E. Collins, M.S., Assistant Director of Athletics for Facilities and Recreation

Sports Medicine
- Deb Coutu, M.S., Athletic Trainer
- Kelli Steele, M.S., Athletic Trainer

The athletics 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. 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.

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, as well as developing into leaders on campus. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a member of the New England Women’s and Men’s Athletic Conference (NEWMC) and belongs to Division III of the National Collegiate Athletic Association (NCAA). This past year, our field hockey team won the NEWMAC Championship and advanced to the Sweet 16 of the NCAA Tournament, while the basketball team earned an at-large bid to the NCAA Tournament and advanced to the second round. Individually, Smith produced All-Americans in field hockey, basketball, and track & field.

In 2019–20, the college will field the following intercollegiate teams:

Basketball – Lynn Hersey
Cross Country – Ellen O’Neil
Field Hockey – Jaime Ginsberg
Lacrosse – Katie Moore
Rowing – Clare Doyle
Soccer – Jeannette Boudreau
Softball – Emily Lopez
Swimming & Diving – Meaghan Abelein (Diving), Zack Kundel (Swimming)
Tennis – Caitlyn Laurence
Track & Field – Adrien Ricci
Volleyball – Mia Frugé

Recreation and Club Sports
The focus of the recreation program is on regular, noncredit fitness activities (Get Fit Smith program) as well as one-day special event competitions and house intramural competition. The fitness activities may include Zumba, P90x, Insanity, pilates, awesome abs, spinning and many different yoga classes. GFS offers about 26 classes weekly and many are taught by students. The 37 houses vie with friendly rivalry in special events such as soccer and basketball. The club sports are a group of independent clubs under the guidance of the associate athletic director, Bonnie May. Dues, fundraiser, SGA activities, and fee allocations support them. 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 13 clubs: Archery, Badminton, Cycling, Equestrian, Fencing, Futsal, Ice Hockey, Quidditch, Rugby, Spirit Squad, Squash, Synchronized Swimming and Ultimate Frisbee.
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 email to smithoutdoors@smith.edu or visit www.smith.edu/athletics/clubsports/smithoutdoors.html.

Career Development

The Lazarus Center for Career Development provides and prepares students for careers in a changing economic and technical climate. Staff work with Smith women to help them develop the skills, knowledge, and global and personal foresights needed to navigate their professional careers, even when economic and personal circumstances change.

The professional staff offers advising, both individually and in groups; and services are available throughout the academic year and summer months. The center sponsors seminars, workshops and industry discussions that cover internships; non-Fulbright fellowships; career field exploration; resumé writing; effective interviewing and job search strategies; networking; and applying to graduate, medical, dental, and professional schools. They help students assess their individual interests, strengths and weaknesses; establish priorities and make decisions; and present themselves and their backgrounds effectively. The extensive career resource library and website support students in their research and exploration.

Praxis Summer Internship Funding Program

“Praxis: The Liberal Arts at Work,” administered through the Lazarus Center for Career Development, 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 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 of up to $4,000. A student may use a Praxis stipend for an approved internship in the summer following her sophomore or junior year. Lazarus Center staff and resources offer guidance and assistance to students in locating opportunities that meet their individual interests. 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 Nancy and Henry Schacht Center for Health and Wellness, 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 and graduate social work interns. A psychiatrist is also available. Health education is provided on topics relevant to students’ emotional and physical health and safety.

Medical Services

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. Medical Services offers expert, compassionate and personalized care to students in a comfortable setting. They offer a full array of exams and testing, nutrition counseling, routine physicals for summer employment and graduate school, immunizations for travel and flu, and on-site laboratory services. There is never a charge to see a doctor, nurse practitioner or nurse. Students should be mindful of their college health insurance coverage (see below), as there may be other costs.

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.

Health Education

The wellness education program integrates innovative wellness initiatives into students’ academic, residential and extracurricular activities. The program provides opportunities for students to take leadership roles in health education on campus.

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 consider continuing their precollision health insurance. Failure to waive the college health plan will result in automatic enrollment in it. While there is never a charge to be seen by one of our on-campus providers, charges do apply for vaccine, medications, laboratory tests and blood tests performed at the Schacht Center, and for any services provided at outside facilities. Students must preregister with our partner at Cooley Dickinson Hospital, so that medical insurance can be billed, by calling 413-582-2800. Students who do not purchase the student health plan are strongly encouraged to investigate coverage in the Northampton area, including vaccination at the Schacht Center, and care at Cooley Dickinson Hospital. Many students may choose to seek routine health-care and vaccines at home and at major pharmacies.

The college maintains certain regulations in the interest of community health as outlined in the college handbook and expects all students to comply. Before arriving at the college, each student must complete a 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 complete the required tuberculosis screenings and all required immunizations before arrival for registration. Students accepted for a Study 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 Center of Religious and Spiritual Life (CRSL) is housed in the Helen Hills Hills Chapel. The director of the center is responsible for overseeing the program, advising student religious organizations and promoting a spirit of mutual understanding, respect, and interfaith collaboration.
The college has relationships with local religious liaisons who serve as advisors to student religious organizations and provide opportunities for students to engage with the larger Northampton community. An interfaith advisory group of students meet weekly to discuss the spiritual needs of students, plan joint activities and foster dialogue. The center prioritizes contemplative practice, religious literacy, social justice and spiritual care, and also provides regular hospitality programming through its kitchen and lounge, offering meals and spaces for gathering in times of stress or need. The CSRL strives to meet the special needs of all students not just those who affiliate with an organized religious path. Center staff work with local clergy and faith leaders who help nurture the spiritual lives of students and provide opportunities to worship and observe. All students are welcome regardless of belief system or religious affiliation. Information about events can be found at www.smith.edu/religiouslife.

The Helen Hills Hills Chapel is home to a robust arts program as well. The Center for Religious and Spiritual Life sponsors concerts, lectures, films and exhibits by student and 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 CRSL collaborates with dining to respect dietary needs relating to religious observance. 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. A Jummah lunch is offered at noon every Friday for the Muslim community with the location rotating between the Helen Hills Hills Chapel and the prayer area in the basement of Wright Hall. Religious holidays such as Christmas, Ramadan, Passover, and Diwali are observed in collaboration with student and community groups.

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 well in advance of a religious holiday. In certain instances the CRSL will consult with students, faculty and staff when a religious consideration is in question. Students can also speak with the director of religious life/college chaplain when a religious consideration is raised with respect to housing needs.
# The Student Body

## Summary of Enrollment

### Undergraduate Students

<table>
<thead>
<tr>
<th></th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
</tr>
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<tr>
<td>Northampton area*</td>
<td>608</td>
<td>508</td>
<td>640</td>
<td>620</td>
<td>70</td>
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<tr>
<td>Not in residence</td>
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<td>173</td>
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Five College course enrollments at Smith:
- First semester: 390
- Second semester: 444

### Graduate Students

<table>
<thead>
<tr>
<th></th>
<th>Full-time degree candidates</th>
<th>Part-time degree candidates</th>
<th>Special students</th>
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</thead>
<tbody>
<tr>
<td>In residence</td>
<td>72</td>
<td>16</td>
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### Smith Students Studying in Off-Campus Programs

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<th>Florence</th>
<th>Geneva</th>
<th>Hamburg</th>
<th>Paris</th>
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<tbody>
<tr>
<td>Smith students</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>20</td>
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<tr>
<td>Guest students</td>
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*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 2012 was 89 percent by May 2018. (The period covered is equal to 150 percent of the normal time for graduation.)
# Geographical Distribution of Students by Residence

## United States

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<th>State</th>
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<td>Idaho</td>
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<td>Iowa</td>
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<td>Washington</td>
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## Foreign Countries

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<td>Bangladesh</td>
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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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<td>Canada</td>
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<td>Ecuador</td>
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<td>Georgia</td>
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<td>Greece</td>
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<tr>
<td>Ireland</td>
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<tr>
<td>Jordan</td>
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<td>Kazakhstan</td>
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<td>Kenya</td>
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<td>Portugal</td>
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<td>Republic of Korea (South)</td>
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<td>Russia</td>
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<tr>
<td>Spain</td>
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*This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.*
### Majors

<table>
<thead>
<tr>
<th></th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
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<td>(Seniors)</td>
<td>(Honors)</td>
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<td>Study of Women and Gender</td>
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Recognition for Academic Achievement

Academic Achievements

Smith College encourages students to strive for excellence in their chosen fields of academic endeavor and honors those who achieve distinction in their academic performance. 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 Study 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 Programs Abroad), 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 (literature, historical studies, social science, natural science, mathematics and analytical philosophy, the arts, and foreign language). Course listings in this catalog indicate in curly brackets which area(s) of knowledge a given course covers.

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. Nonnative 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. 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.

The Dean’s List

The Dean’s List is made up of students who represent the top 25 percent of the student body based on the total records for the previous academic year. Students must be enrolled full-time at Smith for the full year to be named to the Dean’s List.

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. Study 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.

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.
Prizes and Awards

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

The Chime Achebe Prize in Comparative Literature to a graduating senior with the highest GPA in courses that count toward the comparative literature major

The Margaret Collins Stoop Adesso Prize for the best new choral work composed by a Smith student

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, biochemistry, or chemical engineering

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

The American Chemical Society Award in Inorganic Chemistry to a chemistry major for excellence in inorganic chemistry and to encourage further study in the field

The American Chemical Society/Division of Organic Chemistry Award in Organic 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

The American Chemical Society Undergraduate Award in Physical Chemistry for outstanding achievement by an undergraduate student in physical chemistry, and to encourage further pursuits in the field

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 nonmajor who started German at Smith and has made exceptional progress, to a senior major who started German at Smith and has made exceptional progress and to a senior who knew some German when she came to Smith and has made exceptional progress

The Astronomy Department Prize for Excellence in Astronomy and Astrophysics for honors theses, special studies projects, outreach or other educational projects, STRIDE/AEMES projects, especially if they lead to continued involvement in the department, or exceptional performance in classes without any of the above

The Award for Excellence in Dance Studies for outstanding work in senior capstone project and overall contributions to the department

The Elizabeth Babcock Poetry Prize for the best group of poems

The Florence Augusta Merriam Bailey Prize for innovative and collaborative approaches to solving environmental and sustainability problems

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 Amei Randall Brown Prize 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 C. 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 or Boccaccio’s The Decameron

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 Caveno 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 Colette Prize awarded to a student for an essay that shows originality and engagement in intermediate and high-intermediate French language courses

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 Merle Curti Prize in history for the best piece of writing on any aspect of American civilization
The Dawes Prize for the best undergraduate work in political science

The Christine de Pizan Prize in Medieval Studies to a graduating senior major with the highest GPA in courses used to fulfill the requirements of the Medieval Studies Program

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 Prize for Distinction in Education and Child Study for a paper, research project, or other meaningful contribution to the field of Education and Child Study

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 Mary Maples Dunn Prize in East Asian Studies, awarded for an essay in a regular course in the Program in East Asian Studies

The Hazel L. Edgeler 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 Excellence in Biochemistry Prize for a senior biochemistry major who has demonstrated excellence in biochemistry coursework and research with a high potential for advanced study in biochemistry

The Excellence in STEM Outreach Award to an outstanding senior Smith STEM Ambassador for their consistent, loyal dedication to educating and serving the greater Northampton and Pioneer Valley Community

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, or the Rare Book room, only if the work itself takes U.S. women as its subject

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 Ford Motor Company Prize for Sustainability to a student who has distinguished herself for her work in support of a sustainable environment

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 a single outstanding paper or other project by a Smithsonian intern during the current year for work related to the Smithsonian Internship Program

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 the best essay on music

The Arthur Ellis Hamn 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 Memorial 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 major or minor in East Asian languages and literatures with special consideration given to those who have demonstrated leadership and high academic achievement and seek to pursue a career in education and/or to service to immigrant and needy communities

The Iris Prize is for the work of a graduating senior in film and media studies that shows excellence in a thesis, paper or other major project that is the result of substantial research, innovative thinking and creativity

The Mary Dailey Irvine Prize to a graduating senior from one of the Five Colleges for a thesis or research paper on an astronomical or astrophysical topic

The Denis Johnston Playwriting Award for the best play or musical written by an undergraduate at any of the Five Colleges

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

The Barbara Jordan Prize to an African American senior or alumnus undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–96)

The Mary Augusta Jordan Prize to a senior for the most original piece of literary work in prose or verse

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

The LALS Prize to a senior major for an outstanding paper or visual or performance art from any LALS or Latin American or Latino/a Studies class

The Florence Corliss Lamont Prize awarded for excellent 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 seniors majoring in the history of art to be put toward travel to further their studies, with preference given to students interested in study of art history, especially classical antiquity, at the graduate level

The Ruth Alpern Leipziger Award to an outstanding French major participating in the Smith Study Abroad Program in Paris

The Clarice Lispector Student Prize for Portuguese to a graduating Portuguese and Brazilian Studies major or minor for the best senior essay or project in Portuguese and Brazilian Studies

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. Mckel 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 Middle East Studies Student Achievement Award to a graduating major in Middle East Studies who has the highest GPA

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

The Gabriela Mistral Student Prize for Spanish to a graduating Spanish major for the best senior essay or project in Spanish

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 Neuroscience Service Award to a senior major on the basis of a submitted description of the activities of that student in neuroscience outreach or service to our community

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 participating in the Smith Study Abroad Program 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 for exceptional achievement and service to the department

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

The Adeline Devor Penberthy ’45 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 the Study of Women and Gender 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 Award 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 participating in the Smith Study 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 Russian, East European and Eurasian Studies Prize in Scholarly Excellence to a graduating senior with a REEES major on the basis of GPA coupled with a demonstrated enthusiasm for extra-curricular program activities and/or efforts for further study in Russian, East European and Eurasian Studies

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 Schuster Van Dyne Prize in Queer Studies awarded annually by the Program for the Study of Women and Gender for excellent work in queer studies

The Larry C. Selgelid 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

The Rita Singler Prize for outstanding achievement in technical theatre

The S. Mona Ghosh Sinha Prize awarded by the Program for South Asian Studies for the best paper from any academic discipline written by a Smith undergraduate on a subject that concerns South Asia

The Andrew C. Slater Prize for excellence in debate, for most improved debater and for distinguished service to the team

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

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

The Statistical and Data Sciences Research Prize for the best senior research capstone or other project(s) supervised by the SDS or affiliated faculty

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 Subul Sunim Prize awarded for the best academic paper written by a Smith or Five-College undergraduate for a class taken at Smith on a subject in the field of Buddhist studies

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 for Writing to a Smith undergraduate for a piece of writing related to art seen at the Smith College Museum of Art

The Tryon Prize for Art to a Smith undergraduate for outstanding work in installation, performance video, sound, digital, internet or interactive art

The Ruth Dietrich Tuttle 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 Anaclita 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 first-year student or 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 Frank A. Waterman Prize to a senior who has done excellent work in physics

The Ida B. Wells Prize for Distinguished Work in Africana Studies to a senior for excellence in an essay or other project
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 or in the Program in Jewish Studies.

The Rita Wilkins Award to a senior who has volunteered all four years with a Community Service Organization community partner and who has demonstrated significant leadership and commitment to community service.

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 service for students applying for various fellowships.

The college supports at least eight graduate fellowships including six for university study: Rhodes (Oxford), Marshall (UK), Gates (Cambridge), Mitchell (Ireland and Northern Ireland), Churchill (STEM Cambridge), and NSF (National Science Foundation). The Fulbright is for yearlong research, study or teaching in one of about 160 countries. The DAAD (Germany) is for research or study.

There are other prestigious fellowships for which students apply in earlier undergraduate years, such as the Truman, Beinecke, Goldwater, Mellon Mays, Udall and Killam. Several opportunities exist to learn foreign languages abroad over the summer or to teach English overseas before and after graduation.

For fellowship information and application assistance for eligible candidates, contact Fellowships Director Don Andrew at dandrew@smith.edu for guidance. For preliminary information: www.smith.edu/fulbright and www.smith.edu/fellowships.
Fees, Expenses and Financial Aid

A 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 email to SFS@smith.edu or visit their website at www.smith.edu/sfs/portal.

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or other 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 available online on or about July 15 and December 15. Email notifications will be sent to all students on or about the 15th of each month in which there is activity on the account. Students who wish to designate a parent or other third party to be notified of bills and to have the ability to make payments on their student account must set the designee up as an “authorized user” through their online account. Important: no paper bills are mailed.

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 is August 10. For spring, the payment deadline is January 10. 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 percent) 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 five to seven business days for mail and processing time. If paying in person, payment should be made before 4 p.m. on the payment due date. Electronic ACH payments made through our online billing service are credited immediately.

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 courses, b) receipt of academic transcripts, c) receipt of diploma at commencement, d) approval for a leave of absence or study-abroad program, 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 on request, by direct deposit into the account the student has on file with the payroll office. Credit balances that result from a PLUS loan are generally issued to the parent borrower, unless that parent has authorized that refunds go to the student. With the student’s written release, credit balance refunds may be issued to the parent or the designee of the student.

Fees

2019–20 Comprehensive Fee (required institutional fees)

<table>
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<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Tuition</td>
<td>$26,970</td>
<td>$26,970</td>
<td>$53,940</td>
</tr>
<tr>
<td>Room and Board*</td>
<td>9,065</td>
<td>9,065</td>
<td>18,130</td>
</tr>
<tr>
<td>Student activities fee</td>
<td>142</td>
<td>142</td>
<td>284</td>
</tr>
<tr>
<td><strong>Comprehensive fee</strong></td>
<td><strong>$36,177</strong></td>
<td><strong>$36,177</strong></td>
<td><strong>$72,354</strong></td>
</tr>
</tbody>
</table>

* 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                                           $1,690

Fees for Ada Comstock Scholars

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<table>
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<tbody>
<tr>
<td>Transient Housing (per semester)</td>
<td></td>
</tr>
<tr>
<td>Room only (weekday nights)</td>
<td>$615</td>
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<tr>
<td>Room and full meal plan (weekday nights)</td>
<td>$1,280</td>
</tr>
<tr>
<td>Tuition per semester</td>
<td></td>
</tr>
<tr>
<td>1–7 credits</td>
<td>(per credit)  $1,690</td>
</tr>
<tr>
<td>8–11 credits</td>
<td>$13,520</td>
</tr>
<tr>
<td>12–15 credits</td>
<td>$20,280</td>
</tr>
<tr>
<td>16 or more credits</td>
<td>$26,970</td>
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</tbody>
</table>

Student Activities Fee

The $284 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.
2019–20 Optional Fees

Student Medical Insurance—$2,274
The $2,274 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. January graduates are covered only through January 14 in their senior year. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Koster Insurance (www.gallagherstudent.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. For students who are admitted for spring semester, the charge will be $1,341 for 2019–20.

Other Fees and Charges

Enrollment Deposit—$500
Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in the class and a room if she will reside in campus housing. The $500 representing a general deposit component is held until six months after the student graduates from the college. The $500 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). The $200 representing a room deposit component is credited $100 in July toward fall semester charges and $100 in December toward spring semester charges. For midyear transfer students, all $200 is credited toward spring semester charges.

Fee for Musical Instruction—$690 per semester (one-hour lesson per week)
Music fees are covered by the college for all declared minors and majors. Students who receive need-based aid will receive a $200 grant per semester toward the cost of performance lessons. In addition, all students registered for performance lessons can submit an application to the music department for scholarship aid (for those receiving need-based aid, these funds are in addition to the aforementioned $200 grant).

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 fee will apply.

- Use of a practice room, one hour daily
  $25

Fee for Riding Classes—per semester
Riding lessons are available to all students at the college. The lessons are held at Sonleigh-Burnham Equestrian Center in Greenfield, Massachusetts (a 20 minute ride from the Smith College campus). Smith College has vans available for students to drive to Greenfield. The Smith riding team uses this facility for practice and horse shows. The fee for each semester is $950. Questions can be directed to the Athletics Department at 585-2706.

Studio Art Courses—per semester
A required fee of $25–$100 to cover group-supplied materials is charged for all studio courses at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. The expenses will vary from course to course and from student to student. The range for required materials and additional supplies: $25–$200.

Chemistry Laboratory Course—$25 per semester

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.

Overdue Balance Fee
Any balance outstanding for fall after August 10 or for spring after January 10 is considered overdue. Overdue balances will be assessed a late fee of $1.25 per $100 each month they remain outstanding.

Insufficient Funds Fee
If a payment is rejected due to insufficient funds, a charge of $20 will be added to the student account.

Incorrect Account Number Fee
If an incorrect or invalid account number is entered into our TouchNet payment system when a payer is attempting to make a payment, a $5 charge will be added to the student account.

Early Arrival Fee—$150
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 percentage of class attendance.

If a student should withdraw from an off-campus program, which is billed by Smith (for example: Study Abroad, Picker and Smithsonian Programs), the normal college refund policies apply as long as all payments can be recovered by the college. If payments made on behalf of the student to other entities cannot be recovered by the college, the student is responsible for unrecoverable costs.
Students who withdraw from study-abroad programs that are approved, but not administered by Smith College will have a proration of charges and aid based on the enrollment dates of the program, rather than those of Smith College. After the 60 percent point of the program term, the student is not entitled to a refund of charges and is also responsible for unrecoverable costs.

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, or has accepted the medical insurance and withdraws from the college during the first 31 days of the period for which coverage is purchased, and she has not used the insurance, she will not be covered under the plan and a full credit 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.
- Semester Plan
- Touch Net Payment Plan

Smith also honors parent and student loan options.

Details on loan options and the payment plan can be found on the Web at www.smith.edu/sfs/portal.

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 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 only a small fraction 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 attend 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. International students (not U.S. citizens or permanent residents) who do not apply for aid prior to admission are not eligible to receive financial aid at any time during their tenure at Smith.

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 are 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).

Students must also complete the Smith Aid Application, available at www.smith.edu/sfs/portal.

We also require a signed copy of the family's most recent federal tax returns, including all schedules and W-2s. Other forms and documents may be required, based on each family's circumstances. 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. For international applicants, the CSS Profile and an official income statement or income tax return are required to determine financial and eligibility.

Smith College recognizes the diversity of the modern family, and requires the submission of information regarding both legal or biological or adoptive parents, as well as spouses and domestic partners of each parent. Exceptions to this policy are made on a case-by-case basis. Please contact the Office of Student Financial Services for more information.

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 annually 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. Traditional students (not Ada Comstock Scholars) 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.

Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Progress is evaluated on a semester basis. Students not meeting this criterion are put on financial aid warning. Students may be required to appeal in writing to continue to receive federal financial aid and may become ineligible for aid if the probationary period exceeds one year.

Unless the administrative board decides that mitigating circumstances warrant an exception, no financial aid will be available to a student who is not making satisfactory progress toward the degree.
First-Year Applicants (U.S. Citizens, Permanent Residents, and Undocumented U.S. Residents)

Any student who needs or may need help in financing her education should apply for financial aid by the published deadlines, prior to 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 email at sfs@smith.edu or by phone (413-585-2380) with questions. Detailed information on the application process and deadlines is available on our website at www.smith.edu/sfs/portal.

The consequences of not applying for aid prior to being accepted for admission include a 60-day 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 not pertain to students who, prior to 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, divorce or separation, or unanticipated medical expenses. 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 students for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting students for consideration as an independent aid applicant. However, if 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 CSS Profile, 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 January 25.

Non-U.S. citizens eligible for aid have a family contribution calculated prior to admission. This family contribution will remain the same throughout the student’s tenure at Smith. Any increases in tuition and fees not covered by the annual increased loan or work will be covered by an increase in the grant so that the calculated family contribution will remain the same each year. (Loan and campus job amounts, which are part of the total aid package, increase each year as part of standard college policy. For application deadlines and details, please check www.smith.edu/sfs/portal.)

U.S. Citizens Living Outside the U.S.

Follow procedures for applicants residing in the United States. If your parents are living and earning income outside the United States and do not file U.S. tax returns, you should submit translated tax or income statements.

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. Domestic students must reapply for financial aid each year, and thus are automatically reviewed on an annual basis. International students are given a family contribution determination 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 must consult with Student Financial Services (SFS) to review the situation and discuss available options. The financial aid budget for international students is fully allocated each year as of the time of admission, therefore only very limited additional resources are made available to meet extraordinary circumstances. Serious consideration is only given when there has been a significant life-changing event. A life-changing event would include, but is not limited to, the death of a parent or enrollment of a sibling in a U.S. college or university. If you wish to appeal your financial aid award, please begin by contacting Student Financial Services.

Process

When a review is requested it is conducted by the SFS Review Committee. In most cases, their decision 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 a member of the finance office. The director of SFS is a nonvoting 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.

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 as well as their spouse or partner’s complete tax return 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

Smith College awards need-based aid to international 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 CSS Profile, 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 January 25.

Non-U.S. citizens eligible for aid have a family contribution calculated prior to admission. This family contribution will remain the same throughout the student’s tenure at Smith. Any increases in tuition and fees not covered by the annual increased loan or work will be covered by an increase in the grant so that the calculated family contribution will remain the same each year. (Loan and campus job amounts, which are part of the total aid package, increase each year as part of standard college policy. For application deadlines and details, please check www.smith.edu/sfs/portal.)

U.S. Citizens Living Outside the U.S.

Follow procedures for applicants residing in the United States. If your parents are living and earning income outside the United States and do not file U.S. tax returns, you should submit translated tax or income statements.

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. Domestic students must reapply for financial aid each year, and thus are automatically reviewed on an annual basis. International students are given a family contribution determination 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 must consult with Student Financial Services (SFS) to review the situation and discuss available options. The financial aid budget for international students is fully allocated each year as of the time of admission, therefore only very limited additional resources are made available to meet extraordinary circumstances. Serious consideration is only given when there has been a significant life-changing event. A life-changing event would include, but is not limited to, the death of a parent or enrollment of a sibling in a U.S. college or university. If you wish to appeal your financial aid award, please begin by contacting Student Financial Services.

Process

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The Financial Aid Appeals Committee is chaired by the dean of enrollment and includes one member of the faculty, the dean of students and a member of the finance office. The director of SFS is a nonvoting 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.
Fees, Expenses and Financial Aid

Need-Based 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. Most parents are eligible to borrow under the Federal Parent Loan Program. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

Campus Jobs

All students may apply for campus jobs, 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 may work an average of eight hours a week for 32 weeks. Students in other classes may hold regular jobs averaging ten hours a week for 32 weeks. Students are paid directly for hours worked. Earnings are intended primarily to cover personal expenses, but some students use part or all of their earnings toward required fees. Short-term jobs are open to all students. 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 to work more than the maximum 10-hours a week or one ‘full-time’ position. First-year students may work a maximum of eight hours per week. Students receiving a stipend for such positions as STRIDE or HCA are not eligible for a second job. This policy attempts to offer all students an equal opportunity to work.

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. 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 based on student merit or parent employment will first reduce or replace the self-help portion of your award (work-study and federal subsidized loan). If the outside aid exceeds the total self-help portion of your award, the aid can go toward a one-time computer purchase or toward the cost of the on-campus health insurance plan. If you do not purchase or have already purchased a computer, and if you do not accept the on-campus health insurance plan, or if your merit aid exceeds these costs, outside aid in excess of self-help will replace Smith Grant on a dollar-for-dollar basis.

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

No student, whether on federal work-study or not, is permitted to work more than the maximum 10-hours a week or one ‘full-time’ position. First-year students may work a maximum of eight hours per week. Students receiving a stipend for such positions as STRIDE or HCA are not eligible for a second job. This policy attempts to offer all students an equal opportunity to work.

Outside Aid

Outside aid based on student merit or parent employment will first reduce or replace the self-help portion of your award (work-study and federal subsidized loan). If the outside aid exceeds the total self-help portion of your award, the aid can go toward a one-time computer purchase or toward the cost of the on-campus health insurance plan. If you do not purchase or have already purchased a computer, and if you do not accept the on-campus health insurance plan, or if your merit aid exceeds these costs, outside aid in excess of self-help will replace Smith Grant on a dollar-for-dollar basis.

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

Student Financial Services must be notified of all outside awards. If you notify SFS by June 1, the aid will be reflected in your official award and on your first bill.

State and Federal Grant Assistance

These awards reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will 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. Amounts in excess of the self-help award will replace Smith Grant dollar for dollar.

Music Grants

Students who receive need-based Smith Grant aid will receive a $200 grant per semester toward the cost of performance lessons. In addition, all students registered for performance lessons can submit an application to the music department for scholarship aid (for those receiving need-based Smith Grant aid, these funds are in addition to the aforementioned $200 grant).

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 email to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.

Veterans Benefits

Please see our website, www.smith.edu/sfs/portal for information on our treatment of veterans benefits. We proudly sponsor the Yellow Ribbon Program.

Merit-Based Financial Aid

Please see our website, www.smith.edu/sfs/portal for information on Smith’s merit-based awards.

This information is accurate as of May, 2019. Please see our website for the most up-to-date information.
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 600 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from 47 states and 66 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. About 60 percent 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.

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, at a minimum 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 lab 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, IELTS or PTE as appropriate) are required for international citizens. 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 or 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 apply using either the Common Application or the Coalition Application. Smith does not have a preference for one application over the other; both of these application types will receive equal consideration in our admission process. Please visit www.commonapp.org or www.coalitionforcollegeaccess.org for all required forms and instructions.

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 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.
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 email 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 for visiting programs should complete the Common Application for Transfer students. All required forms and instructions for completing the application are available on the Common Application website. Applications must be completed by July 1 for September entrance and by November 15 for January entrance. Financial aid is not available for these programs.

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

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 dean 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.

Deferred Entrance

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 to work, travel or pursue a special interest if she makes this request in writing by June 1 to the dean of admission, who will review the request and notify the student within two weeks.

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. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. The application deadline is May 15. 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.

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.

Readmission

See the Withdrawal and Readmission section.

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 required interview. A candidate should schedule her interview appointment before submitting her application prior to the appropriate deadline, November 15 for January admission or February 1 for September admission. Interviews are usually conducted in person. Phone interviews can be arranged if distance is an issue. 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 approximately 48 transferable liberal arts credits before matriculation at Smith. The average number of transfer credits for an admitted student is 52. 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 by December 31 of the academic year in which they enter Smith
- a veteran
- responsible for dependent(s) other than a spouse

A brief description of the program can be found on page 14. 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 email may be addressed to the Office of Admission.

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 website 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 to work, travel or pursue a special interest if she makes this request in writing by June 1 to the dean of admission, who will review the request and notify the student within two weeks.
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 satisfactory completion (grade of C- or higher) of a writing intensive course in the first two semesters of enrollment.

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). Consult the "Academic Program" section for additional detail. 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. Courses taken through the Five College Interchange count toward the 64-credit academic residence requirement. A student on a Smith Study 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 session 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 session 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 prematriculation credits may be applied toward the degree.

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 for the student to register.

A student who does not have the prerequisites for a course may register 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

The deadline for submission of the special studies application is the fifth day of classes in the semester. Permission of the instructor, the department chair and in some cases the department is required prior to registration for 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.

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. Official records of audits are not maintained.

Course Registration

Early Registration

Eligible students are expected to participate in the early registration periods, normally scheduled in November and April. During the two-week early registration period, students may register for no more than 19 credits.

Adding and Dropping Courses

During the first 10 class days of a semester, a student may add or drop a course with the approval of the adviser and after consultation with the instructor. During this period, a student may register for up to 24 credits. Courses may be added online through BannerWeb during the first five class days only. From the 6th to the 10th day students may add courses with the permission of the instructor and adviser; from the 11th through the 15th day of class, a student may add 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 under the following conditions.
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—one during her first year, once during any subsequent year—a student may “free 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.

All add and drop deadlines for half-semester courses are prorated according to the above schedule and are published online each semester at the registrar’s office website.

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.

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 may not drop a course after being reported to the Honor Board.

A student registers for an interterm course in November, with the approval of her adviser. In January, a student may drop or add an interterm course within the published add/drop period. (Please see the registrar’s office website for registration and add/drop deadlines.) 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 the Five College Interchange 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.

Course Work and Class Attendance

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 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 email 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 the official exam period. 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. A student may start the exam at any time during the published exam schedule but must allow enough time to complete the exam before the listed ending time for the particular session. 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 that 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 website 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 Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts may submit their requests online through BannerWeb. Five College course requests should be submitted during the period for advising and registration of courses for the coming semester. Course information is available online through the Five College online course guide or at the individual websites of the other four institutions. Fee 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. Second-semester first-year students may take a course within the Five College system provided the student has earned a GPA of 3.0 or better in the first semester. A second-semester first-year who wishes to enroll in two Five College courses needs permission from the first-year class dean. A traditional student must enroll in a minimum of 8 credits at Smith in any semester; an Ada Comstock scholar may 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
Grades at Smith indicate the following:

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 their continuing education, extension or other nondegree programs are not part of the Five College Interchange. Students may not receive transfer credit for such courses completed while in residence at Smith College, but may receive transfer 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, grading option deadlines and academic honor system, of the host institution. Students taking Five College interchange courses will be awarded the credit value assigned by 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 website.

Academic Credit

Smith College complies with federal regulations defining a credit hour. Normally, a four-credit course involves 12 hours per week of academically engaged time over the course of the semester. Academically engaged time is generally three class or contact hours per week plus nine additional hours of academic work for the course per week. For courses carrying more or fewer than four credits, the Smith College expectation is three hours per week of academically engaged time per credit over the course of the semester.

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+**: (1.4)  
- **D**: (1.0)  
- **D-**: (0.7)  
- **E**: (0.0)  
- **unsatisfactory (S/U)**

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 “Y” in the course number. In yearlong courses designated by a “Y,” students may elect a separate grading option for each semester. Students electing the satisfactory/unsatisfactory (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 S/U grading option, regardless of how many graded credits students are enrolled in per semester. An Ada Comstock Scholar or a transfer student may elect the S/U grading option for four credits out of every 32 that she takes at Smith College.

Some departments will not approve the S/U grading option for courses counting toward the major. Credits earned in courses with a mandatory S/U grading option are not counted toward the 16-credit limit. S/U grades do not count in the grade point average.

A student may not change the grading option after being reported to the Honor Board. If the student has registered for the course with the S/U grading option, the board may change the grading option to a letter grade.

Repeating Courses

Effective in the fall 2017 semester, students may repeat for credit a course taken at Smith in which a grade of C or lower was earned. A maximum of two courses may be repeated during the student’s period of enrollment. Permission of the student’s liberal arts or major faculty adviser and the course instructor is required. A Smith course may be repeated at Smith only, not at another institution (including those in the Five College Interchange). A student repeating a course that was passed (a grade of D- or higher) and for which credit was earned will receive no additional course credit toward graduation. All grades earned in courses, including any repeated courses, will appear and remain on the student’s transcript. Only the higher grade of a repeated course will be calculated into the term and cumulative GPAs, however.

It is the student’s responsibility to register a repeated course properly with the registrar’s office at the time of registration by submitting a completed course repeat authorization form. Topics and other courses that are noted as repeatable for credit in the course description or department/program catalog section are not subject to this policy, unless the student receives permission to repeat the same topic and meets all criteria above. Students should refer to the registrar’s office website (www.smith.edu/about-smith/registrar/policies-guidelines) for the complete course repeat policy.

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 (dance, exercise and sport science, and music). Excess performance credits are included on the transcript but do not count toward the degree and are not calculated in the term or cumulative GPA.

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 session 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 a subsequent semester.

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 Study 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:
1. 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;
2. should obtain, from the registrar’s office, the guidelines for transferring
credit. Official transcripts should be sent directly to the registrar from the other institution;
3. 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 normally granted for online
courses.

Transfer credit policies and guidelines are published online at the registrar’s
office website and are available in the office. Students may not transfer credit for
academic work completed at an international institution while withdrawn from
the college.

Summer Session Credit

Students may accrue a maximum of 12 approved summer session credits toward
their Smith degree with an overall maximum of 32 credits of combined sum-
ner, interterm, AP and pre-matriculation credits. With the prior approval of the
registrar, 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 session 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 cours-
es 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
for transfer credit. 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 deter-
mine 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 prematriculation 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 mem-
bers of the faculty. Libraries, the Center for Foreign Languages and Cultures,
practice rooms and physical education facilities will remain open at the discre-
tion 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 par-
ticipate 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.

Preamatriculation credits may be used in the same manner as AP credits
toward the Smith degree and may not be used to fulfill the distribution require-
ments for Latin Honors. Summer credits earned before matriculation will be
counted in the 12-credit limit of summer credit applicable to the Smith degree.
A maximum of one semester (16 credits) of AP, International Baccalaureate
(IB), other diploma and prematriculation credit may be counted towards the
degree.

Advanced Placement

Smith College participates in the Advanced Placement (AP) administered by the
College Entrance Examination Board. AP 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 drop-
ping a course for reasons of health; or (3) to undertake an accelerated course
program. AP credit may not be added to a student’s record to make up for a fail-
ing grade received as a result of an Honor Board sanction.

Credits are recorded for scores of 4 or 5 on most AP examinations. The cred-
ts to be recorded for each examination are determined by the individual depart-
ment. A maximum of one semester (16 credits) of AP and other prematricula-
tion credit may be counted toward the degree.

Students who complete courses that cover substantially the same material
as those for which AP credit is recorded may not then apply that AP credit to-
ward 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 require-
ments. No more than 8 credits will be granted toward the major in any one
department.

AP 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 require-
ments for Latin Honors.

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate (IB) and some 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. For students entering the college in
September 2012 or later, a maximum of one semester (16 credits) of AP, IB, other
diploma and prematriculation credit may be counted toward the degree.

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.
Procedures

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.

www.smith.edu/classdeans/guidelines_leaves.php

The request must be filed with the student's class dean by

- May 1 for a fall semester or academic year absence
- December 1 for a second semester absence.

Students in good academic standing who miss these deadlines and wish to go on leave may request a late leave through the class dean. Students are eligible for leave status for one year; after that a student must withdraw. Information about readmission procedures can be on the class deans' website.

Any student studying elsewhere, either abroad through the International Study Office or elsewhere in the United States, must file a request for approved off-campus study by the appropriate deadline.
Transfer students who apply 38 or fewer credits from their previous institution(s) to their Smith academic record may study abroad for a semester or a year; students who apply between 39 and 54 transfer credits to their Smith academic record may study abroad for one semester. In both instances, students must work with the registrar’s office upon their return to campus to have their transfer credits adjusted. Academic residency requirements may also apply. Students should consult the “Transfer Admission” and “Requirements for the Degree” sections for details. All students expecting to earn credit should have any course they wish to transfer preapproved by the registrar. The guidelines for transfer credit can be found at www.smith.edu/about-smith/registrar/transfer-credit

A student who wishes to earn credit elsewhere during either semester of her senior year must request approval by submitting a Senior Year Elsewhere form to the senior class dean that includes all the specific courses necessary for the completion of all major and minor requirements; and is endorsed by her adviser and the chair of her department.

An official transcript must be sent directly from the institution where credit is earned to the registrar at Smith College for transfer credit to be applied to a Smith record.

A student must be in good standing to be eligible to transfer credit to Smith.

**Short-Term Leave for Special Circumstances—Mid-Semester**

A student who is away from campus for an extended period of time during the semester (one to two weeks) may be placed on a short-term leave status by Health Services or by the class dean. Instructors will be notified of the student’s status by the class deans’ office.

Any student placed on short-term leave by Health Services must receive clearance from Health Services before returning to campus. Health Services may require documentation from the student’s health care provider before the student is eligible to return.

Every student placed on short-term leave for special circumstances by the dean must make an appointment with that appropriate class dean on her return in order to plan for the remainder of the semester.

**Withdrawal Between Semesters**

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 class dean.

**Withdrawal During the Semester**

Any student who decides to leave campus at any point for any reason and not finish her course work for the semester must withdraw. Official confirmation of the withdrawal will be sent to the student and her parents by the class dean.

The administrative board reviews the records of all student who withdraw during the semester from the college for any reason and may impose requirements on the student in order to be eligible to be considered for readmission.

When the student is ready to return she may request readmission through a class dean. Information and forms can be found at the class deans’ website. Should the withdrawal be due to

- difficulty in meeting academic expectations
- medical reasons
- concerns about the student’s safety

the student will be expected to provide documentation of improved functioning when requesting readmission. Readiness to return may be demonstrated by

- engagement in sustained full time employment
- consistent volunteer work or
- study elsewhere at an accredited institution of higher learning in the United States.

The student will be asked to present a plan for progress towards the degree and completion of major requirements and when appropriate articulate a plan for self-care.

In the case of a withdrawal from the college for medical reasons, the director of health services (or the associate director when specified) will also 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 the Health Services does not automatically guarantee readmission as the administrative board makes the final decision regarding readmission.

With administrative board approval, a student who leaves the college within the first five weeks of the semester may be allowed to recoup the semester in order to complete the degree. Normally, a student is not allowed to recoup the semester if she withdraws after the fifth week.

**Required Medical Withdrawal**

The director, the associate director of Health Services, or an Evaluation Committee convened by the dean of students may require a student to withdraw during the semester when the student’s behavior or functioning is impaired to the degree that the student

- cannot meet academic milestones,
- poses a risk to herself or others
- cannot receive appropriate and necessary treatment at the college.

Further information on the policy on required medical withdrawal can be found at www.smith.edu/sao/handbook/policies/medleave.php.

**Readmission**

A withdrawn student who wishes to return to the college after an absence of fewer than six years must follow the readmission application process, as detailed on the class deans’ website.

Readmission requests for return in September must be sent to the class deans’ office before March 1; for readmission in January, before November 1.

The administrative board acts upon all requests for readmission and normally requires that the student meet or speak with the appropriate class dean to discuss her plans for completion of the degree.

The administrative board may also request that the student contact the director of Health Services before considering a readmission request.

 Normally, students who have withdrawn from the college must be withdrawn for at least one full semester. A student who chooses a mid-semester withdrawal is required to be withdrawn for the entire subsequent 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 five years.

Students may not transfer credit for academic work completed at an international institution while withdrawn from the college.

A withdrawn student who wishes to return after an absence of 6 or more years must apply for admission through the Office of Admission. Information regarding application deadlines is available on the admission website. Such students are strongly encouraged to show evidence of recent successful completion of one semester of college-level coursework at an accredited institution. Potential candidates are strongly encouraged to make an appointment with the Office of Admission.

**Additional Information**

This chapter contains current information regarding Smith College’s requirements, policies and procedures. For additional information, including updates, deadlines and required forms, consult the registrar’s office and class deans office websites.
Graduate and Special Programs

Introduction

Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts and master of science. The one-year post-baccalaureate program in mathematics is designed for women who need additional preparation before applying to graduate programs in mathematics. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in interdisciplinary studies. In addition, master of arts and doctoral programs are offered in the School for Social Work. 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 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. Applicants who wish to be considered for financial aid must submit all required application materials by the deadline date for their programs of interest. (Refer also to the Financial Assistance section.) The deadline for fall entry for most programs is January 15 and spring entry November 1. If no financial aid is needed, most master's degree programs will accept late applications for fall until April 1. Exceptions: master of fine arts in dance, January 5, with no late applications and no spring admission; master of science in biological sciences, no late applications and no spring admission; master of arts in teaching, rolling admission beginning November 1 and ending April 15; and post-baccalaureate/ mathematics, March 15 for fall, October 15 for spring.

Applicants must submit the materials listed on the application for admission, including the formal application form, the $60 application fee, the official transcript of the undergraduate record, and letters of recommendation from instructors at the undergraduate institution. Applicants from non-English-speaking countries must submit official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). International applicants from English speaking countries must submit results from the Graduate Record Exam (GRE). All candidates must also submit a paper written in an advanced undergraduate course, except for MFV playwriting candidates, who must submit one or more full-length scripts or their equivalent. Direct correspondence and questions to the Office of Graduate and Special Programs.

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 and special 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 (up to eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend 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. A continuation fee of $60 will be charged 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 personal reasons may request a leave of absence for a semester or academic year. The request must be filed with the director of graduate and special 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 adhere 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

Grade requirements vary, depending on the program. The master of science in biological sciences, master of fine arts in dance, and master of fine arts in theater require that all work be counted toward the degree (including the thesis) must receive grades of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Students in the master of science in exercise and sport studies are expected to maintain a grade point average of 3.0 or higher throughout the program, and the master of arts in teaching requires a student to have at least a 3.0 grade point average at the time of graduation in order to have earned the degree. Courses for graduate credit may not be taken on a satisfactory/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 science in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candi-
dates 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.

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

Master of Science in Exercise and Sport Studies

The graduate program in exercise and sport studies focuses on preparing coaches for women’s intercollegiate teams. The curriculum blends theory courses in exercise and sport studies with hands-on coaching experience at the college level. By design, the program is a small one, with only 20 to 25 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 that a student will be coaching. Individuals who do not have undergraduate courses in exercise physiology and kinesiology should anticipate work beyond the normal 52 credits. For more information, contact the Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063. 413-585-3971.

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, geosciences, government, history, mathematics, physics and visual arts 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 and the public schools of Northampton, as well as other area urban and suburban communities.

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 office of graduate and special programs.

Prospective candidates should have a superior undergraduate record and should present evidence of personal qualifications for effective teaching. Those interested in the M.A.T. 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/edu/ to learn more about our program and to find application materials.

To qualify for a degree, the candidate must have at least a 3.0 grade average at the time of graduation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

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.

An audition is required for entrance into the program. Interested students may consult the Smith and Five College Dance websites: 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 adviser, Leonard Berkman, Department of Theatre, Smith College, Northampton, MA 01063; 413-585-3206; email: lberkman@smith.edu.

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 doctoral 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 email at sswadmis@smith.edu. Information can also be found at the school’s website at www.smith.edu/ssw.
Nondegree Studies

Certificate of Study

Under special circumstances we may award the Certificate of Study 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 at Smith College under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade point average of 2.7 or better. At least five courses should be above the intermediate level.

Diploma in Interdisciplinary Studies

This is a highly competitive, interdisciplinary program open only to international students of advanced undergraduate or graduate standing who are interested in one year of study and research at Smith College. Candidates should have a bachelor's degree or at least three 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 (TOEFL or IELTS). Applications must be submitted by January 15.

The program consists of a minimum of 24 credits, including American Society and Culture (a special seminar for Diploma students), a research project, and at least four courses in the student's areas of interest/specialization.

A cumulative grade point average of 3.0 must be maintained throughout the program.

Post-Baccalaureate Program: The Center for Women in Mathematics at 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).

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 and continued serious interest in pursuing higher mathematics or statistics are necessary for satisfactory progress.

Applications and Contact Information

For more information, or to request application materials, please contact Julianna Tymoczko, Department of Mathematics and Statistics, Smith College, Northampton, MA 01063, telephone: 413 585-3775, email: math-chair@smith.edu

Financial Aid

Scholarships are available to admitted post-baccalaureate students. Stipends may also be available to some students in exchange for assisting in the Department of Mathematics and Statistics.

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.

The deadline for September entrance is March 15. Late applications may be considered if space and funding are available. Spaces are sometimes available for January entrance. The deadline for consideration for January is October 15. 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 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 reactivate their application each semester by the above deadlines.

A non-degree student who later wishes to enroll as a part-time or full-time degree candidate must apply through the regular admission process. 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 mostly single bedrooms and shared kitchen, living room, and bathrooms. Included is a room furnished with a bed, desk, chair and some simple kitchenware. Graduate students provide their own board, although if interested, they may purchase blocks of meal “ticks” to have occasional meals in on-campus houses. For further details, send email 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,” www.umoss.org or www.craigslist.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.
Finances

Tuition and Other Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee</td>
<td>$60</td>
</tr>
<tr>
<td>Full tuition, for the year</td>
<td>$53,940</td>
</tr>
<tr>
<td>16 credits or more per semester</td>
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<tr>
<td>Part-time tuition</td>
<td></td>
</tr>
<tr>
<td>Fee per credit</td>
<td>$1,690</td>
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<tr>
<td>M.A.T. summer session</td>
<td>$2,500</td>
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<tr>
<td>Continuation fee, per semester</td>
<td>$60</td>
</tr>
<tr>
<td>Room only for the academic year</td>
<td>$9,100</td>
</tr>
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<td>Health insurance estimate</td>
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<tr>
<td>(Academic year)</td>
<td>$2,368</td>
</tr>
<tr>
<td>(June 15 through academic year)</td>
<td>$2,750</td>
</tr>
</tbody>
</table>

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 Institutional Refund Policy in the Fees, Expenses and Financial Aid section for full information on refunds.

Financial Assistance

Financial assistance for graduate students at Smith College consists of teaching or research fellowships, employment stipends, tuition scholarships, and federal loans. Required materials and deadlines for application vary with the type of financial assistance requested.

All applicants for financial assistance must complete their applications for admission by the program deadline. Applicants interested in federal loans must submit the online FAFSA by February 15.

Fellowships

MFA/Dance Teaching Fellowships: MFA students in the department of dance receive teaching fellowships and teach the equivalent of three undergraduate studio courses per year. Each fellow receives a tuition waiver for all required courses except the two-credit summer course.

MS/Biological Sciences Teaching or Research Fellowships: The department of biological sciences combines fellowship aid with practical experience and an opportunity to gain competence in a specialized field of study. Each fellow receives a tuition waiver for all required graduate courses as well as a stipend in exchange for work in the department. During the academic year, a fellow is usually enrolled half-time.

MS/Exercise and Sport Studies Employment Stipends: The department of exercise and sport studies awards stipends in exchange for specific work in the athletics and ESS departments. These stipends vary in accordance with the type of appointment and amount of funding available. Recipients generally carry full-time course loads and may receive varying levels of scholarship assistance.

Scholarships

Smith College offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. If interested in scholarship assistance, applicants must meet the application deadline for their programs of interest.

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 soon after completion of their work at Smith College.

The FAFSA, Free Application for Federal Student Aid, is the only requirement to apply for federal student loans. FAFSA data received by February 15 will be given top priority. The processing of later applications will be delayed.

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.

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.
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Professor Emeritus of Chemistry (2017)

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Sophia Smith Professor Emeritus of Sociology and Anthropology (2003)

Peter Niles Rowe  

James Sacré  
Doris Silbert Professor Emeritus in the Humanities (French Language and Literature) (2002)

Neil E. Salisbury  
Barbara Richmond 1940 Professor Emeritus in the Social Sciences (History) (2008)

Marlyn R. Schuster  
Andrew W. Mellon Professor Emerita in the Humanities and Professor Emerita of the Study of Women and Gender (2015)

Helen E. Searing  
Alice Pratt Brown Professor Emerita of Art (2000)

Sharon Cadman Seelig  
Roe/Straut Professor Emerita in the Humanities (English Language and Literature) (2015)

Marjorie Lee Senechal  
Louise Wolff Kahn Professor Emerita in Mathematics and History of Science and Technology (2007)

Phebe B. Sessions  
Professor Emerita of Social Work (2018)

Christine M. Shelton  
Professor Emerita of Exercise and Sport Studies (2017)

Richard Jonathan Sherr  
Caroline L. Wall ’27 Professor Emeritus of Music (2015)

Donald S. Siegel  
Professor Emeritus of Exercise and Sport Studies (2014)

Ruth J. Simmons  
President Emerita (2001)

Patricia L. Sipe  
Associate Professor Emerita of Mathematics and Statistics (2016)

Harold Lawrence Skalsky  
Mary Augusta Jordan Professor Emeritus of English Language and Literature (2004)

J. Diedrick Snoek  
Professor Emeritus of Psychology (1994)

Ruth Ames Solie  
Sophia Smith Professor Emerita of Music (2010)

Joachim W. Stieber  
Professor Emeritus of History (2007)

Nancy Saporta Sternbach  
Professor Emerita of Spanish and Portuguese (2019)

Nicomedes Suárez-Araúz  
Senior Lecturer Emeritus in Spanish and Portuguese (2007)

Stephen Tilley  
Myra M. Samjiison Professor Emeritus of Biological Sciences (2011)

Elizabeth Ann Tyrrell  
Professor Emerita of Biological Sciences (1996)

Hans Rudolf Vaget  
Helen and Laura Shedd Professor Emeritus of German Studies and Professor Emeritus of Comparative Literature (2004)

Susan R. Van Dyne  
Professor Emerita of the Study of Women and Gender (2015)

Frances Cooper Volkmann  
Harold Edward and Elsa Sipola Israel Professor Emerita of Psychology (2000)

Susan Waltner  
Professor Emerita of Dance (2011)

Donald Franklin Wheelock  
Irwin and Pauline Alper Glass Professor Emeritus of Music (2010)
Giovanna T. Bellesia  
**Professor of Italian Studies**  
Ph.D. University of North Carolina at Chapel Hill; Dottore in Lingue e Letterature Straniere, I.U.L.M., Milano

Leonard Berkman  
**Anne Heselton Hoyt Professor of Theatre**  
B.A. Columbia College; M.F.A., D.F.A. Yale University

Nalini Bhushan  
**Andrew W. Mellon Professor in the Humanities and Professor of Philosophy**  
B.A. Stella Maris College, Madras University; M.A., M.Phil. Madras Christian College, Madras University, India; Ph.D. University of Michigan

David Bickar  
**Professor of Chemistry**  
B.A. Reed College; Ph.D. Duke University

Fletcher A. Blanchard  
**Professor of Psychology**  
B.A. University of New Hampshire; Ph.D. University of Colorado

Rodger Blum  
**Professor of Dance**  
M.F.A. University of California at Irvine

Anna Botta  
**Professor of Italian Studies and of World Literatures**  
Laurea, Università di Torino; M.A., Ph.D. University of Pennsylvania

Nancy Mason Bradbury  
**Professor of English Language and Literature**  
A.B. Smith College; M.A. Boston College; Ph.D. University of California, Berkeley

Scott A. Bradbury  
**Professor of Classical Languages and Literatures**  
A.B. Amherst College; B.A., M.A. Corpus Christi College, Oxford University; Ph.D. University of California, Berkeley

Barbara Brehm-Curtis  
**Professor of Exercise and Sport Studies**  
B.A. Duke University; M.A., Ed.D. Columbia University

Brigitte Buettner  
**Louise Ines Doyle 1934 Professor of Art**  
Maîtrise, Université de Paris-X Nanterre; Ph.D. Ecole des Hautes Etudes en Sciences Sociales, Paris

Mlada Bukovansky  
**Professor of Government**  
B.A. Colorado College; M.A., Ph.D. Columbia University

A. Lee Burns  
**Professor of Art**  
B.A., M.S., M.F.A. University of Iowa

Ginetta Candelario  
**Professor of Sociology (and of Latin American and Latino/a Studies)**  
A.B. Smith College; M.A., Ph.D. City University of New York

Judith Cardell  
**Professor of Engineering and of Computer Science**  
A.B., B.S., Cornell University; M.S., Ph.D. Massachusetts Institute of Technology

Floyd Cheung  
**Vice President for Equity and Inclusion; Professor of English Language and Literature**  
B.A. Whittier College; M.A., Ph.D. Tulane University

J. Patrick Coby  
**Esther Booth Wiley 1934 Professor of Government**  
B.A., M.A., Ph.D. University of Dallas

Rosetta Marantz Cohen  
**Myra M. Sampson Professor of Education and Child Study**  
B.A. Yale University; M.F.A. Columbia University; M.Ed., Ed.D. Teachers College, Columbia University

R. Craig Davis  
**Professor of English Language and Literature**  
B.A. College of William and Mary; M.A. University of Wales; Ph.D. University of Virginia

Carole DeSanti  
**Elizabeth Drew Professor of English Language and Literature**  
B.A. Smith College

Jill G. de Villiers  
**Professor of Philosophy and Sophia and Austin Smith Professor of Psychology**  
B.Sc. Reading University, England; Ph.D. Harvard University

Patricia Marten DiBartolo  
**Associate Dean of the Faculty and Dean of Academic Development; Caroline L. Wall ’27 Professor of Psychology**  
A.B. Smith College; M.A., Ph.D. State University of New York at Albany

Robert Dorit  
**Professor of Biological Sciences**  
B.A., M.A. Stanford University; M.A., Ph.D. Harvard University

Elizabeth Armstrong  
**Professor of the Study of Women and Gender**  
B.A. Pomona College; M.A., Ph.D. Brown University

Pau Atela  
**Professor of Mathematics and Statistics**  
Licenciatura en Matemáticas, University of Barcelona; Ph.D. Boston University

Raphael Atlas  
**Professor of Music**  
B.Mus. Oberlin College; M.Phil., Ph.D. Yale University

Carrie Baker  
**Professor of the Study of Women and Gender**  
B.A. Yale University; M.A., J.D., Ph.D. Emory University

Michael Barresi  
**Professor of Biological Sciences**  
B.A. Merrimack College; Ph.D. Wesleyan University

Randall Bartlett  
**Professor of Economics**  
A.B. Occidental College; Ph.D. Stanford University

Donald C. Baumer  
**Professor of Government**  
B.A. Ohio University; M.A., Ph.D. Ohio State University
Eglal Doss-Quinby
Professor of French Studies
B.A. State University of New York at Stony Brook; M.A., Ph.D. New York University

Lois C. Dubin
Professor of Religion
D.C.S., B.A. McGill University; A.M., Ph.D. Harvard University

Lauren E. Duncan
Professor of Psychology and William R. Kenan, Jr. Professor
B.A. University of Southern California, Los Angeles; M.A., Ph.D. University of Michigan, Ann Arbor

Nalini Easwar
Professor of Physics
B.Sc., M.Sc. University of Bombay, India; M.S., Ph.D. University of Pittsburgh

Suzan Edwards
L. Clark Seder Professor of Astronomy
B.A. Dartmouth College; M.S., Ph.D. University of Hawaii

Glenn Ellis
Professor of Engineering
B.S. Lehigh University; M.A., Ph.D. Princeton University

Susan Etheredge
Dean of the College and Vice President for Campus Life; Professor of Education and Child Study
A.B., Ed.M. Smith College; Ed.D. University of Massachusetts Amherst

Richard Fantasia
Barbara Richmond 1940 Professor in the Social Sciences and Professor of Sociology
B.S. Upsala College; M.S. State University of New York at Buffalo; Ph.D. University of Massachusetts Amherst

Gary Felder
Professor of Physics
B.A. Oberlin College; Ph.D. Stanford University

Nathanael A. Fortune
Professor of Physics
B.A. Swarthmore College; Ph.D. Boston University

Randy O. Frost
Harold Edward and Elsa Sipola Israel Professor of Psychology
B.A., MA., Ph.D. University of Kansas

Dawn Fulton
Professor of French Studies
B.A. Yale University; Ph.D. Duke University

Martine Gantrel
Professor of French Studies
Agrégée de l’Université, Docteur de Troisième Cycle en Littérature Française, La Sorbonne, Paris, France

Velma Garcia
Professor of Government
A.B. Smith College; M.A., M.Phil., Ph.D. Yale University

Daniel K. Gardner
Dwight W. Morrow Professor of History
A.B. Princeton University; Ph.D. Harvard University

Jay L. Garfield
Doris Silbert Professor of Philosophy
A.B. Oberlin College; M.A., Ph.D. University of Pittsburgh

Bosiljka Glumac
Professor of Geosciences
B.Sc., University of Zagreb, Croatia; Ph.D. University of Tennessee at Knoxville

Howard Gold
Professor of Government
B.A. McGill University; M.A., Ph.D. Yale University

Christophe Golé
Professor of Mathematics and Statistics
B.A. Université Paris; M.A. University of California at Santa Cruz; Ph.D. Boston University

Michael Gorra
Mary Augusta Jordan Professor of English Language and Literature
A.B. Amherst College; Ph.D. Stanford University

Jonathan Gosnell
Professor of French Studies
B.A. Brown University; M.A., Ph.D. New York University

Suzanne Z. Gottschang
Professor of Anthropology and of East Asian Studies
B.A., M.A. University of California, Los Angeles; Ph.D. University of Pittsburgh

Kyriaki Gounaridou
Professor of Theatre
B.F.A. Dramatic Conservatory of Thessaloniki, Greece; M.A. San Jose State College; Ph.D. University of California, Davis

Andrew Guswa
Professor of Engineering
B.Sc. Princeton University; M.Sc., Ph.D. Stanford University

Deborah Haas-Wilson
Marilyn Carlson Nelson Professor of Economics
B.A. University of Michigan; M.A., Ph.D. University of California, Berkeley

Ambreen Hai
Professor of English Language and Literature
B.A. Wellesley College; M.A., Ph.D. Yale University

Andrea Hairston
Louise Wolff Kahn Professor of Theatre and Professor of Africana Studies
A.B. Smith College; A.M. Brown University

Adam Hall
Professor of Biological Sciences

Katherine Taylor Habsorson
Professor of Mathematics and Statistics
B.A. University of Michigan; M.Ed. Boston University; M.S. University of Washington; D.Sc. Harvard School of Public Health

Maria Estela Harretche
Professor of Spanish and Portuguese
B.A. Taller de Investigaciones Dramaticas, La Plata (Argentina); M.A., Ph.D. University of California at Davis

Mary Harrington
Tiggit Professor in the Life Sciences (Psychology)
B.Sc. Pennsylvania State University; M.A. University of Toronto; Ph.D. Dalhousie University

Virginia Hayssen
Mary Maples Dunn Professor of Biological Sciences
B.A. Pomona College; Ph.D. Cornell University

Alice Hearst
Professor of Government
B.A. Idaho State University; M.A., Ph.D. Cornell University; J.D. University of Washington Law School

Steven Heydemann
Janet Wright Ketcham 1953 Professor in Middle East Studies
A.B. University of Michigan; A.M., Ph.D. University of Chicago

Nicholas Howe
Professor of Computer Science
A.B. Princeton University; M.S., Ph.D. Cornell University
Jamie Hubbard  
*Professor of Religion and Yehan Numata Chair in Religion and East Asian Studies*
B.A. Webster University; M.A., Ph.D. University of Wisconsin

Gillian Kendall  
*Professor of English Language and Literature*
B.A., M.A. Stanford University; M.A., Ph.D. Harvard University

Leslie King  
*Professor of Sociology*
B.A. Hunter College; M.A., Ph.D. University of Illinois, Urbana-Champaign

Daniel Elihu Kramer  
*Professor of Theatre*
B.A. Haverford College; M.F.A. Yale School of Drama

Sabina Knight  
*Professor of Chinese and of World Literatures*
B.A. University of Wisconsin, Madison; M.A. University of California, Berkeley; M.A., Ph.D. University of Wisconsin, Madison

Courtney Lannert  
*Professor of Physics*
Sc.B. Brown University; Ph.D. University of California, Santa Barbara

Gary Lehring  
*Professor of Government*
B.A., M.A. University of Louisville; Ph.D. University of Massachusetts Amherst

Dana Leibsohn  
*Alice Pratt Brown Professor of Art*
B.A. Bryn Mawr College; M.A. University of Colorado; Ph.D. University of California, Los Angeles

Marc Lender  
*Professor of Government*
B.A. Antioch College; Ph.D. Yale University

Ann Leone  
*Professor of French Studies and of Landscape Studies*
B.A. Smith College; M.A., Ph.D. Brown University

Susan Levin  
*Row/Struat Professor in the Humanities and Professor of Philosophy*
B.A. Pomona College; Ph.D. Stanford University

Richard Lim  
*Professor of History*
A.B. University of California, Berkeley; M.A., Ph.D. Princeton University

James Lowenthal  
*Mary Elizabeth Moses Professor of Astronomy*
B.S. Yale College; Ph.D. University of Arizona

Mahnaz Mahdavi  
*Professor of Economics*
B.A. of finance, N.I.O.C. College of Accounting and Finance; M.A. Eastern Michigan University; Ph.D. University of Michigan, Ann Arbor

Kathleen McCartney  
*President and Professor of Psychology*
B.S. Tufts University; M.S., Ph.D. Yale University

Joseph George McVeigh  
*Professor of German Studies*
B.A. La Salle College; M.A., Ph.D. University of Pennsylvania

Borjana Mikic  
*Associate Dean for Integrative Learning; Rosemary Bradford Hedlett 1940 Professor of Engineering*
B.S., M.A., Ph.D. Stanford University

James Miller  
*Professor of Economics*
B.A. Wesleyan University; M.A. Yale University; Ph.D. University of Chicago; J.D. Stanford University

Naomi J. Miller  
*Professor of English Language and Literature*
A.B. Princeton University; A.M., Ph.D. Harvard University

Richard Millington  
*Helen and Laura Shepard Professor of English Language and Literature*
A.B. Harvard College; M.A., M.Phil., Ph.D. Yale University

John Moore  
*Professor of Art*
A.B. Cornell University; A.M., Ph.D. Harvard University

Barry Moser  
*Irwin and Pauline Alper Glass Professor, Art*
B.S. University of Chattanooga

Albert Mosley  
*Professor of Philosophy*
B.S., Ph.D. University of Wisconsin, Madison

Suleiman Ali Mourad  
*Professor of Religion*
B.S., B.A., M.A. American University of Beirut; M.Phil., Ph.D. Yale University

Robert M. Newton  
*Professor of Geosciences*
B.A. University of New Hampshire; M.A. State University of New York at Binghamton; Ph.D. University of Massachusetts
Jessica F. Nicoll  
*Director and Louise Ines Doyle 1934 Chief Curator of the Smith College Museum of Art*  
A.B. Smith College; M.A. University of Delaware

Richard Francis Olivo  
*Professor of Biological Sciences*  
A.B. Columbia University; A.M., Ph.D. Harvard University

Joseph O’Rourke  
*Spencer T. and Ann W. Olin Professor of Computer Science and Professor of Mathematics and Statistics*  
B.S. St. Joseph’s University; M.S., Ph.D. University of Pennsylvania

Roisin O’Sullivan  
*Professor of Economics*  
M.A. Ohio State University; M.S. National University of Ireland, Galway; Ph.D. Ohio State University

Ruth Ozeki  
*Professor of English Language and Literature, Grace Jarcho Ross 1933 Professor of Humanities*  
A.B. Smith College

Thalia Alexandra Pandiri  
*Professor of Classical Languages and Literatures and of World Literatures*  
A.B. City College of New York; A.M., Ph.D. Columbia University

Douglas Lane Patey  
*Sophia Smith Professor of English Language and Literature*  
A.B. Hamilton College; M.A. (Philosophy), M.A. (English), Ph.D. University of Virginia

Philip K. Peake  
*Professor of Psychology*  
B.A. Carleton College; Ph.D. Stanford University

Cornelia Pearsall  
*Professor of English Language and Literature*  
B.A., M.A., Ph.D. Yale University

Paulette Peckol  
*Louise Harrington Professor of Biological Sciences*  
B.A. Wittenberg University; Ph.D. Duke University

Bill E. Peterson  
*Associate Provost; Professor of Psychology*  
B.A. University of California, Berkeley; M.A., Ph.D. University of Michigan

Joel Pitchon  
*Professor of Music*  
B.Mus., M.Mus. The Julliard School

Nnamdi Pole  
*Professor of Psychology*  
B.A. Rutgers University; M.A., Ph.D. University of California, Berkeley

Marsha Kline Pruett  
*Macconda Brown O’Connor Professor, Smith College School for Social Work, and Adjunct Professor of Psychology*  
B.A., M.S. University of Pennsylvania; Ph.D. University of California, Berkeley; M.S.L., Yale School of Law

Sara B. Pruss  
*Professor of Geosciences*  
B.S. University of Rochester; M.S., Ph.D. University of Southern California

Kate Queeney  
*Professor of Chemistry*  
B.A. Williams College; Ph.D. Harvard University

Amy Larson Rhodes  
*Professor of Geosciences*  
A.B. Smith College; M.S., Ph.D. Dartmouth College

Andy Rotman  
*Professor of Religion*  
B.A. Columbia University; Ph.D. University of Chicago

Alan N. Rudnitsky  
*Professor of Education and Child Study*  
B.S. Drexel University; M.Ed. University of Massachusetts Amherst; Ph.D. Cornell University

Lise Shapiro Sanders  
*Visiting Professor in English Language and Literature*  
B.A. Hampshire College; M.A., Ph.D. University of Chicago

Margaret Sarkissian  
*Professor of Music*  
B.Mus. King’s College, University of London; M.M., Ph.D. University of Illinois at Urbana–Champaign

Stylianos P. Scordilis  
*Professor of Biological Sciences*  
A.B. Princeton University; Ph.D. State University of New York at Albany

Kevin Shea  
*Professor of Chemistry*  
B.Sc. Worcester Polytechnic Institute; Ph.D. Massachusetts Institute of Technology

Vera Shevzov  
*Professor of Religion*  
B.A., M.Phil., Ph.D. Yale University

Nancy J. Shumate  
*Professor of Classical Languages and Literatures*  
B.A. Indiana University; M.A., Ph.D. Harvard University

Bruce R. Smith  
*Ruth and Clarence Kennedy Professor in Renaissance Studies*  
B.A. Tulane University; M.A., Ph.D. University of Rochester

Catherine H. Smith  
*Professor of Theatre*  
A.B. Smith College; M.A. University of Virginia; M.F.A. University of Texas

L. David Smith  
*Professor of Biological Sciences*  
B.A. University of Virginia; M.S. University of South Carolina; Ph.D. University of Maryland

Elizabeth V. Spelman  
*Barbara Richmond 1940 Professor in the Humanities, Professor of Philosophy*  
B.A. Wellesley College; Ph.D. Johns Hopkins University

Fraser Stables  
*Professor of Art*  
B.A. Edinburgh College of Art; M.F.A. University of Guelph, Ontario, Canada

Charles P. Staelin  
*Professor of Economics*  
B.A., M.S., Ph.D. University of Michigan

Ileana Streinu  
*Charles N. Clark Professor of Computer Science*  
Ph.D. Rutgers University

Cristina Suarez  
*Professor of Chemistry*  
B.S., Ph.D. University of California at Davis

Dominique F. Thiébaut  
*Professor of Computer Science*  
Diplôme d’Études Universitaires Générales (DEUG), Université Pierre et Marie Curie, Paris VI, France; Maîtrise ès Sciences, Institut d’Informatique, Université Pierre et Marie Curie; M.S., Ph.D. University of Massachusetts

Michael Thurston  
*Provost and Dean of the Faculty; Helen Means Professor of English Language and Literature*  
B.A. University of North Texas; A.M., Ph.D. University of Illinois, Urbana-Champaign
Julianna Tymoczko  
**Professor of Mathematics and Statistics**  
A.B. Harvard University; M.A., Ph.D. Princeton University

Janie Vanpée  
**Professor of French Studies**  
A.B. Smith College; M.Phil., Ph.D. Yale University

Hélène Visentin  
**Professor of French Studies**  
B.A., M.A. Université de Montréal; Docteur de l’Université de Paris-Sorbonne

Susan Voss  
**Achilles Professor of Engineering**  
B.S. Brown University; M.S., Ph.D. Massachusetts Institute of Technology

Steve Waksman  
**Sylvia Dlugosch Bauman Professor of American Studies and Professor of Music**  
B.A. University of California, Berkeley; M.A. University of North Carolina, Chapel Hill; Ph.D. University of Minnesota

Ellen Doré Watson  
**Grace Hazard Conkling Writer-in-Residence**  
B.A., M.F.A. University of Massachusetts Amherst

Doreen A. Weinberger  
**Professor of Physics**  
B.A. Mount Holyoke College; Ph.D. University of Arizona

Gregory White  
**Mary Huggins Gamble Professor of Government; Elizabeth Mugar Evellard ’69 Faculty Director of the Lewis Global Studies Center**  
A.B. Lafayette College; M.A. University of Delaware; M.A., Ph.D. University of Wisconsin, Madison

Christine White-Ziegler  
**Professor of Biological Sciences**  
B.A. University of Virginia; Ph.D. University of Utah Associate Professors

Nancy Whittier  
**Sophia Smith Professor and Professor of Sociology**  
B.A., M.A., Ph.D. Ohio State University

Steven A. Williams  
**Gates Professor of Biological Sciences**  
B.A., M.S., Ph.D. University of California at Davis

Louis Wilson  
**Professor of Africana Studies**  
B.A. California State University; M.A., Ph.D. University of California at Los Angeles

Mary Jane Wrage  
**Professor of Psychology**  
B.A. University of Hartford; Ph.D. Emory University

Lynne Yamamoto  
**Jessie Wells Post Professor and Professor of Art**  
B.A. The Evergreen State College; M.A. New York University

Dennis T. Yasutomo  
**Esther Cloudman Dunn Professor of Government**  
B.A., M.A. San Francisco State University; M.A., M.Phil., Ph.D. Columbia University

Carol Zaleski  
**Professor of World Religions (Religion)**  
B.A. Wesleyan University; M.A., Ph.D. Harvard University

Byron L. Zamboanga  
**Professor of Psychology**  
B.A. University of California, Berkeley; M.A., Ph.D. University of Nebraska, Lincoln

Andrew Zimbalist  
**Robert A. Woods Professor of Economics**  
B.A. University of Wisconsin; M.A., Ph.D. Harvard University

**Associate Professors**

Jeffrey Ahlman  
**Associate Professor of History**  
B.A. University of Nebraska-Lincoln; M.A., Ph.D. University of Illinois, Urbana-Champaign

Chris Aiken  
**Associate Professor of Dance**  
B.A. Brandeis University; M.F.A. University of Illinois, Urbana

Marnie Anderson  
**Associate Professor of History**  
A.B. Smith College; M.A., Ph.D. University of Michigan

Fernando Armstrong-Fumero  
**Associate Professor of Anthropology**  
B.A., M.A. University of Pennsylvania; Ph.D. Stanford University

Shannon Audley  
**Associate Professor of Education and Child Study**  
B.S. University of Dallas; M.Ed. Christian Brothers University; Ph.D. University of Memphis

Payal Banerjee  
**Associate Professor of Sociology**  
B.S., Wilson College; Ph.D. Syracuse University

Annaliese Beery  
**Associate Professor of Psychology**  
B.A. Williams College; Ph.D. University of California, Berkeley

Jesse Bellemare  
**Associate Professor of Biological Sciences**  
B.S. University of Massachusetts Amherst; M.F.S., Ph.D. Harvard University

Ernest J. Benz  
**Associate Professor of History**  
B.A., M.A., Ph.D. University of Toronto

Joshua Birk  
**Associate Professor of History**  
B.A. Brown University; M.A., Ph.D. University of California, Santa Barbara

Ibtissam Bouachrine  
**Associate Professor of Spanish and Portuguese**  
B.A., M.A. West Virginia University; Ph.D. Tulane University

Darcy Buerkle  
**Associate Professor of History**  
B.A. University of Missouri; Ph.D. Claremont Graduate University

Justin Cammy  
**Associate Professor of Jewish Studies and World Literatures**  
B.A. McGill University; A.M., Ph.D. Harvard University

Lindsey Clark-Ryan  
**Associate Professor of Art**  
B.F.A. Washington University, St. Louis; M.F.A. University of Wisconsin, Madison

Brent Durbin  
**Associate Professor of Government**  
B.A. Oberlin College; M.P.P. Harvard University; Ph.D. University of California, Berkeley

Sergey Glebov  
**Associate Professor of History**  
B.A. St. Petersburg State University, Russian Federation; M.A. Central European University, Budapest, Hungary

Judith Gordon  
**Associate Professor of Music**  
B.Mus. New England Conservatory of Music

David Gorin  
**Associate Professor of Chemistry**  
A.B. Harvard University; Ph.D. University of California, Berkeley
Jennifer Guglielmo  
*Associate Professor of History*  
B.A. University of Wisconsin, Madison; M.A. University of New Mexico; Ph.D. University of Minnesota

Lily Gurton-Wachter  
*Associate Professor of English Language and Literature*  
B.A. Bard College; Ph.D., University of California, Berkeley

Marguerite Itamar Harrison  
*Associate Professor of Spanish and Portuguese*  
B.A. Mary Baldwin College; M.A. University of Texas, Austin; Ph.D. Brown University

Angie Hauser  
*Associate Professor of Dance*  
B.A. University of South Carolina; M.A. Ohio State University

Michelle Joffroy  
*Associate Professor of Spanish and Portuguese*  
B.A. University of Massachusetts Amherst; M.A., Ph.D. University of Arizona

Laura Anne Kalba  
*Associate Professor of Art, Priscilla Paine Van der Poel Chair*  
B.A. Concordia College; M.A. McGill University; Ph.D. University of Southern California, Los Angeles

Elizabeth A. Klarich  
*Associate Professor under the Five College Program (Anthropology)*  
B.A. University of Chicago; M.A., Ph.D. University of California, Santa Barbara

Kimberly Kono  
*Associate Professor of East Asian Languages and Literatures*  
B.A., M.A., Ph.D. University of California, Berkeley

Daphne Lamothe  
*Associate Professor of Africana Studies*  
B.A. Yale University; Ph.D. University of California, Berkeley

Reyes Lizaro  
*Associate Professor of Spanish and Portuguese*  
B.A. Universidad de Deusto, Spain; M.A., Ph.D. University of Massachusetts Amherst

John Loveless  
*Associate Professor of Geosciences*  
B.S. University of New Hampshire; Ph.D. Cornell University

Mohammed Amadeus Mack  
*Associate Professor of French Studies*  
B.A. University of California, Berkeley; M.A., M. Phil., Ph.D. Columbia University

Denise McKahn  
*Associate Professor of Engineering*  
B.S. Humboldt State University; M.S., Ph.D. University of Michigan, Ann Arbor

Malcolm McNeely  
*Associate Professor of Spanish and Portuguese*  
B.A. University of Idaho; M.A. Tulane University; Ph.D. University of Minnesota, Twin Cities

Rajan Amit Mehta  
*Associate Professor of Mathematics and Statistics*  
B.A. University of Pennsylvania; Ph.D. University of California, Berkeley

Caroline Melly  
*Associate Professor of Anthropology*  
B.A. University of Pittsburgh; M.A., Ph.D. University of California, Irvine

Katwiwa Mule  
*Associate Professor of World Literatures*  
B.Ed., M.A. Kenyatta University, Nairobi, Kenya; Ph.D. Pennsylvania State University

Lucy Mule  
*Associate Professor of Education and Child Study*  
B.Ed. Kenyatta University, Nairobi, Kenya; Ph.D. Pennsylvania State University

Elizabeth Stordeur Pryor  
*Associate Professor of History*  
B.A. Tufts University; M.A., Ph.D. Cornell University

Jeffrey Ramsey  
*Associate Professor of Philosophy*  
B.A. Kansas State University; M.A., Ph.D. University of Chicago

Kevin Rozario  
*Associate Professor of American Studies*  
B.A. University of Warwick, U.K.; M.A. University of London; Ph.D. Yale University

Maria Helena Rueda  
*Associate Professor of Spanish and Portuguese*  
Licenciada, Universidad de Los Andes, Bogotá, Colombia; M.A. State University of New York, Stony Brook; Ph.D. Stanford University

Susan Stratton Sayre  
*Associate Professor of Economics*  
B.A. Swarthmore College; M.S., Ph.D. University of California, Berkeley

John Slepian  
*Associate Professor of Art*  
B.F.A. New York University; M.F.A. San Francisco Art Institute

Katharine Soper  
*Iva Dee Hiatt Professor and Associate Professor of Music*  
B.Mus. Rice University; D.M.A. Columbia University

Andrea Stephanie Stone  
*Associate Professor of English Language and Literature*  
B.A. University of Western Ontario; B.Ed., M.A., Ph.D. University of Toronto

Lester Tomé  
*Associate Professor of Dance*  
B.A. University of Havana; Ph.D. Temple University

Paul Voss  
*Associate Professor of Engineering*  
B.A., B.S. Brown University; Ph.D. Harvard University

Frazer Ward  
*Associate Professor of Art*  
B.A., M.A. University of Sydney; Ph.D. Cornell University

Camille Washington-Ottombre  
*Associate Professor of Environmental Science and Policy*  
B.A. Institut d’Études Politiques, Strasbourg, France; Ecole des Hautes Études en Sciences Sociales, Paris; Ph.D. Purdue University

Joel Westerdale  
*Associate Professor of German Studies*  
B.A. University of Michigan; A.M., Ph.D. Harvard University

Tina Wildhagen  
*Associate Professor of Sociology*  
B.A. Grinnell College; M.A., Ph.D. University of Iowa

Angela Willey  
*Visiting Associate Professor in the Study of Women and Gender*  
B.A. Fordham University; M.Sc. London School of Economics; Ph.D. Emory University

William Douglas Williams  
*Associate Professor of Physics*  
B.S. Clarkson University; Ph.D. University of Wisconsin, Madison

Sarah Witkowski  
*Associate Professor of Exercise and Sport Studies*  
B.S. The College of William & Mary; M.S. The University of Delaware; Ph.D. The University of Maryland

Sujane Wu  
*Associate Professor of East Asian Languages and Literatures*  
B.A. Soochow University, Taipei, Taiwan; M.A., Ph.D. University of Wisconsin, Madison
Assistant Professors

Alexander Barron
Assistant Professor of Environmental Science and Policy
B.A. Carleton College; Ph.D., Princeton University

Benjamin Strong Baumer
Assistant Professor of Statistical and Data Sciences
B.A. Wesleyan University; M.A. University of California, San Diego; Ph.D. The Graduate Center of the City University of New York

Andrew E. Berke
Assistant Professor of Chemistry
B.A. Calvin College; B.S. Grand Valley State University; Ph.D. University of Wisconsin

Tara Bynum
Visiting Assistant Professor in Africana Studies
B.A. Barnard College; M.A., Ph.D. Johns Hopkins University

Patricia Cahn
Phyllis Cohen Ratnappati ’68 New Century Term Professor of Mathematics and Statistics
B.A. Smith College; M.A., Ph.D. Dartmouth College

Alexis Callender
Assistant Professor of Art
B.A. Connecticut College; M.F.A. Massachusetts College of Art

Anais Cisco
Assistant Professor of Film and Media Studies
A.A. Borough of Manhattan Community College; B.A. Queens College, The City University of New York; M.F.A. San Francisco State University

R. Jordan Crouser
Assistant Professor of Computer Science
A.B. Smith College; M.S., Ph.D. Tufts University

Jennifer DeClue
Assistant Professor of the Study of Women and Gender
B.A. Art Center College of Design; M.A. California State University; Ph.D. University of Southern California

Nathan Dickson Derr
Assistant Professor of Biological Sciences
B.A. Amherst College; M.A. Tufts University; Ph.D. Harvard University

Kristen L. Dorsey
Assistant Professor of Engineering
B.S. Olin College of Engineering; M.S., Ph.D. Carnegie Mellon University

Randi Garcia
Assistant Professor of Psychology and of Statistical and Data Sciences
B.A. University of California, Los Angeles; M.A., M.S., Ph.D., University of Connecticut, Storrs

Alicia Grubb
Assistant Professor of Computer Science
B.S.E. University of Waterloo; M.Sc., Ph.D. University of Toronto

Yanlong Guo
Assistant Professor of Art
B.A., M.A. Sun Yat-sen University; Ph.D. University of British Columbia

Simon Halliday
Assistant Professor of Economics
B. Soc. Sci., B. Commerce, M. Commerce, M. Creative Writing, University of Cape Town; Ph.D. University of Siena

Colin Hoag
Assistant Professor of Anthropology
B.A. Michigan State University; B.A. University of Witwatersrand; M.A. University of Witwatersrand; M.A. University of California at Santa Cruz; Ph.D. Aarhus University; Ph.D. University of California at Santa Cruz

Pinky Hota
Assistant Professor of Anthropology
B.A. University of Delhi, New Delhi; M.A., Ph.D. University of Chicago

Danielle Ignace
Assistant Professor of Biological Sciences
B.S. University of Wisconsin; M.S., Ph.D. University of Arizona

Stephanie Jones
Assistant Professor of Exercise and Sport Studies
B.Sc. University of Guelph, Guelph, Canada; M.A. University of Massachusetts Amherst; Ph.D., McGill University

Albert Kim
Assistant Professor of Statistical and Data Sciences
B.Sc. McGill University; Ph.D. University of Washington, Seattle

Jina B. Kim
Assistant Professor of English Language and Literature and of the Study of Women and Gender
B.A. Agnes Scott College; Ph.D. University of Michigan, Ann Arbor

Katie Kinnaid
Clare Boothe Luce Assistant Professor of Computer Science and of Statistical and Data Sciences
A.B. Wellesley College; A.M., Ph.D. Dartmouth College

Elisa Kulosman
Assistant Professor of Art
B.A. Boston University; M.Arch. Sam Fox School of Design & Visual Arts, Washington University in Saint Louis

Yuanyuan Maggie Liu
Assistant Professor of Economics
B.A. The College of William and Mary; Ph.D. Georgetown University

Jennifer Malkowski
Assistant Professor of Film and Media Studies
B.A. Oberlin College; M.A., Ph.D. University of California, Berkeley

Lisa A. Mangiamele
Assistant Professor of Biological Sciences
B.A. Colgate University; Ph.D. University of North Carolina at Chapel Hill

Sarah Mazza
Assistant Professor of Geosciences
B.S. University of North Carolina, Chapel Hill; M.S., Ph.D. Virginia Polytechnic Institute and State University

Steven T. Moga
Assistant Professor of Landscape Studies
B.A. Carleton College; M.A. University of California Los Angeles; Ph.D. Massachusetts Institute of Technology

Andrea Moore
Assistant Professor of Music
B.Mus. Rice University; M.A. University of Southern California; Ph.D. University of California, Los Angeles

Sarah J. Moore
Assistant Professor of Engineering
B.S.E. Princeton University; M.S., Ph.D. Stanford University

Jessica Dvorak Moyer
Assistant Professor of East Asian Languages and Literatures
B.A. Kenyon College; M.A., Ph.D. Yale University

Christen Mucher
Assistant Professor of American Studies
A.B. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania

Sara Newland
Assistant Professor of Government
B.A. Wellesley College; M.A., Ph.D. University of California, Berkeley
Samuel Ng
Assistant Professor of Africana Studies
B.A. Yale University; Ph.D. New York University

Ismail S. Niveen
Assistant Professor of Engineering
B.S. New Jersey Institute of Technology; M.S. Temple University; Ph.D. Stanford University

Miles Ott
Assistant Professor of Statistical and Data Sciences
A.B. Smith College; M.P.H. University of Minnesota; M.S. Harvard University; Ph.D. Brown University

Paramjeet Pati
Picker Professor of Practice (Engineering)
B.C.E. Utkal University, India; M.S. Michigan State University

Erin Pineda
Assistant Professor of Government
B.A. Barnard College; MA, M.Phil., Ph.D. Yale University

Candice Price
Assistant Professor of Mathematics and Statistics
B.S. California State University, Chico; M.A. San Francisco State University; Ph.D. University of Iowa

Javier Puente
Assistant Professor of Latin American and Latino/a Studies
B.H. Pontificia Universidad Católica del Perú; M.A., Ph.D. Georgetown University

Timothy Recuber
Assistant Professor of Sociology
B.A., M.A. University of Maryland; Ph.D. Graduate Center of the City University of New York

Thomas Roberts
Assistant Professor of Russian, Eastern European and Eurasian Studies
B.A. Middlebury College; M.A., Ph.D. Stanford University

Irhe Sohn
Assistant Professor of East Asian Languages and Literatures
B.S., Seoul National University; M.A. Korea National University of Arts; Ph.D. University of Michigan, Ann Arbor

Alexandra Strom
Assistant Professor of Chemistry
A.B. Harvard University; Ph.D. University of California, Berkeley

Vis Taraz
Assistant Professor of Economics
B.S. Massachusetts Institute of Technology; M.A., M.Phil., Ph.D. Yale University

Bozena Welborne
Assistant Professor of Government
B.A. Colorado College; M.A., Ph.D. University of Colorado

Rebecca Worsham
Assistant Professor in Classical Languages and Literatures
B.A. Dickinson College; Ph.D. University of North Carolina at Chapel Hill

Rachel Wright
Assistant Professor in Biological Studies
B.S. University of Texas at Austin; Ph.D. University of Texas at Austin

Mariyanap Zupryczenko
Assistant Professor of Economics
B.A. Lake Forest College; M.S., Ph.D. University of Wisconsin, Madison

Senior Lecturers

Silvia Berger
Senior Lecturer in Spanish and Portuguese
B.A. National Conservatory of Music; M.A., Ph.D. University of Massachusetts Amherst

Mark Brandriss
Senior Lecturer in Geosciences
B.A. Wesleyan University; M.S., Ph.D. Stanford University

Edward Check
Senior Lecturer in Theatre
B.F.A. State University of New York, Purchase; M.F.A. Yale University

Bruno Grazio
Senior Lecturer in Italian Studies
Ph.D. University of London

Jonathan Hirsh
Senior Lecturer and Director of Orchestral and Choral Activities
B.A. Amherst College; M.M., D.M.A. University of Michigan

Susannah Howe
Director of the Design Clinic and Senior Lecturer in Engineering
B.S.E. Princeton University; M.Eng., Ph.D. Cornell University

Judith Keyler-Mayer
Senior Lecturer in German Studies
M.A. Ludwig-Maximilians Universität, Munich, Germany; Ph.D. University of Massachusetts Amherst

Yuri Kumagai
Senior Lecturer in East Asian Languages and Literatures
B.A., M.Ed., Ed.D. University of Massachusetts Amherst

Suk Massey
Senior Lecturer in East Asian Languages and Literatures
B.A. Chosun University, Kwang-ju, Korea; M.A. Ewha Women’s University, Seoul, Korea; M.A. St. Michael’s College; C.A.G.S., University of Massachusetts Amherst

Grant Russell Moss
Senior Lecturer in Music and Organist to the College
B.Mus. University of Nebraska; M.M.A., D.M.A. Yale University

Beth Powell
Senior Lecturer in Psychology
A.B. Smith College; Ph.D. University of Massachusetts Amherst

Marina Succi-Hempstead
Senior Lecturer in Italian Studies
M.A. University of Kent, Canterbury, England

Atsuko Takahashi
Senior Lecturer in East Asian Languages and Literatures
B.A. Japan Women’s University; M.S.Ed. University of Pennsylvania

Nan Zhang
Senior Lecturer in Theatre
B.A. Beijing University; M.A., M.F.A. The Ohio State University

Lecturers and Laboratory Instructors

Vanessa Adel
Lecturer in Sociology
B.A. Long Island University; M.A. Lesley College; M.A., Ph.D. University of Massachusetts Amherst

W. Cory Albertson
Lecturer in Sociology
M.A. Georgia State University; Ph.D. Georgia State University

Julio Alves
Lecturer in English Language and Literature
B.A., Ph.D. Boston University

Kelly Anderson
Lecturer in the Study of Women and Gender and Lecturer in Archives
B.A. University of California, Santa Cruz; M.A. Sarah Lawrence College
Flávia Santos De Araújo  
**Lecturer in Africana Studies**  
B.A., M.A. Universidade Federal da Paraíba; M.A., Ph.D. University of Massachusetts Amherst

Onalie Arts  
**Lecturer in Dance**  
B.A. State University of New York at Purchase

Dhanamalee Bandara  
**Lecturer in Statistics and Data Sciences**  
B.Sc., Computer Science, University of Peradeniya, Sri Lanka; M.Sc. Texas Tech University; Ph.D. Texas Tech University

Alla Baranovsky  
**Lecturer in Government**  
B.A. St. Petersburg State University for Engineering and Economics; B.A. Drew University; A.M., Ph.D. Harvard University

Elizabeth Barnett  
**Lecturer in Exercise and Sport Studies**  
B.A. Trinity University; M.S. Smith College; Sc.M., Sc.D. Harvard University

Diana Sierra Becerra  
**Postdoctoral Fellow and Lecturer in History and Latin American & Latina/o Studies**

Jennifer Beichman  
**Lecturer in Mathematics and Statistics**  
B.S. Stanford University; Ph.D. University of Michigan

Melissa Belmonte  
**Lecturer in Spanish and Portuguese**  
B.A. Gordon College; M.A. University of Massachusetts Amherst

Carol Berner  
**Lecturer in Education and Child Study**  
B.A. Harvard University; M.S.Ed. Bank Street

Reid Bertone-Johnson  
**Lecturer in Landscape Studies**  
B.S. Tufts University; Ed.M. Harvard University; M.L.A. University of Massachusetts

Maria Bickar  
**M.Sc. Laboratory Instructor in Chemistry**

Meredith Broberg  
**Lecturer in Art**  
B.A. Carleton; M.F.A. University of California, Berkeley

Dante Brown  
**Five College Lecturer in Dance**

Margaret Bruzelius  
**Lecturer in World Literatures**  
B.A. Harvard University; Ph.D. Yale University

Joanna Caravita  
**Lecturer in Jewish Studies**  
B.A. Vanderbilt University; M.A., Ph.D. University of Texas at Austin

Dasha Chapman  
**Five College Lecturer in Dance**

Yalin Chen  
**Lecturer in East Asian Languages and Literatures**  
B.A. National Taiwan University; M.A. National Kaohsiung Normal University

Katherine H. Clemans  
**Lecturer in Psychology**  
B.A. Duke University; M.S., Ph.D. University of Florida

Nancy Eve Cohen  
**Lecturer in English Language and Literature**  
B.A. University of Massachusetts Amherst; M.P.Adm. Harvard University

Jim Coleman  
**Five College Lecturer in Dance**  
B.A. University of California at Santa Cruz; M.F.A. University of Utah

Moumita Dasgupta  
**Lecturer in Physics**

Evgeny Dengub  
**Five College Lecturer in Russian**  
B.A., M.A. Khabarovsk Pedagogical University; M.A., Ph.D. Bryn Mawr College

Paul Dennis  
**Five College Lecturer in Dance**

Barbie Diewald  
**Five College Lecturer in Dance**

Sandra Digruber  
**Lecturer in German**  
B.A. Friedrich–Alexander University Erlangen–Nuremberg, Germany; M.A. Florida State University, Tallahassee, FL; M.Ed. Friedrich–Alexander University Erlangen–Nuremberg, Germany; Ph.D. Georgetown University

Kalina Petrova Dimova  
**Ph.D. Laboratory Instructor in Biochemistry**

Jeanine Durning  
**Lecturer in Dance**  
B.F.A. New York University; M.A. Amsterdam School of the Arts

M. Darby Dyar  
**Five College Lecturer in Astronomy**

Scott David Edmands  
**Ph.D. Laboratory Instructor in Biochemistry and Chemistry**

M’Bewe Escobar  
**Lecturer in Dance**

Molly Falsetti-Yu  
**Lecturer in Spanish and Portuguese**  
B.A. State University of New York, Binghamton; M.A. University of Massachusetts Amherst

Charles Flachs  
**Five College Lecturer in Dance**

Rose Flachs  
**Five College Lecturer in Dance**

Stephanie Foster  
**Lecturer in Italian Studies**  
B.A. Smith College; M.Phil. Yale University

Keith R. Fox  
**Lecturer in Accounting**

Terese Freedman  
**Five College Lecturer in Dance**  
B.A. University of Colorado at Boulder

Janice Gatty  
**Lecturer in Education and Child Study**  
B.A. Mills College; Ed.M. Smith College; Ed.D. University of Massachusetts Amherst

May George  
**Lecturer in Middle East Studies and the Five College Initiative**  
M.A., Ph.D. The University of Arizona Tucsan

Deborah Goffe  
**Five College Lecturer in Dance**

Molly Christie Gonzalez  
**Five College Lecturer in Dance**

Adrián Gras-Velázquez  
**Lecturer in Spanish and Portuguese**  
B.A. University of Paisley; M.A. Autonomous University of Barcelona; Ph.D. Durham University

Simone Gugliotta  
**Lecturer in Italian Studies and Spanish and Portuguese**  
B.A. Universidade Federal do Rio de Janeiro; M.A. University of Massachusetts Amherst
Peter Gunn  
Lecturer in History  
A.B. Dartmouth College; M.Ed. Harvard University

Lane Hall-Witt  
Lecturer and Director of the Diploma Program in American Studies  
B.A. University of Oregon; M.A. Yale University

Salman Hameed  
Five College Lecturer in Astronomy  
B.S. State University of New York, Stony Brook; M.S. New Mexico State University; Ph.D. New Mexico State University

Fadia Hasan  
Lecturer in English Language and Literature  
B.A. Hampshire College; M.A., Ph.D. University of Massachusetts Amherst

Theresa Helke  
Lecturer in Philosophy  
B.A. Smith College; Ph.D.Yale-NUS College and National University of Singapore

John Higgins  
Lecturer in History  
Ph.D. University of Massachusetts Amherst

Constance Valis Hill  
Five College Lecturer in Dance

Robert Hosmer  
Lecturer in World Literatures  
B.A. College of the Holy Cross; M.A., Ph.D. University of Massachusetts Amherst

Gabrielle Immerman  
B.A. Laboratory Instructor in Biological Sciences

Maya Smith Janson  
Lecturer in English Language and Literature  
A.B. Smith College; M.F.A. Warren Wilson College

Shakia Johnson  
Lecturer in Dance

Peter Jones  
Five College Lecturer in Dance

Kinuyo Kanamaru  
Lecturer in Geosciences  
B.S., M.S. Shinshu University; Ph.D. University of Massachusetts Amherst

Bona Kang  
Lecturer in Education and Child Study

George Katsaros  
Lecturer in World Literatures  
B.A. Wesleyan University; M.Phil., Ph.D. Yale University

David Katz  
Lecturer in English Language and Literature  
B.A. Florida Atlantic University; M.A., Ph.D. University of Massachusetts Amherst

Graham R. Kent  
M.Sc. Senior Laboratory Instructor in Biological Sciences

Justin Kim  
Lecturer in Art  
B.A. Yale University; M.F.A. The American University

Shi Hyun Kim  
Lecturer in East Asian Languages and Literatures  
B.S. Tennessee Temple University; M.A. University of the South; Ph.D. Academy of Korean Studies

Michael I. Kinsinger  
Lecturer in Engineering  
B.S. Northwestern University; Ph.D. University of Wisconsin, Madison

Lucretia Knapp  
Lecturer in Art  
M.A. Ohio State University; M.F.A. University of Michigan, Ann Arbor

Lingqian Kong  
Lecturer in East Asian Languages and Literatures  
B.A. University of Hong Kong; M.A. Columbia University; Ph.D. University of California, Santa Barbara

Mohini Kulp  
Ph.D. Laboratory Instructor in Chemistry

Zumray Kulu Tonak  
Lecturer in Government  
B.A., M.S. Middle East Technical University; M.A. University of Essex Colchester; Ph.D. Istanbul Bilgi University

Tyler Kynn  
Lecturer in Middle East Studies  
B.A. University of Minnesota; Ph.D. Yale University

Nadia Latif  
Lecturer in Anthropology  
B.A. Amherst College; M.A. Columbia University; M.Phil. Columbia University; Ph.D. Columbia University

Denise Lello  
Lecturer in Environmental Science and Policy  
B.A. University of Chicago; B.S., Ph.D. University of Washington

Sara London  
Lecturer in English Language and Literature  
B.A., M.F.A. University of Iowa

Daphne Lowell  
Five College Lecturer in Dance  
B.A. Tufts University; M.F.A. University of Utah

Patricia Hart Mangan  
Lecturer in Environmental Science and Policy  
B.A., M.L.S. State University of New York; M.A., Ph.D. University of Massachusetts Amherst

David Marshall  
M.F.A, M.Ed. Laboratory Instructor in Computer Science

Brittany Masteller  
Lecturer in Exercise and Sport Studies  
B.A. Lock Haven University; M.A. Bloomberg University; Ph.D. University of Massachusetts Amherst

Barbara Mathews  
Lecturer in American Studies  
A.B. Wesleyan University; A.M., Ph.D. Brown University

Paul Matteson  
Five College Lecturer in Dance

Miranda K. McCarvel  
Lecturer in the Jacobson Center for Writing, Teaching and Learning

Christiane Métral  
Lecturer in French Studies  
Licence Ès Lettres, University of Geneva

David C. Meyer  
Lecturer in Mathematics and Statistics

Elizabeth Meyersohn  
Lecturer in Art  
A.B. Smith College; M.F.A. Yale University School of Art

Elizabeth Mikesch  
Lecturer in English Language and Literature  
B.S. Eastern Michigan University; M.S. University of Massachusetts Amherst

Houjun Mo  
Five College Lecturer in Astronomy

Anna Mwaba  
Lecturer and McPherson/Eveillard Postdoctoral Fellow in Government  
B.A. Smith College; M.A., Ph.D. University of Florida

Paul Newlin  
Lecturer in Economics  
A.A. Wentworth Institute; B.A. Johns Hopkins University; B.S., M.A., M.P.M.A. University of Massachusetts
Rachel Newman  
*Lecturer in History*  
B.A. Yale University; M.Phil., Ph.D. Columbia University

Clifton Noble  
*Lecturer and Accompanist in Music*  
B.A. Amherst College; M.A. Smith College

Norma Noel  
*Lecturer in Theater*  
B.A. Harvey Mudd College; M.A. Smith College

Travis Norsen  
*Lecturer in Physics*  
B.A. University of Iowa; M.A. Nichols State University

Lynn Oberbillig  
*Associate Chair and Director of the Exercise and Sport Studies Graduate Program*  
B.A., M.A. University of Iowa; M.A. Nichols State University

Andrea Olsen  
*Lecturer in Dance*  
B.A. Millikin University; M.A. University of Utah

Joyce Palmer-Fortune  
*Ph.D. Laboratory Instructor in Physics*  
B.S. University of Iowa; M.A. University of Utah

Sarah Paquet  
*Lecturer in Music and Assistant Director of Choral Activities*  
B.A. University of Iowa; M.A. University of Iowa

Dana C. Parsons  
*M.S. Laboratory Supervisor in Physics*  
B.A. University of Iowa; M.A. University of Iowa

Narendra Pathak  
*Ph.D. Laboratory Instructor in Neuroscience*  
B.A. Centre College; M.A. Indiana University, Bloomington

Marie-Volcy Pelletier  
*Lecturer in Music*  
B.A. Centre College; M.A. Indiana University, Bloomington

Joanah Peterson  
*Lecturer in East Asian Languages and Literatures*  
B.A. Centre College; M.A. Indiana University, Bloomington

Marco Piana  
*Lecturer in Italian Studies*  
B.A. University of Genoa; M.S. University of Perugia; Ph.D. McGill University

Renata Pienkawa  
*Lecturer in Education and Child Study*  
B.A. University of Massachusetts Amherst; M.A. Columbia University

Alexandra Pope  
*Five College Lecturer in Astronomy*  
B.A. Harvard University; M.A. University of Massachusetts Amherst

Marney Pratt  
*Ph.D. Laboratory Instructor in Biological Sciences*  
B.A. University of Massachusetts Amherst

John Provost  
*Lecturer in Education and Child Study*  
B.A. Westfield State College; M.Ed., Ed.D. University of Massachusetts

David Rockoff  
*Lecturer in Statistics and Data Sciences*  
M.S. Iowa State University; Ph.D. University of Arizona

Jonathan Ruseski  
*Lecturer in English Language and Literature*  
B.A. Fairfield University; M.A. University of Massachusetts Amherst

Katherine Saik  
*Lecturer in Music*  
B.Mus. University of Massachusetts Amherst; M.M. Manhattan School of Music

Lori Saunders  
*Ph.D. Laboratory Instructor in Biological Sciences*  
B.A. University of Massachusetts Amherst

Samuel Scheer  
*Lecturer in English Language and Literature*  
B.A. Bennington College; M.A. University of Massachusetts Amherst

E. Peter Schloerb  
*Five College Lecturer in Astronomy*  
B.A. University of Kansas; M.A. Indiana University, Bloomington

Katherine Schneider  
*Lecturer in Art*  
B.A. Yale University; M.F.A. University of Massachusetts Amherst

Stephen E. Schneider  
*Five College Lecturer in Astronomy*  
B.A. University of California, San Diego

Daniel Schultheis  
*Lecturer in Mathematics and Statistics*  
B.S. University of Washington; Ph.D. University of California San Diego

Caitlin Shepherd  
*Lecturer in Psychology*  
B.A. University of California, San Diego;

Carolyn Shread  
*Lecturer in French Studies and World Literatures*  
B.A. University of California, San Diego;

Robin Sleith  
*Lecturer and Postdoctoral Fellow in Biological Sciences*  
B.S. Green Mountain College; Ph.D. The New York Botanical Garden

Jennifer Smetzer  
*Lecturer in Psychology and Statistical & Data Sciences*  
B.A. University of Kansas; M.A. University of Texas

Michael Smoot  
*Lecturer in Art*  
B.A. University of Kansas; M.A. University of Texas

Ronald L. Snell  
*Five College Lecturer in Astronomy*  
B.A. University of Kansas; M.A. University of Texas

Nancy Stark Smith  
*Lecturer in Dance*  
B.A. Oberlin College

Jiayan Sun  
*Ira Dee Hiatt Visiting Artist in Piano and Lecturer*  
B.A. University of Kansas; M.A. University of Texas

Samantha Sterba  
*Lecturer in Economics*  
B.A. Roanoke College; M.A. University of Massachusetts, Amherst

Marilyn Middleton Sylla  
*Five College Lecturer in Dance*  
B.A. Roanoke College; M.A. University of Massachusetts, Amherst

Paula Tarankow  
*Lecturer in History*  
B.A. California State University, Los Angeles; M.A. California State University, Los Angeles; Ph.D. Indiana University

Noah Tetenbaum  
*Lecturer in Religion*  
B.A. Grinnell College; M.A. Brown University

Margaret Lysaght Thacher, M.S.  
*Laboratory Instructor in Astronomy*  
B.A. Amherst College; M.A. University of Massachusetts, Amherst

Rebecca Thomas  
*Ph.D. Laboratory Instructor in Chemistry*  
B.A. University of California, San Diego

Pamela Thompson  
*Lecturer in English Language and Literature*  
B.A. University of California, San Diego

Erica Tibbetts  
*Lecturer in Exercise and Sport Studies*  
B.A. University of California, San Diego;

Rachel Newman  
*Lecturer in History*  
B.A. Yale University; M.Phil., Ph.D. Columbia University

Clifton Noble  
*Lecturer and Accompanist in Music*  
B.A. Amherst College; M.A. Smith College

Norma Noel  
*Lecturer in Theater*  
B.A. Harvard University; M.A. Smith College

Travis Norsen  
*Lecturer in Physics*  
B.A. University of Iowa; M.A. Nichols State University

Lynn Oberbillig  
*Associate Chair and Director of the Exercise and Sport Studies Graduate Program*  
B.A., M.A. University of Iowa; M.A. Nichols State University

Andrea Olsen  
*Lecturer in Dance*  
B.A. Millikin University; M.A. University of Utah

Joyce Palmer-Fortune  
*Ph.D. Laboratory Instructor in Physics*  
B.S. University of Iowa; M.A. University of Utah

Sarah Paquet  
*Lecturer in Music and Assistant Director of Choral Activities*  
B.A. University of Iowa; M.A. University of Iowa

Dana C. Parsons  
*M.S. Laboratory Supervisor in Physics*  
B.A. University of Iowa; M.A. University of Iowa

Narendra Pathak  
*Ph.D. Laboratory Instructor in Neuroscience*  
B.A. Centre College; M.A. Indiana University, Bloomington

Marie-Volcy Pelletier  
*Lecturer in Music*  
B.A. University of Iowa; M.A. University of Iowa

Joanah Peterson  
*Lecturer in East Asian Languages and Literatures*  
B.A. Centre College; M.A. Indiana University, Bloomington

Marco Piana  
*Lecturer in Italian Studies*  
B.A. University of Genoa; M.S. University of Perugia; Ph.D. McGill University

Renata Pienkawa  
*Lecturer in Education and Child Study*  
B.A. University of Massachusetts Amherst; M.A. Columbia University

Alexandra Pope  
*Five College Lecturer in Astronomy*  
B.A. University of California, San Diego;

Marney Pratt  
*Ph.D. Laboratory Instructor in Biological Sciences*  
B.A. University of California, San Diego;

John Provost  
*Lecturer in Education and Child Study*  
B.A. Westfield State College; M.Ed., Ed.D. University of Massachusetts

David Rockoff  
*Lecturer in Statistics and Data Sciences*  
M.S. Iowa State University; Ph.D. University of Arizona

Jonathan Ruseski  
*Lecturer in English Language and Literature*  
B.A. Fairfield University; M.A. University of Massachusetts Amherst

Katherine Saik  
*Lecturer in Music*  
B.Mus. University of Massachusetts Amherst; M.M. Manhattan School of Music

Lori Saunders  
*Ph.D. Laboratory Instructor in Biological Sciences*  
B.A. University of California, San Diego;

Samuel Scheer  
*Lecturer in English Language and Literature*  
B.A. University of California, San Diego;

E. Peter Schloerb  
*Five College Lecturer in Astronomy*  
B.A. University of California, San Diego;

Katherine Schneider  
*Lecturer in Art*  
B.A. University of California, San Diego;

Stephen E. Schneider  
*Five College Lecturer in Astronomy*  
B.A. University of California, San Diego;

Daniel Schultheis  
*Lecturer in Mathematics and Statistics*  
B.S. University of Washington; Ph.D. University of California San Diego

Caitlin Shepherd  
*Lecturer in Psychology*  
B.A. University of California, San Diego;

Carolyn Shread  
*Lecturer in French Studies and World Literatures*  
B.A. University of California, San Diego;
Samantha Torquato  
*Lecturer and Postdoctoral Research Fellow in Biological Sciences*

Victoria Udonian  
*Lecturer in Art*  
B.A. University of Uyo; M.F.A. Columbia University

Thomas Vacanti  
*Five College Lecturer in Dance*

Jan Antonie Christiaan Vriezen  
*Ph.D. Laboratory Instructor in Biological Sciences*

Amanda Wallace  
*Harris Visiting Artist and Lecturer in Photography*  
B.A. Rice University; M.F.A. School of Visual Arts

John Weinert  
*Lecturer in Middle East Studies*  
B.A. Bard College; M.A. University of Texas, Austin

Michele Wick  
*Lecturer in Psychology*  
B.S. Cornell University; Ph.D. University of New York, Buffalo

Wendy Woodson  
*Five College Lecturer in Dance*

Judith Wopereis  
*M.Sc. Laboratory Instructor in Biological Sciences*

Gina Wyman  
*Lecturer in Education and Child Study*  
B.A. Skidmore College; Ed.M. Smith College

Joseph C. Yeager  
*Ph.D. Laboratory Instructor in Chemistry*

Lu Yu  
*Lecturer in East Asian Languages and Literatures*  
B.A., M.A. Nanjing University; M.A. University of Massachusetts Amherst

Min Su Yun  
*Five College Lecturer in Astronomy*

Ling Zhao  
*Lecturer in East Asian Languages and Literatures*  
B.A. Beijing University; M.A. Beijing Foreign Studies University

---

**Visiting Faculty**

Sahar Al Seesi  
*Visiting Assistant Professor of Computer Science*

Jennifer Bajorek  
*Visiting Associate Professor of French Studies and World Literatures*  
A.B. Princeton University; M.A. University of California, Irvine; Ph.D. University of California, Irvine

Şehnem Baran  
*Visiting Assistant Professor of Film and Media Studies*  
B.A., M.A. Bogazici University; Ph.D. University of Southern California

Jessica Beckman  
*Visiting Assistant Professor in English Language and Literature*  
B.A. George Washington University; M.A. Georgetown University; Ph.D. Stanford University

Elena Suet-Ying Chiu  
*Visiting Associate Professor of Chinese*  
Ph.D. University of California, Los Angeles

Susan Faludi  
*Jacobsen Visiting Writer*  
B.A. Harvard University

John Foley  
*Visiting Assistant Professor of Computer Science*  
B.S. University of Massachusetts, Lowell; M.S. University of Massachusetts Amherst

Evangeline Helliger  
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: American Studies*  
B.A. Smith College; M.A., Ph.D. University of California, Los Angeles

David Howlett  
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: Religion*  
B.S.E. University of Central Missouri; M.A. University of Missouri-Kansas City; Ph.D. University of Iowa, Iowa City

Brian Katz  
*Visiting Associate Professor of Mathematics and Statistics*  
B.A. Williams College; Ph.D. University of Texas at Austin

Rachel Koh  
*Visiting Assistant Professor of Engineering*  
B.S. University of Vermont; Ph.D. University of Massachusetts

---

Lu Lu  
*Visiting Assistant Professor of Data Sciences, MassMutual Faculty Fellow*  
B.S. Zhejiang University; M.S., Ph.D. University of Connecticut

Monica Ringer  
*Visiting Professor*  
B.A. Oberlin College; Ph.D. University of California, Los Angeles

Michael Robinson  
*Visiting Professor*  
B.A. Washington University; Ph.D. University of Texas at Austin

Loretta Ross  
*Visiting Associate Professor*  
B.A. Agnes Scott

Emma Silverman  
*Visiting Assistant Professor of Art*  
B.A. Wesleyan University; M.A. University of Wisconsin, Madison; Ph.D. University of California, Berkeley

Jordan Taylor  
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: History*  
B.A. University of Dayton; M.A. Indiana University; Ph.D. Indiana University

Daniel Vahaba  
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: Biological Sciences*  
B.S. Wayne State University; Ph.D. University of Massachusetts Amherst

Jorge Vásquez  
*Visiting Assistant Professor of Economics*

Stefanie Wang  
*Visiting Assistant Professor of Economics*  
B.A. Saint Mary's College of California; Ph.D. Iowa State University

Angela Willey  
*Visiting Associate Professor of the Study of Women and Gender*  
B.A. Fordham University; M.Sc. London School of Economics; Ph.D. Emory University

Melissa Yates  
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: Philosophy*  
B.A. Grinnell College; Ph.D. Northwestern University
Instructional Support Personnel

Xu Li, Ph.D.
Teaching Associate in East Asian Languages and Literatures / World Literatures

Haoying Liu, M.A.
Teaching Associate

Shinji Kawamitsu, Ph.D.
Teaching Assistant in East Asian Languages and Literatures

Yukio Takahashi, M.A.
Teaching Assistant in East Asian Languages and Literatures

Ollie Schwartz, M.Ed.
Teaching Assistant in the Study of Women and Gender

Jung Hwan Koh, M.S.
Teaching Assistant

Xan Burley
Five College Teaching Fellow in Dance

Nikki Carrara
Five College Teaching Fellow in Dance

Toni Craige
Five College Teaching Fellow in Dance

Michelle Kassmann
Five College Teaching Fellow in Dance

Anna Maynard
Five College Teaching Fellow in Dance

Alex Springer
Five College Teaching Fellow in Dance

Mike Vargas
Musician in Dance Technique and Performance

Genevieve Rose, Mus.B.
Director, Smith College Jazz Ensemble

Ellen Redman, M.M.
Director, Smith College Wind Ensemble and Wailing Banshees

Frederick Aldrich, Mus.B.
Performance Instructor in Music

Claire Arenius
Performance Instructor in Music

Sarah E. Briggs
Performance Instructor in Music

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Performance Instructor in Music

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Justina Golden
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Performance Instructor in Music

Donna Rhea Gouger, B.M.
Performance Instructor in Music

Donna Hébert
Performance Instructor in Music

Mary Hubbell, M.M.
Performance Instructor in Music

Colleen Jennings, M.M.
Performance Instructor in Music

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Performance Instructor in Music

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Performance Instructor in Music

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Scott Pemrick, M.M.
Performance Instructor in Music

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Gary Seiniskiewicz, M.M.
Performance Instructor in Music

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Performance Instructor in Music

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Performance Instructor in Music

John VanEps
Performance Instructor in Music

College Affiliates

Sherrie Marker, M.A.
Research Associate in American Studies

Lou Ratte, Ph.D.
Research Associate in Art

Anne Jaskot, Ph.D.
Research Associate in Astronomy

Florian Block, Ph.D.
Research Associate in Computer Science

Mohammed Ashagawi, Ph.D.
Research Associate in Economics

Cathy Topal, M.A.
Research Associate in Education and Child Study

Dagmar Herzog, Ph.D.
Research Associate in History

Marylynn Salmon, Ph.D.
Research Associate in History

Revan Schandler, Ph.D.
Research Associate in History

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Research Associate in History

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Research Associate in History

Kenneth Stow, Ph.D.
Research Associate in History

Rob Weir, Ph.D.
Research Associate in History

Danielle Ramdath, Ph.D.
Research Associate in Mathematics and Statistics

Sarah-Marie Belcastro, Ph.D.
Research Associate in Mathematics and Statistics

Ernest Alleva, Ph.D.
Research Associate in Philosophy

Janet Chang, Ph.D.
Research Associate in Psychology
Edward Plimpton, Ph.D.
Research Associate in Psychology

George Robinson, Ph.D.
Research Associate in Psychology

Jennifer Spenader, Ph.D.
Research Associate in Psychology

Benjamin Braude, Ph.D.
Research Associate in Religion

Philip Zaleski, B.A.
Research Associate in Religion

Ahmed Rafiul, Ph.D.
Research Associate in South Asia Concentration

Nicholas Horton, Sc.D.
Research Associate in Statistical and Data Sciences

Lynne Bassett, M.A.
Research Associate in Theatre

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Research Associate in Study of Women and Gender

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Susan Fliss, Ph.D.
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Ann Mayo ’83, B.A.
Manager of Security and Guest Services
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Jane Chace Carroll Curator of Asian Art

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Provost and Dean of the Faculty
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Associate Provost
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Associate Dean of the Faculty and Dean for Academic Development

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Registrar

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Associate Director for Wellness Education

School for Social Work
Marianne Yoshioka, M.S.W., Ph.D.
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Joshua Miller, M.S.W., Ph.D.
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Associate Dean of Administration and Graduate Enrollment/Continuing Education

Spinelli Center for Quantitative Learning
Catherine McCune, Ph.D.
Director
Alumnae Association

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1021 E. Amherst Avenue
Englewood, CO 80113

Vice President
Lynne Zagami ’00
206 Elliot Street
Newton, MA 02464

Treasurer
Stephanie Neely ’85
1140 E. 44th Street
Chicago, IL 60653

Clerk
Heidi Johnson Novaes ’88
225 S. Grand Avenue, #310
Los Angeles, CA 90012

Directors

Carrie Dohan Buchman ’78
430 Meer Avenue
Wyckoff, NJ 07481

Monique Chavoya ’02
442 Karen Lane
San Antonio, TX 78209

Elena Farrar ’10
1330 S. Fair Street, Apt 708
Arlington, VA 22202

Rachel Gerstein ’84
177 Kendall Road
Jefferson, MA 01522

Ja’Milla C.K. Lomar ’00
22618 Meadowgate Drive
Spring, TX 77373

Nina Munk ’88
25 Stuyvesant Street
New York, NY 10003

Erika Rodriguez ’06
222 Crescent Court
Brisbane, CA 94005

Priya Seshachari Sanger ’86
849 Lombard Street
San Francisco, CA 94133

Vickie Shannon ’79
3931 Turnberry Drive
Sugar Land, TX 77479

The Office of Alumnae Relations

Denise Wingate Materre ’74
Vice President for Alumnae Relations

Samantha K. E. Pleasant
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Bosiljka Glumac, Mahnaz Mahdavi, Kate Queeney, Andrea Stone and Frazer Ward

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Annaliese Beery (2020); Molly Falsetti-Yu (2021); Judith Keyler-Mayer (2022); Faculty Council Representative nonvoting (Bosiljka Glumac)

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Randy Bartlett (2020); Katwiwa Mule (2022); Alan Rudnitsky (2021); Fraser Stables (2022); Ileana Streinu (2022); Faculty Council Representative nonvoting (Kate Queeney)

Faculty Council
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Carrie Baker (2020); Ginetta Candelario (2021); Daniel Kramer (2021); Jack Loveless (2022); James Miller (2021); Alternates: Ernest Benz (2020); Mohammed Mack (2020); Sujane Wu (2020)

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Committee on the Library
Leonard Berkman (2022); Nancy Bradbury (2022); Patrick Coby (2020); Jonathan Gosnell (2021) Sarah Moore (2022)

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Committee on Tenure and Promotion
Elisabeth Armstrong (2021); Dawn Fulton (2020); Howard Gold (2021); Andrew Guswa (2022); Adam Hall (2021)
## Courses of Study

<table>
<thead>
<tr>
<th>Majors/Minors/Concentrations</th>
<th>Designation</th>
<th>Academic Division</th>
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<tr>
<td>Interdepartmental Minor in African Studies</td>
<td>AFS</td>
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<tr>
<td>Major and Minor in the Department of Africana Studies</td>
<td>AFR</td>
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<tr>
<td>Interdepartmental Major in American Studies</td>
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<tr>
<td>Interdepartmental Minor in Ancient Studies</td>
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<tr>
<td>Major in Anthropology</td>
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<td>Minor in Arabic</td>
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<tr>
<td>Interdepartmental Minor in Archaeology</td>
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<tr>
<td>Concentration in Archives</td>
<td>ARX</td>
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</table>

| Majors and Minors in the Department of Art                                                 |             |                   |
| Majors and Minors: History of Art                                                           | ARH         | I                 |
| Studio Art                                                                                  | ARS         | I                 |
| Architecture and Urbanism                                                                   | ARU         | I                 |
| Minor: Graphic Art                                                                          | ARG         | I                 |

| Minor in Arts and Technology                                                                 | ATC         | I/III             |
| Major and Minor in the Five College Department of Astronomy                                 | AST         | III               |
| Interdepartmental Minor in Astrophysics                                                     | APH         | III               |
| Interdepartmental Major in Biochemistry                                                     | BCH         | III               |
| Major and Minor in the Department of Biological Sciences                                     | BIO         | III               |
| Concentration in Book Studies                                                               | BKX         |                   |
| Interdepartmental Minor in Buddhist Studies                                                 | BUS         | I/I               |
| Major and Minor in the Department of Chemistry                                              | CHM         | III               |

| Majors and Minors in the Department of Classical Languages and Literatures                   |             |                   |
| Majors and Minors: Classics                                                                 | CLS         | I                 |
| Greek                                                                                       | GRK         | I                 |
| Latin                                                                                       | LAT         | I                 |
| Major: Classical Studies                                                                    | CST         | I                 |

| Concentration in Community Engagement and Social Change                                    | CCX         |                   |

| Major in the Department of Computer Science                                                |             |                   |
| Minors: Theory                                                                             | CSC         | III               |
| Programming                                                                                | CSD         | III               |
| Digital Art                                                                                | CDA         | III               |
| Digital Music                                                                              | CDM         | III               |
| Systems                                                                                     | CSA         | III               |
| Computer Science and Language                                                              | CSL         | III               |
| Mathematical Foundations of Computer Science                                               | CSF         | III               |

| Major and Minor in the Five College Dance Department                                        | DAN         | I                 |

| Major and Minor in the Department of East Asian Languages and Literatures*                  |             |                   |
| Major: East Asian Languages and Cultures                                                   | EAC         | I                 |
| Minor: East Asian Languages and Literatures                                                | EAL         | I                 |
| Interdepartmental Major and Minor in East Asian Studies                                     | EAS         | I/I               |

| Majors and Minor in the Department of Economics                                             |             |                   |
| Major and Minor: Economics                                                                  | ECO         | II                |
| Major: Quantitative Economics                                                              | QEC         | II                |

| Major and Minor in the Department of Education and Child Study                              | EDC         | II                |

| Majors and Minor in the Department of Engineering                                           |             |                   |
| Major and Minor: Engineering Science                                                        | EGR         | III               |
| Major: Engineering Arts                                                                     | EGN         | III               |

**Key:**
- **Division I:** The Humanities
- **Division II:** The Social Sciences
- **Division III:** The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)
<table>
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<th>Courses of Study</th>
<th>Code</th>
<th>Year(s)</th>
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<tbody>
<tr>
<td>Major and Minor in the Department of English Language and Literature</td>
<td>ENG</td>
<td>I</td>
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<tr>
<td>Environmental Concentration</td>
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<tr>
<td>Environmental Concentration in Climate Change</td>
<td>ECX</td>
<td>I/I/II</td>
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<tr>
<td>Environmental Concentration in Food Sustainability</td>
<td>EFX</td>
<td>I/I/III</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Environmental Science and Policy</td>
<td>ENV</td>
<td>I/I/III</td>
</tr>
<tr>
<td>Interdepartmental Minor in Ethics</td>
<td>ETH</td>
<td>I/I/III</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Environmental Science and Policy</td>
<td>ESS</td>
<td>III</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Film and Media Studies</td>
<td>FMS</td>
<td>I/II</td>
</tr>
<tr>
<td>Major in the Department of French Studies</td>
<td>FRN</td>
<td>I</td>
</tr>
<tr>
<td>Major and Minor in the Department of Geosciences</td>
<td>GSC</td>
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<tr>
<td>Major and Minor in the Department of German Studies</td>
<td>GST</td>
<td>I</td>
</tr>
<tr>
<td>Concentration in Global Financial Institutions</td>
<td>GFX</td>
<td></td>
</tr>
<tr>
<td>Interdepartmental Minor in Global South Development Studies</td>
<td>GSD</td>
<td>I/II</td>
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<tr>
<td>Major and Minor in the Department of Government</td>
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<tr>
<td>Major and Minor in the Department of History</td>
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<tr>
<td>Interdepartmental Minor in History of Science and Technology</td>
<td>HSC</td>
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<tr>
<td>Major and Minor in the Department of Italian Studies</td>
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<tr>
<td>Interdepartmental Major and Minor in Jewish Studies</td>
<td>JUD</td>
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<tr>
<td>Minor in Landscape Studies</td>
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<tr>
<td>Interdepartmental Major in Latin American Studies</td>
<td>LAS</td>
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<tr>
<td>Minor: Latino/a Studies</td>
<td>LATS</td>
<td>I/I/II</td>
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<tr>
<td>Interdepartmental Minor in Linguistics</td>
<td>LNG</td>
<td>I/I/III</td>
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<tr>
<td>Interdepartmental Minor in Logic</td>
<td>LOG</td>
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<tr>
<td>Interdepartmental Minor in Marine Science and Policy</td>
<td>MSC</td>
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<tr>
<td>Interdepartmental Major and Minor in Mathematics and Statistics</td>
<td>MTH</td>
<td>I/II</td>
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<tr>
<td>Interdepartmental Major and Minor in Middle East Studies</td>
<td>MES</td>
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<tr>
<td>Concentration in Museums</td>
<td>MUX</td>
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<tr>
<td>Major and Minor in the Department of Music</td>
<td>MUS</td>
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<tr>
<td>Interdepartmental Major and Minor in Neuroscience</td>
<td>NSC</td>
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<tr>
<td>Major and Minor in the Department of Philosophy</td>
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<td>Major and Minor in the Department of Physics</td>
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<td>Concentration in Poetry</td>
<td>PSX</td>
<td>III</td>
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<tr>
<td>Major and Minor in the Department of Psychology</td>
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<tr>
<td>Interdepartmental Minor in Public Policy</td>
<td>PPL</td>
<td>I/I/III</td>
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<tr>
<td>Major and Minor in the Department of Religion</td>
<td>REL</td>
<td>I</td>
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<tr>
<td>Interdepartmental Major and Minor in Russian, East European and Eurasian Studies</td>
<td>RES</td>
<td>I/I</td>
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<tr>
<td>Major and Minor in the Department of Sociology</td>
<td>SOC</td>
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<td>Interdepartmental Minor in South Asian Studies</td>
<td>SAS</td>
<td>I/I</td>
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<tr>
<td>Majors and Minors in the Department of Spanish and Portuguese</td>
<td>SPP</td>
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<tr>
<td>Spanish</td>
<td>SPN</td>
<td>I</td>
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<td>Portuguese-Brazilian Studies</td>
<td>SPB</td>
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<tr>
<td>Interdepartmental Major in Statistical and Data Sciences</td>
<td>SDS</td>
<td>I/I/III</td>
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<tr>
<td>Minor: Applied Statistics</td>
<td>STS</td>
<td>I/I/III</td>
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<tr>
<td>Major and Minor in the Department of Theatre</td>
<td>THE</td>
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<td>Concentration in Translation Studies</td>
<td>TSX</td>
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<tr>
<td>Interdepartmental Minor in Urban Studies</td>
<td>URS</td>
<td>I/I/III</td>
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<tr>
<td>Interdepartmental Major and Minor in Study of Women and Gender</td>
<td>SWG</td>
<td>I/I/III</td>
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<tr>
<td>Interdepartmental Major in World Literatures</td>
<td>WLT</td>
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**Other**

| Extradepartmental Courses                           | EDP  |         |
| First-Year Seminars                                  | FYS  | I/I/III |
| Interdepartmental Courses                           | IDP  |         |

**Five College Certificates and Major**

- Five College Certificate in African Studies         | AFC  |         |
- Five College Certificate in Asian/Pacific/American Studies | APA  |         |
- Five College Certificate in Biomathematical Sciences | BMC  |         |
Deciphering Course Listings

Course Numbering
Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories 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 (credit 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 Inter-term, 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.

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.

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

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

*1 absent fall semester 2019–20
*2 absent fall semester 2020–21
**1 absent spring semester 2019–20
**2 absent spring semester 2020–21
†1 absent academic year 2019–20
†2 absent academic year 2020–21
§1 director of a Study Abroad Program, academic year 2019–20
§2 director of a Study Abroad Program, academic year 2020–21

Meeting Times
Course meeting times are listed in the Course Search published online by the registrar before each semester. Students may not elect more than one course in a time block, 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

(): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor’s usual affiliation.
AP: Advanced Placement.
(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 once or twice.
S/U: Satisfactory/Unsatisfactory.
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.
{}: Major fields of knowledge course designation.

Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved (e.g., English
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. If a course is fewer than four credits but designated for Latin Honors, this will be indicated. Following is a listing of the major fields of knowledge; courses may have multiple designations.

<table>
<thead>
<tr>
<th>Code</th>
<th>Field</th>
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<tbody>
<tr>
<td>L</td>
<td>Literature</td>
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<tr>
<td>H</td>
<td>Historical studies</td>
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<td>S</td>
<td>Social science</td>
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<td>N</td>
<td>Natural science</td>
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<td>M</td>
<td>Mathematics and analytic philosophy</td>
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<tr>
<td>A</td>
<td>The arts</td>
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<tr>
<td>F</td>
<td>A foreign language</td>
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</tbody>
</table>
The 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, Literature and Humanities; 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, Portuguese or an African language. 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 proficiency may apply for the Five College African Studies Certificate.

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.

Arts, Literature and Humanities

AFS 113 Themes in African Studies
This one-credit, eight-week course will ask the question of what it means to study Africa. As the world’s second largest and most linguistically and culturally diverse continent, Africa is also one of the world’s least understood historically, politically, socially, and culturally. This course thus aims to challenge conventional representations of the continent. In doing so, it also aims to introduce students to the broader interdisciplinary and multidisciplinary study of the continent. Credits: 1

Jeffrey S. Ahlman
Normally offered each academic year

FRN 230 Colloquium in French Studies
Topics course.

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

Women Writers of Africa and the Caribbean
An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} {S} Credits: 4

Members of the department

FRN 252 French Cinema
Topics course.

An introduction to the study of French and Francophone film. Readings in film criticism. Papers and attendance at weekly screenings required. Course taught in French. Prerequisite: 230, or permission of the instructor. Course may be repeated for credit with a different topic.

Cities of Light: Urban Spaces in Francophone Film
From Paris to Fort-de-France, Montreal to Dakar, we study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 262 After Algeria: Revolution, Republic and Race in Modern France
From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Through a variety of perspectives and readings, we explore a post-Algerian French society that appears to be permanently marked by its Algerian experience. To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? Prerequisite: 230, or permission of the instructor. {F} {L} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 380 Topics in French Cultural Studies
Topics course.

French Travel Writing and Self-Discovery
A survey of Francophone travel writing from the 16th to the 21st centuries. Students are exposed to a literary form that achieved popularity and cultural pres-
tige early on, was then significantly challenged and diversified, and is presently enjoying a resurgence. We consider fictional and nonfictional accounts reflecting various geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia and Thailand. (F) Credits: 4

Members of the department
Expected to be offered in the next 3 years

FYS 165 Childhood in African Literature
A study of childhood as an experience in the present and as a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangarembga’s Nervous Conditions; Zoë Wicomb’s You Can’t Get Lost in Cape Town, Ngũgĩ wa Thiong’o’s Weep Not Child and Tahar Ben Jelloun’s The Sand Child. This course counts toward the world literatures major. Enrollment limited to 16 first-year students. Credits: 4

Members of the department
Expected to be offered in the next 3 years

MUS 220 Topics in World Music
Topics course.

Master Musicians of Africa 1: West Africa
This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians in the ever continuous process of negotiating the boundaries and identities of African musical practice. Musicians covered this semester include Akan female professional singers in Ghana; Youssou N’Dour (Senegalese musician) and Babatunde Olatunji, the late Nigerian drummer. The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles. (A) [S] Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 100 Introduction to Comparative Literature: The Pleasures of Reading
Topics course. May be repeated once with a different topic.

Cannibals, Witches and Virgins
An examination of the rewritings and adaptations of the three iconic figures of Shakespeare’s The Tempest—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire’s A Tempest, Rachel Ingalls’ Mrs. Caliban, Lemuol Johnson’s Highlight for Caliban, Gloria Naylor’s Mama Day and Michelle Cliff’s No Telephone to Heaven, we seek to understand how postcolonial, feminist and postmodern rewritings of The Tempest transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. (L) Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 205 20th-Century Literatures of Africa
A study of the major writers and diverse literary traditions of modern Africa with emphasis on the historical, political and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Chinua Achebe, Ngũgĩ wa Thiong’o, Tsitsi Dangarembga, Chimamanda Ngozi Adichie, Nadine Gordimer, Njabulo Ndebele and Ama Ata Aidoo. We also watch and critique films such as Blood Diamond, District 9, Tsotsi and The Constant Gardener. (L) Credits: 4

Katherine Male
Normally offered each fall

WLT 266 Studies in South African Literature and Film
Topics course.

Modern South African Literature and Cinema
A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele’s The Cry of Winnie Mandela, Alan Paton’s Cry the Beloved Country, André Brink’s A Dry White Season, Mahambo’s The Last Grave at Dimbaza, John Wood’s Biko (Cry Freedom), Anne Mare du Preez, Bezidrbo’s Winnie Mandela: A Life (Winnie) and Athol Fugard’s Tsotsi. We also study film classics such as The Voortrekkers, Zulu/Zulu Dawn and Sarafina as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) [L] Credits: 4

Members of the department
Normally offered each spring

Historical Studies

AFS 113 Themes in African Studies
This one-credit, eight-week course will ask the question of what it means to study Africa. As the world’s second largest and most linguistically and culturally diverse continent, Africa is also one of the world’s least understood historically, politically, socially, and culturally. This course thus aims to challenge conventional representations of the continent. In doing so, it also aims to introduce students to the broader interdisciplinary and multidisciplinary study of the continent. Credits: 1

Jeffrey S. Ahlman
Normally offered each academic year

AFR 218 History of Southern Africa (1600 to about 1900)
The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course is to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600. (H) Credits: 4

Members of the department
Expected to be offered in the next 3 years
HST 234 (C) Global Africa
This course interrogates how scholars have engaged the “transnational” and “global” in African history. In doing so, the course explores the complex networks of identities, loyalties, and attachments forged by diverse groups of African peoples in their attempts to live within and transcend the boundaries of the modern nation-state. As a result, over the course of the semester, the class will investigate issues of trade, nationality, citizenship, race, and identity as it queries the many ways in which Africans have shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. (H) [S] Credits: 4
Members of the department
Normally offered in alternate years

HST 257 (L) Beyond Bondage: African History Through the Slave Trade
This course is a general, introductory survey of African history through the end of the slave trade. It provides students with a framework for understanding Africa’s early political, social and economic history and for appreciating the strategies Africans employed as they made sense of, accommodated themselves to, and confronted their changing landscapes. Key subjects addressed in the course include African agricultural development, the introduction of monotheistic religions on the continent, the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. (H) [S] Credits: 4
Jeffrey S. Ahlman
Normally offered in alternate years

HST 258 (L) Modern Africa
This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of, and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. (H) [S] Credits: 4
Members of the department
Normally offered each academic year

HST 259 (C) Aspects of African History
Topics course.

Discourses of Development
This course interrogates historicizes the problem of “development” in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western “modernities,” and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called “underdeveloped world.” Enrollment limited to 18. (H) Credits: 4
Members of the department
Normally offered in alternate years

Femininities, Masculinities and Sexualities in Africa
This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. (H) Credits: 4
Members of the department
Normally offered in alternate years

Social Studies

AFS 113 Themes in African Studies
This one-credit, eight-week course will ask the question of what it means to study Africa. As the world’s second largest and most linguistically and culturally diverse continent, Africa is also one of the world’s least understood historically, politically, socially, and culturally. This course thus aims to challenge conventional representations of the continent. In doing so, it also aims to introduce students to the broader interdisciplinary and multidisciplinary study of the continent. Credits: 1
Jeffrey S. Ahlman
Normally offered each academic year

ECO 311 Seminar: Topics in Economic Development
Topics course.

The Political Economy of Development in Africa
Since postcolonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. (S) Credits: 4
Members of the department
Normally offered each academic year

GOV 227 Contemporary African Politics
This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa’s political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa’s political economy. Enrollment limited to 35. (S) Credits: 4
Anna Kapambwe Mwaba
Normally offered each spring

GOV 233 Problems in Political Development
This course explores the practical meaning of the term “development” and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 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 the Middle East, other cases of refugee politics are examined. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. (S) Credits: 4
Ulku Zamray Kutlu Tonak
Normally offered in alternate years
GOV 347 Seminar in International Politics and Comparative Politics
Topics course.

Environmental Security
This advanced seminar examines the political implications of treating environmental events and trends as matters of (inter)national security. It approaches the issue historically—examining the conceptual evolution of security over time and the relatively recent incorporation of environmental issues into security frameworks. Primary focus is devoted to climate change, but other ecological issues are examined as well: development, natural resource use, waste and pollution, biodiversity, etc. Prerequisite: 241, 242, 244 or 252. (S) Credits: 4

Members of the department
Expected to be offered in the next 3 years

AFS 300 Capstone in African Studies will no longer be taught at Smith, but it is being taught at Amherst College as BLST-316 Five Colleges Capstone Course in African Studies
Africana Studies

Professors
Louis Edward Wilson, Ph.D.  
Associate Professors
Daphne M. Lamothe, Ph.D.
Assistant Professor
Samuel Ng, Ph.D.
Visiting Professor
Flavia Santos de Araujo, Lecturer

Mission
The Department of Africana Studies investigates the social, historical, cultural and aesthetic works and practices of populations of African descent throughout the diaspora. A multidisciplinary endeavor, our interrogations begin not with race as an assumed concept but as a site of profound social formation that must be considered in relation to gender, class, nation, ethnicity, religion and sexuality. We understand our mandate to be two-fold: to provide a coherent, grounded body of knowledge for our majors and minors as well as to serve the broader academic and cocurricular needs of the college. In all of these endeavors, we emphasize the need for students to develop their analytic capacities.

A student in our department is first a critical thinker, one who learns to ask questions, seek connections, unpack what is invisible or ignored. Our courses emphasize close reading, research and writing, and our curriculum expects students to think about the Caribbean, Africa and diaspora communities in Europe and elsewhere. In support of this expectation, we encourage students to travel abroad.

The Major
Requirements for the Major
An Africana Studies major will have experience
• Studying closely classic texts or figures or historical periods or movements
• Considering the aesthetic principles undergirding 19th- and 20th-century African American culture
• Engaging texts, movements or events from many disciplinary standpoints
• Considering the impact of gender, class, nation, sexuality on African American culture
• Thinking intellectually about the diaspora
A major is also strongly encouraged to study abroad as well as to take courses in all seven areas of Latin distribution.

The major consists of 11 four-credit courses as follows:
1. Three required courses: 111, 117 and 201.
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 in one of five areas or pathways: history, literature/cultural studies, social science, black women’s studies or diaspora studies. 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 thesis students.

The Minor
Requirements for the Minor
The minor consists of six 4-credit courses as follows:
1. Two of the three required courses: 111, 117, 201.
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.

Pathways Through the Major
In consultation with their advisers, students will select an area of concentration from among five pathways through the curriculum:
1. History
2. Literature/Cultural Studies
3. Social Science
4. Black Women’s Studies
5. Diaspora Studies

Adviser for Study Abroad: Louis Wilson

Honors
Director: Daphne Lamothe

AFR 430D Honors Project
Credits: 8
Normally offered each academic year

AFR 431 Honors Project
Credits: 8
Normally offered each academic year

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

AFR 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 is 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} Credits: 4
Flavia Santos De Araujo
Expected to be offered in the next 3 years

AFR 117 History of Afro-American People to 1960
An examination of the broad contours of the history of the Afro-American people in the United States from ca. 1600 to 1960. Particular emphasis is 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 United States. {H} Credits: 4
Louis Edward Wilson
Expected to be offered in the next 3 years

AFR 155 Introduction to Black Women’s Studies
This course examines historical, critical and theoretical perspectives on the development of Black feminist theory/praxis. The course draws from the 19th century to the present, but focuses on the contemporary Black feminist
Flavia Santos De Araujo

expected to be offered in the next 3 years

AFR 170 Survey of African-American Literature 1746–1900
Same as ENG 184. An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts include poetry, prose, and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnutt, Frederick Douglass and Phillis Wheatley. (L) Credits: 4
Flavia Santos De Araujo
expected to be offered in the next 3 years

AFR 175 African-American Literature 1900 to the Present
Same as ENG 236. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AFR 113, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. (L) Credits: 4
Members of the department
expected to be offered in the next 3 years

AFR 201 Methods of Inquiry
This course is designed to introduce students to the many methods of inquiry used for research in interdisciplinary fields such as Africana studies. Guided by a general research topic or theme, students are exposed to different methods for asking questions and gathering evidence.

Soul and Post-Soul
Beginning with Nelson George in 1992 scholars have invoked “post-soul” to describe black culture and politics after the civil-rights era. Scholars use “post-soul” to frame discussions of the socioeconomic and political changes arising after the 1960s; conceptualize cultural identity by differentiating it from black arts/soul era arts and politics; and theorize black aesthetic productions of the period (e.g. literature, performance, visual arts, music). Using soul and post-soul as organizing conceits, this course will give students an introduction to, and practice in, the tools of intellectual investigation in the study of African-American history and culture/ racial formations. Students will read, attend lectures and learn from scholars whose work is based in particular disciplines (especially history, literature, cultural studies and the social sciences). You will also learn the challenges and opportunities made possible by doing interdisciplinary research. Through the multi- and interdisciplinary approach to a single topic or text (in the case of this semester, the diaspora), students learn how scholars in each discipline ask certain kinds of research questions and take certain kinds of research approaches, and how these various methods in conversation with each other. Finally, students develop their own research project related to the focus of this course (race, ethnicity and the social construction of identity) by means of library and media-based research. (S) Credits: 4
Flavia Santos De Araujo
expected to be offered in the next 3 years

AFR 202 Topics in Africana Studies
Topics course.

Black Literature and the Urban Experience
This course begins with the presumption that studying “blackness” entails the pursuit of questions of space, place and belonging. Students will engage primarily literary, and also visual and musical, texts that explore the complexities of city life and urban relations. The intersectional analysis of race, gender, class, and sexuality will inform discussions of black representational texts; which will also be placed in conversation with their historical and social contexts. Through the study of literary figurations of the city, we will explore blackness as an idiom of place, and the city as a site of belonging, abjection and freedom dreams. (E) (L) Credits: 4
Members of the department
expected to be offered in the next 3 years

The Black Archive
Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the twentieth century. Enrollment limit of 40. (E) (L) Credits: 4
Members of the department
expected to be offered in the next 3 years

AFR 212 Family Matters: Representations, Policy and the Black Family
In this course we examine contemporary African-American families from both a sociocultural and socioeconomic perspective. We 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. (S) Credits: 4
Members of the department
expected to be offered in the next 3 years

AFR 218 History of Southern Africa (1600 to about 1900)
The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking people, students must also know the history of Europeans and Asians of the region. The focus of this course is to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600. (H) Credits: 4
Members of the department
expected to be offered in the next 3 years

AFR 243 Black Activist Autobiography
From the publication of “slave narratives” in the 18th century to the present, African Americans have used first-person narratives to tell their personal story and to testify about the structures of social, political and economic inequality faced by black people. These autobiographical accounts provide rich portraits
of individual experience at a specific time and place as well as insights into the larger socio-historical context in which the authors lived. This course focuses on the autobiographies of activist women. In addition to analyzing texts and their contexts, we reflect on and document how our own life history is shaped by race. Writers and subjects include Sojourner Truth, Zora Neale Hurston, Angela Davis, Harriet Jacobs and Audre Lorde among others. {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years

AFR 245 The Harlem Renaissance
Same as ENG 282. A study of one of the first cohesive cultural movements in African-American history. This class focuses 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 include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. {L} Credits: 4

Daphne M. Lamothe
Expected to be offered in the next 3 years

AFR 249 Black Women Writers
How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Ntozake Shange and Alice Walker. {L} Credits: 4

Daphne M. Lamothe
Expected to be offered in the next 3 years

AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change
This interdisciplinary colloquial course explores 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 is 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. Enrollment limited to 25. {H} Credits: 4

Members of the department
Expected to be offered in the next 3 years

AFR 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 addresses a neglected theme in the history of the Afro-American experience—that is, the history of free blacks before the passage of the 13th amendment. Recommended background: AFR 117. {H} Credits: 4

Louis Edward Wilson
Expected to be offered in the next 3 years

AFR 336 Seminar: Contemporary Topics in Afro-American Studies
Topics course.

Exiles, Transplants and In-betweener: Literatures of the African Diaspora
Same as ENG 316. This seminar focuses on some of the major perspectives, themes, and theoretical underpinnings in the field of African diasporic studies. We read 20th- and 21st-century fiction and nonfiction from a range of cultural traditions that explore the conditions of displacement and uprootedness which characterize the African diaspora; we also investigate the transformations of culture and identity that result from forced and voluntary migrations. The course’s primary focus is on literary depictions of transnational identities and communities and questions of citizenship and belonging, in fiction by and about “in-betweener” who inhabit cultural and national borderlands. Our investigation draws primarily from novels, but may also include examples from other genres, including poetry, short stories and memoir. Recommended background: at least one course in Afro American Studies and/or literature. Permission of the instructor required. Not open to first-years and sophomores. Credits: 4

Members of the department
Expected to be offered in the next 3 years

AFR 360 Seminar: Toni Morrison
Same as ENG 323. This seminar focuses on Toni Morrison’s literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language, and theory; and her study of love. {L} Credits: 4

Flavia Santos De Araujo
Expected to be offered in the next 3 years

AFR 366 Seminar: Contemporary Topics in Africana Studies
Topics course.

Seminar: Anthropology of Blackness in the Americas
In this course we investigate and build a critical working vocabulary about 20th-century black migrant communities. Central to our work is exploring the tension between how these communities have been defined (via notions of pathology, disease and death) and how they have defined themselves through their spatial and environmental practices around belonging, collectivity and place. These are queer or non-normative modes of urbanism, and they challenge dominant idioms of territoriality. We glean these practices by interrogating planner documents; reading critically anti-racist texts; and analyzing music, poetry and vernacular architectural practices. {H} {S} Credits: 4

Members of the department
Expected to be offered in the next 3 years

Afro-Brazilian Culture
Considering the myth of a “racial democracy”, how have black Brazilian artists constructed memory and identity through their artistic production? How do the politics of race, gender, class, sexuality; and national identity shape Afro-Brazilian cultural (con)texts? This course explores a multi-genre selection of Afro-Brazilian literary texts from the 20th and 21st centuries to examine the connections between cultural production and identity politics. Our study will also consider other types of Afro-Brazilian artistic expressions such as music, performance, and visual culture. This course also provides an opportunity for students to develop comparative inquiries on the black diasporic experience.

{H} {S} Credits: 4

Members of the department
Expected to be offered in the next 3 years

Blacks, Being and Becoming
This class uses canonical literature, as well as cultural productions and critical theory, in order to explore blackness as a modern racial formation (i.e. an idea with material consequences) and an identity. Beginning with the 19th century slave narrative tradition, and moving through the 20th and 21st centuries, we will explore how African Americans use written, sonic and visual languages to resist Eurocentric projections of otherness onto black bodies. Using theoretical frames—such as fugitive and unmoored subjectivity, demonic grounds, and the black interior—students will critically engage representational works that mediate on “blackness” not only in terms of nonbeing, but also in terms of becoming. In other words, we will treat the black imagination as a critical site of inquiry because of its construction of racialized subjectivity as varied, complex, and evolving. Examples from sonic and visual culture will be drawn from multiple sources. Readings may include Douglass, Jacobs, Hurston, Morrison and Whitehead, among others. {H} {S} Credits: 4

Members of the department
Expected to be offered in the next 3 years
Seminar: The Politics of Grief
What role has grief played in the black freedom struggle? How have conceptions of race and gender been articulated, expanded, and politicized through public performances of collective mourning? This seminar explores the ways in which post-emancipation black politics developed through efforts, often led by women, to not only challenge but to also embody and inhabit trauma. We will consider a range of theoretical texts alongside historical documents from the late nineteenth century to today. (H) (S) Credits: 4

AFR 175 Women Writers of Africa and the Caribbean
An introduction to works by contemporary women writers from Francophone Africa and the Americas. We consider how such writers as Ngũgĩ 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 aesthetic and cultural tensions of bilingualism in their work. (L) Credits: 4

Cross-Listed Courses

ENG 236 African-American Literature 1900 to the Present
Same as AFR 175. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AAS 170, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. (L) Credits: 4

ENG 282 The Harlem Renaissance
Same as AFR 245. A study of one of the first cohesive cultural movements in African-American history. This class focuses 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 include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes, and Nella Larsen among others. Enrollment limited to 40. (L) Credits: 4

FRN 230 Colloquium in French Studies
Topics course.

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

Additional Courses Related to Africana 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.

HST 266 (L) Emancipation and the Afterlife of Slavery
Examines the longevity of the U.S. Civil War in historical memory, as a pivotal period in the development of American racism and African American activism. Explores cutting-edge histories, primary source materials, documentaries, popular films, and visual and political culture. Explores the Civil War as a mass slave insurrection and studies the myriad meanings of Emancipation. Looks at the impact of slavery on race and racism on the twentieth and twenty-first centuries. (H) Credits: 4

WLT 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 consider how such writers as Ngũgĩ 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 aesthetic and cultural tensions of bilingualism in their work. (L) Credits: 4
ECO 311 Seminar: Topics in Economic Development
Topics course.

The Political Economy of Development in Africa
Since postcolonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. (S) Credits: 4
Members of the department
Normally offered in alternate years

ENG 222 Spirometers, Speculums and the Scales of Justice: Medicine and Law in 19th-Century African Diasporic Literature
During a time of rapid professionalization, medicine and law profoundly influenced New World ideas about what it means to be a human, a person, and a citizen, and how such definitions determined the rights of people of African descent. This course surveys 19th-century African diasporic authors’ and orators’ engagements with medical and legal theories on issues of slavery, emigration, crime and revolution. Supplementing our readings of slave literature, crime narratives, emancipation writings, poetry and fiction, we study contemporary and current theories of race and racial science, the human, non-human, and post-human, environmentalism, colonization, pain, disability, gender, sexuality and legal personhood. Our literary travels take us from colonial West Indies, Jamaica, and the antebellum U.S. to colonial Canada, Cuba and the Bahamas. (L) Credits: 4
Andrea Stephanie Stone
Expected to be offered in the next 3 years

ENG 241 The Empire Writes Back: Postcolonial Literature
Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers’ ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories, and address dominant notions of race, class, gender, and sexuality; women writers’ distinctiveness and modes of contesting patriarchal and colonial ideologies; global diasporas, migration, globalization and U.S. imperialism. Readings include Achbe, Adiche, Sädo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid, among others. (L) Credits: 4
Ambreen Hai
Expected to be offered in the next 3 years

FRN 230 Colloquium in French Studies
Topics course.

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

Members of the department
Normally offered each academic year

FRN 290 The Colonial City: Global Perspectives
Same as ARH 258. This class examines the architectural history of French colonialism from a global historical perspective. French colonialism marked the longest episode of French interaction with the non-European world. This class encourages a broader understanding of its architectural impact through approaching the buildings, towns and cities that emerged during French imperialism. We engage colonial iterations of “high style,” or official, governmental architecture, in addition to examining vernacular forms engendered because of the blending of building traditions. We consider sites in Africa, North America, the Caribbean, Asia and the Indian Ocean. We think through the social and economic factors that caused architectural and urban typologies to display marked continuities despite geographical distinctions. (E) (A) (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FRN 365 Francophone Literature and Culture
Topics course.

Food, Hunger, Memory: Literature of the Caribbean
Food and its absence are persistent themes in Caribbean literature. Cooking and culinary practices serve as a means of preserving cultural identities, yet can also reinforce colonial visions of the Caribbean as an exoticized space. Hunger figures as an indictment of that colonial history and of contemporary global inequities. Through studies of folk tales, short stories, poetry and novels, this course offers an introduction to the literature and major theoretical movements of Guadeloupe, Martinique and Haiti, with a focus on how cultural memory is inscribed in metaphors of consumption. (F) (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FYS 148 Migration Stories: Border-Crossing and Becoming in African-American Literature
This course explores how histories of migration have shaped the formation of black cultures and identities. African American culture and identities have always been in the crucible of migration, both forced and voluntary. Black people and black cultures have always been on the move and have always been in the process of formation and reformation. African peoples arrived in the “New World” as captives of the transatlantic slave trade. This historical event was devastating, yet it was also an occasion for new cultures and identities to be formed. Migration has compelled black peoples to refashion themselves, transform their environments and make their mark on the art and cultures of their new societies. Among the topics covered are: the transatlantic and domestic slave trades, fugitivity, the Great Migration from the South, the post-Civil Rights era “reverse migration,” and more recent immigrations by people from the Caribbean and Africa. We use literature, history, music and film to ask how these stories help us understand the intricacies of this rich history. Enrollment limited to 16 first-year students. Credits: 4
Members of the department
Expected to be offered in the next 3 years

FYS 182 Fighting the Power: Black Protest and Politics Since 1970
This seminar examines the various forms of black “politics,” broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-year students. (E) WI Credits: 4
Members of the department
Expected to be offered in the next 3 years
HST 258 (L) Modern Africa
This course provides an introductory survey of African history under colonial
rule and beyond. In doing so, the course offers students a framework for
understanding the political, social and economic history of modern Africa by
foregrounding the strategies African peoples employed as they made sense of
and confronted their changing historical landscapes. Key subjects include the
construction of the colonial state, African experiences with colonial rule, the
dilemmas of decolonization and life in an independent Africa.
(H) (S) Credits: 4 Members of the department
Normally offered each academic year

HST 259 (C) Aspects of African History
Topics course.

Decolonization, Nation and Political Imagination in Africa
This course explores the politics of decolonization and nationalism in 20th-
century Africa, while paying particular attention to the ways in which diverse
groups of Africans—women, ethnic and racial minorities, political exiles, youth
and expatriates, among others—articulated their unique views of the “nation”
as they made the transition from colonial to self-rule. Key topics include issues
of resistance and collaboration in African anticolonial movements, gender and
popular culture in late colonial and postcolonial Africa, the Cold War, and the
promise and disappointment of the postcolonial state. Enrollment limited to 18
students. (H) Credits: 4 Members of the department
Expected to be offered in the next 3 years

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861
Analysis of the historical realities, social movements, cultural expression
and political debates that shaped U.S. citizenship from the Declaration of
Independence to the passage of the Fifteenth Amendment. 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. (H) Credits: 4 Members of the department
Normally offered each fall

HST 266 (L) Emancipation and the Afterlife of Slavery
Examines the longevity of the U.S. Civil War in historical memory, as a pivotal
period in the development of American racism and African American activism.
Explores cutting-edge histories, primary source materials, documentaries,
popular films, and visual and political culture. Explores the Civil War as a mass
slave insurrection and studies the myriad meanings of Emancipation. Looks at
the impact of slavery on race and racism on the twentieth and twenty-first
centuries. (H) Credits: 4 Elizabeth S. Pryor
Normally offered each academic year

HST 270 (C) Aspects of American History
Topics course.

Anatomy of a Slave Revolt
During slavery, white Americans, especially U.S. slaveholders, feared the specter
of insurrection. Uprisings at Stono or those led by Denmark Vesey and Nat
Turner proved that slaves often fought back. Yet the central historiographical
question remains: why didn’t U.S. slaves overthrow enslavement like Haitian
slaves did on Santo Domingo? Enslaved people challenged slavery in a variety
of ways including violence, revolts, maroon communities, truancy, passing,
suicide and day-to-day resistance. This course examines the primary documents
and contentious historical debates surrounding the import of slave resistance,
primarily in the American South. Students examine slave societies, theories on
race, gender, sexuality and resistance, as well as modern literature and film to
investigate violent and nonviolent resistance and how they are memorialized
both in history and in the popular imagination. (H) Credits: 4 Members of the department
Normally offered in alternate years

HST 371 Seminar: Problems in 19th-Century United States History
Topics course.

African American Radicalism
(H) Credits: 4 Members of the department
Expected to be offered in the next 3 years

Remembering Slavery: A Gendered Reading of the WPA Slave Interviews
Despite the particular degradation, violence and despair of enslavement in the
United States, African American men and women built families, traditions and
a legacy of resistance. Using the WPA interviews—part of the New Deal Federal
Writers Project of the 1930s—this course looks at the historical memory of
former slaves by reading and listening to their own words. How did 70- through
90-year-old former slaves remember their childhoods and young adult lives
during slavery? And how do scholars make sense of these interviews given they
were conducted when Jim Crow segregation was at its pinnacle? The course
examines the WPA interviews as historical sources by studying scholarship that
relies heavily on them. Most importantly, students explore debates that swirl
around the interviews and challenge their validity on multiple fronts, even as
they remain the richest sources of African American oral history regarding slav-
ery. Students write an original research paper using the WPA interviews as their
central source. (H) Credits: 4 Members of the department
Normally offered each academic year

IDP 102 Race and Its Intersections With Class, Gender and Sexuality
This course offers an interdisciplinary, critical examination of race largely in
the context of the United States. Although race is no longer held by scientists to
have any essential biological reality, it has obviously played a central role in the
formation of legal codes (from segregation to affirmative action), definitions
of citizenship, economics (from slavery to discriminatory loan arrangements),
culture (dance, fashion, literature, music, sport) and identities. 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? How does it intersect with
gender, sexuality, social class, religion and abilities? By bringing together faculty
from a variety of programs and disciplines—and by looking at a range of
cultural texts, social studies and historical events where racial distinctions and
identities have been deployed, constructed and contested—we hope to give the
students an understanding of how and why race matters. This course meets for
10 sessions, beginning in the second week of the semester and ending on the
penultimate week. (E) Credits: 2 Members of the department
Expected to be offered in the next 3 years

PHI 215 African American Philosophy
This course explores debates about race, racism, moral status and identity in
recent and contemporary American philosophy. While examining the very
concepts of race and racism, we also investigate philosophical responses to race
issues in America. Enrollment limited to 20. (H) (S) Credits: 4 Members of the department
Normally offered in alternate years
Africana Studies

PHI 304 Colloquium in Applied Ethics
Topics course.

Affirmative Action: International Perspectives
This course examines the moral and legal underpinnings of the policy and practice of affirmative action. The moral basis of restitution and compensation is discussed in examining backward- and forward-looking justifications of affirmative action. Comparisons and contrasts are drawn between different groups affected (Woman, African Americans, Hispanic Americans, Asian Americans and European Americans) and between affirmative action policies in the U.S., India, Malaysia and South Africa. {H} {S} Credits: 2 Members of the department
Expected to be offered in the next 3 years

SOC 214 Sociology of Hispanic Caribbean Communities in the United States
This community-based 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 are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four hours per week to a local community-based organization. Prerequisite: Soc 101. Enrollment limited to 20. Credits: 0–5 Members of the department
Normally offered in alternate years

SPN 246 Latin American Literature and Culture
Topics course. May be repeated with a different topic.

Literary Constructions of Afro-Cuban Identity
This course explores the Afro-Cuban world in literature, history and culture through the writings of Fernando Ortiz, Lydia Cabrera, Miguel Barnet, Antonio Benitez-Rojo, Nicolas Guillen and Nancy Morejon. Readings in Afro-Cuban religious practice like Regla de Ocha, Regla de Palo and Abakua are included, as well as examples of Cuban ritual theater in plays by Gerardo Pulleda and Eugenio Hernandez Espinosa. Class discussions and most readings in Spanish. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F} {L} Credits: 4 Members of the department
Expected to be offered in the next 3 years

Race and Rebellion: Palenques and Cimarrones in the Americas
Most accounts of the slave trade and antislavery and abolition movements reflect European historical points of view. Few are the original documents by former slaves, but many are the actions and events documented in archives and chronicles regarding revolts. The goal of this class is to search for the voices and actions of the cimarrones, the “rebellious subjects” that sought freedom from the moment they were captured. The class explores the cultural phenomena of cimarronaje and the many run-away enclaves formed by Africans throughout the Americas. Attention is given to strategies of resistance particularly in Brazil, Cuba and Colombia. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F} {L} Credits: 4 Members of the department
Expected to be offered in the next 3 years

SWG 100 Issues in Queer Studies
This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Graded S/U only. {H} {L} {S} Credits: 2 Members of the department
Normally offered each spring

SWG 204 This Bridge Called My Back: Women of Color Cultural Production
This course examines personal narrative, literature, visual art and performance created by women of color in North America to understand ideas of identity, belonging and difference. We study the formation of women of color feminism from the 1970’s to the present through an interpretation of cultural forms, looking specifically at categories of race, indigeneity, gender, sexuality and class. We analyze how women of color authors and artists articulate frameworks of intersectionality, hybridity, coalition and liberation. Students write both a personal narrative essay and an analytical essay and have the option of completing a creative project. Prerequisite SWG 150 or permission of the instructor. {A} {H} Credits: 4 Members of the department
Expected to be offered in the next 3 years

SWG 300 Special Topics in the Study of Women and Gender
Topics course.

The Gay ‘80s
In this seminar, we look at the gay culture in the 1980s. In this regard, we consider four particular aspects: the AIDS epidemic in the U.S. and the activism that engages this crisis; the explosion of underground and mainstream art (visual art, music, literature, film, theater) that showcases an interest in thinking about sexuality, gender and gender normativity, sex and eroticism, and intersectionality; the decade’s culture of conservatism, especially in relationship to the legacy of the ’60s and the ’70s; and the emergence of queer studies scholarship. Permission of the instructor required. Prerequisite: SWG 150 and at least one additional course in SWG. Credits: 4 Members of the department
Expected to be offered in the next 3 years

THE 221 Rehearsing the Impossible: Black Women Playwrights
Interrupting the Master Narrative
Building on the legacy of Alice Childress, Lorraine Hansberry, Adrienne Kennedy and Ntozake Shange, this course explores the work of Pearl Cleage, Lynne Nottage, Suzan Lori Parks, Anne D. Smith and other playwrights who from the 1950s to the present go about reinventing the narrative of America. We consider their theatrical/artistic production in the context of black feminism. As artists, audiences and critics grapple with the enduring legacy of minstrel storytelling in the late 20th and early 21st centuries, what were/are the particular artistic and intellectual challenges for these theatre artists? What are/were their strategies, missteps, triumphs? {A} {H} {L} Credits: 4 Members of the department
Expected to be offered in the next 3 years

THE 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 playground 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 investigates the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Orlandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hansberry, Craig Lucas and Doug Wright, as well as films such as *The Curious Case of Benjamin Button*, *Pan’s Labyrinth*, *Children of Men*, *Crouching Tiger, Hidden Dragon*, *X-Men*, *Contact* and *Brother From Another Planet*. Enrollment limited to 18. (A) (L) Credits: 4
Andrea D. Hairston
Normally offered each fall

**WLT 205 20th-Century Literatures of Africa**
A study of the major writers and diverse literary traditions of modern Africa with emphasis on the historical, political and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Chinua Achebe, Ngũgĩ wa Thiong'o, Tsitsi Dangarembga, Chimamanda Ngozi Adichie, Nadine Gordimer, Njabulo Ndebele and Ama Ata Aidoo. We also watch and critique films such as *Blood Diamond*, *District 9*, *Tsotsi* and *The Constant Gardener*. (L) Credits: 4
Katwiwa Mule
Normally offered each fall

**WLT 266 Studies in South African Literature and Film**
Topics course.

*Modern South African Literature and Cinema*
A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele’s *The Cry of Winnie Mandela*, Alan Paton’s *Cry the Beloved Country*, André Brink’s *A Dry White Season*, Mahumo’s *The Last Grave at Dimbaza*, John Wood’s *Biko* (*Cry Freedom*), Anne Mare du Preez Bezdrob’s *Winnie Mandela: A Life* (*Winnie*) and Athol Fugard’s *Tsotsi*. We also study film classics such as *The Voortrekkers*, *Zulu/Zulu Dawn* and *Sarafina* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) (L) Credits: 4
Members of the department
Normally offered each spring
American Studies

Floyd D. Cheung, Ph.D., Professor of English Language and Literature  
Steve Waksman, Ph.D., Professor of Music  
Christen Mucher, Ph.D., Assistant Professor of American Studies, Director of the Smithsonian Program  
Kevin L. Rozario, Ph.D., Associate Professor of American Studies, Director  
Sarah Anne Gordon, Ph.D., Adjunct Lecturer  
Barbara A. Mathews, Ph.D., Lecturer  

Joan Leiman Jacobson Visiting Nonfiction Writer  
Susan C. Faludi  

Research Associates  
William T. Lhamon, Ph.D.  
Sherry Marker, M.A.

American Studies Committee  
Carrie N. Baker, J.D., Ph.D., Professor of the Study of Women and Gender  
Floyd D. Cheung, Ph.D., Professor of English Language and Literature  
Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study  
Michael E. Gorra, Ph.D., Professor of English Language and Literature  
Alexandra Linden Miller Keller, Ph.D., Professor of Film and Media Studies  
Richard H. Millington, Ph.D., Professor of English Language and Literature  
Michael T. Thurston, Ph.D., Professor of English Language and Literature  
Steve Waksman, Ph.D., Sylvia Dlugasch Bauman Professor of American Studies and Professor of Music  
Daphne M. Lamothe, Ph.D., Associate Professor of Afro-American Studies  
Kevin L. Rozario, Ph.D., Associate Professor of American Studies  
Andrea Stephanie Stone, Ph.D., Associate Professor of English  
Frazer D. Ward, Ph.D., Associate Professor of Art  
Christen Mucher, Ph.D., Assistant Professor of American Studies, Director of the Smithsonian Program  
Jennifer C. Malkowski, Ph.D., Assistant Professor of Film and Media Studies  
Samuel Ng, Assistant Professor of Africana Studies  
Walter Lane Hall-Witt, M.A., Interdisciplinary Studies Program, Director  


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 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, 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:

- 201 and 202.
- Eight courses in the American field: at least four must be focused on a theme defined by the student; at least two must be in the humanities and at least 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.
- 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, preferably in the area of the student’s focus.
- 340 or 341.

Adviser for Study Abroad: Advisers for the Major

Honors Director: Christen Mucher

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

Courses

AMS 100 Ideas in American Studies  
Topics course. Credits: 1

Members of the department

Normally offered in alternate years

AMS 201 Introduction to the Study of American Society and Culture  
An introduction to the methods and concerns of American studies. We 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 relationship to Europe, the question of race, the roles of women, family structure, social class and urban experience.  
(H) [L] Credits: 4

Members of the department

Normally offered each spring

AMS 202 Methods in American Studies  
What do Americans want? What do they fear? What is an “American”? How do we draw the line between those who belong and those who do not? How do we define citizenship, its rights and responsibilities? How do race, gender, class and other differences affect the drawing of these boundaries, and the contents of consciousness? This course introduces some of the exciting and innovative approaches to cultural analysis that have emerged over the last three decades. Students apply these methods to a variety of texts and practices (stories, movies, television shows, music, advertisements, clothes, buildings, laws, markets, bodies) in an effort to acquire the tools to become skillful readers of American culture, and to become more critical and aware as scholars and citizens.  
(A) [H] Credits: 4

Christen Mucher

Normally offered each fall
AMS 220 Colloquium
Topics course.

Dance Music Sex Romance: Popular Music, Gender and Sexuality from Rock to Rap
Since the 1950s rock ‘n’ roll and other forms of youth-oriented popular music in the U.S. have embodied rebellion. Yet the rebellion that rock and other popular music styles like rap have offered has often been more available to men than women. Similarly, the sexual liberation associated with popular music in the rock and rap eras has been far more open to “straight” desires over “queer.” This course will examine how popular music from the 1950s to the present has been shaped by gender and sexuality, and the extent to which the music and its associated cultural practices have allowed artists and audiences to challenge gender and sexual norms, or alternately have served to reinforce those norms albeit with loud guitars and a heavy beat. Enrollment limited to 20. {A} {H} {L} Credits: 4

Members of the department
Normally offered in alternate years

Curating American Memories
Which histories become part of national memory, and which do not? This course interrogates the intellectual, political and pedagogical bases of literature, museums and public history in the U.S. from the 18th century to today. We devote part of our time to the theoretical readings that will ground our inquiry: texts range from museum studies, anthropology and sociology, to history, literary studies and cultural studies. The other part focuses on specific historical and present-day case studies, such as PT Barnum’s American Museum, Wannamaker’s Hiawatha Shows, the President’s House and the Pop-Up Museum of Queer History. {A} {H} Credits: 4

Members of the department
Normally offered in alternate years

AMS 225 Corporate Capitalism, Media and Protest in America
The U.S. Constitution recognizes a free press as the lifeblood of democracy with a mandate to inform citizens and hold the powerful accountable. But there is widespread distrust of the media in American society today. This course analyzes the transformation of the press into a corporate enterprise over the past 150 years, and the opposition this has provoked. Examining key developments (the creation of multinational media conglomerates as well as new digital media alternatives) and focusing on case studies such as Occupy Wall Street, Black Lives Matter, and the 2016 Elections, we examine the influence of the media on American political, economic, and cultural life. {H} {S} Credits: 4

Members of the department
Expected to be offered in the next 3 years

AMS 227 Trade and Theft in Early America
A seventeenth-century engraving imagines an encounter between two men wearing feathers and holding onto the same string of shells: depending on your perspective, this image looks like a scene of trade or one of theft at knife-point. In understanding moments from the past, representation and perspective shape not just interpretation, but sources themselves. Seeing moments as both trade and theft opens them to tellings and analyses from multiple perspectives, exposing overlooked elements and revealing the ways in which histories are made. This course introduces students to Early American history (c1500–1800) through the themes of trade, theft, representation, and perspective. {E} {H} {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years

AMS 229 Native New England
In this course we interrogate the space now known as “New England” by learning about it as a land with histories, peoples and life ways that predate and exceed the former English colonies and current United States. We devote our semester to studying the cultural distinctiveness of the Native peoples of New England—for example, the Mohawk, Mohogan, Abenaki, Wampanoag and Schaghticoke peoples—and to understanding the historical processes of encounter, adaptation, resistance and renewal that have characterized Native life in the area for centuries. We explore histories of the pre- and post- “contact” period through the perspectives of various Native communities, and discuss the legacies of these histories for Native New England today. {H} {L} {S} Credits: 4

Members of the department

AMS 230 Colloquium: The Asian/Pacific/American Experience
This course is open to anyone particularly interested in learning about Asian/Pacific/American (A/P/A) history. The objective of the course is two-fold. The first 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 Asian/Pacific region. The second is to introduce them to the various themes as well as methodological and theoretical frameworks used by scholars in the field of A/P/A Studies in order to encourage them to either work toward a Five College A/P/A Studies Certificate or pursue further studies in the field.

Narratives of Internment.
During World War II, over 120,000 Japanese and Japanese American residents and citizens of the United States and Canada were forcibly removed from their homes and incarcerated in government-run facilities that were euphemistically called internment camps and relocation centers. Since the 1940s, historians, novelists, poets, filmmakers, visual artists, psychologists and many others have narrated the experience of incarcerees. These narratives seek not only to tell stories, but also to investigate the ironies, contradictions, and paradoxes that led to incarceration, oversaw its execution, and continue to linger. This course will engage meditatively and critically with selected narratives of internment - truly, incarceration - such as novels by Julie Otsuka, poetry by Mitsuye Yamada and Lee Ann Roripaugh, art by Muriro Makauchi and Miné Okubo, photographs by Ansel Adams, films by the U.S. Office of War Informatin and Cynthia Fujikawa, psychological studies by Donna Nagata, and histories by Michi Weglyn and Roger Daniels. Enrollment limited to 25. {H} {L} Credits: 4

Members of the department

AMS 232 American Conservatism in the Age of Trump
This course surveys the recent history of political conservatism in the United States, with an emphasis on the present moment. Topics include the various ideological strains that inform American conservatism (traditionalism, Christian evangelicalism, neoliberalism, neoconservatism, reform conservatism, Alt-Right); affective styles and strategies that animate conservative politics; institutional networks that support conservative coalition-building and the propagation of conservative ideas (media, think tanks, PACs); the “tribal” polarization of the American political parties around issues such as race, gender, sexuality, climate change, and gun control. We will seek especially to analyze and interpret the election of Donald Trump as the nation’s 45th president. Enrollment limit of 25. {E} {H} {S} Credits: 4

Members of the department

AMS 235 American Popular Culture
This course offers 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 a variety of pop culture sources, 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. | Members of the department |

**AMS 236 Difference and the Digital Media** 
In this course, we will examine the ways that “difference”—race, gender, sexuality, disability, and class—is produced and reproduced in an era of digital media. Some questions to guide our inquiry include: How do digital technologies and digital media contribute to the intersectional production of gender, sexuality, disability, and race, particularly as these categories overlap with converged media, consumption, capital, labor, citizenship, participation, and surveillance? How are concepts of difference embodied in technology? In addition, we will trace how people use technology to resist and challenge racial, gender, and sexual norms. Enrollment limit of 20. | Members of the department |

**AMS 302 Seminar: The Material Culture of New England, 1630–1860** 
This seminar examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum’s world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, we explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Admission by permission of the instructor. | Members of the department |

**AMS 340 Introduction to Disability Studies** 
This course serves as an introductory exploration of the field of disability studies. It asks: how do we define disability? Who is disabled? And what resources do we need to properly study disability? Together, students investigate: trends in disability activism, histories of medicine and science, conceptions of “normal” embodiment, the utility of terms like “crip” or “disabled” and the representation of disability in culture. Enrollment limit of 20. | Members of the department |

**AMS 241 Disability in Popular Culture** 
From butt-kicking warriors like Imperator Furiosa, to state leaders like New York governor David Paterson and former president FDR, to ultra-glamorous models like Jillian Mercado and Nyle DiMarco, images of and persons with disabilities have shaped the discourse of American popular culture. Though popular literary genres have long framed disability as tragic or pitiable, disabled writers have successfully appropriated popular, commercial styles to leverage critiques against dominant conceptions of disability. The purpose of this course is to investigate what arguments these popular texts make, whether implicitly or explicitly, about disability. Enrollment limit of 20. | Members of the department |

**AMS 253 Native Literacies to 1880** 
This course explores the meaning and use of writing—in many forms—within Native communities in the Americas. We challenge the conventional understanding of writing by examining texts not usually considered as such—like hieroglyphic codices, wampum belts, khipu, and winter counts—alongside poetry, sermons, memoirs and treaties. To facilitate this work, the course is arranged thematically by tribe, technology, or text, rather than chronology, allowing us to deepen our knowledge about the peoples and histories concerned each week. In addition, we immerse ourselves in current-day debates over language study, textual recovery, cultural heritage and scholarly ethics. Prerequisite: a course in history, anthropology or American studies. | Members of the department |

**AMS 351 Seminar: Writing About American Society** 
Topics course. Same as ENG 384. A writing sample and permission of the instructor are required. Enrollment limited to 12. | Members of the department |

**AMS 341 Symposium in American Studies** 
Topics course. Limited to senior majors. | Members of the department |

**Writing Women** 
Women have historically exerted their voice and power through writing, even as the professional writing trades of journalism and publishing have historically been unwelcoming of their presence. This class examines reporting and writing by and about women, and engages students in the practice of writing about gender, feminism, and women’s lives. This is a workshop class where students produce their own research and reported magazine-style writing, while simultaneously inspecting how the media represents women’s issues and learning the history of women writers in American journalism. As we examine these works,
we grapple with questions of interviewing, structure, ethics, fair representation
and more. This critical approach informs the course’s workshop component, in
which students compose and revise their own stories, receiving feedback from
peers as well as the instructor. Members of the department
Normally offered each academic year

AMS 400 Special Studies
Admission by permission of the instructor and the program director.
Credits: 1–4
Members of the department
Normally offered both fall and spring semesters

AMS 408D Special Studies
Admission by permission of the instructor and the director. This is a full-year
course. Credits: 8
Members of the department
Normally offered both fall and spring semesters

Cross-listed and Additional Courses

ARX 340 Taking the Archives Public
The capstone seminar brings together a cohort of concentrators and other
advanced students to explore contemporary issues at the intersection of
archives and public history. The seminar readings focus on case studies about
contemporary challenges in preservation, access and interpretation of archival
materials. In a variety of media, students analyze how these materials become
part of a meaningful and usable past for general audiences. In addition, each
student completes an independent public history project that draws on primary
sources and materials objects from local repositories. Enrollment limited to 15.
Kelly P. Anderson
Normally offered each spring

ENG 384 Writing About American Society
Topics course. Same as AMS 351. A writing sample and permission of the
instructor are required. Enrollment limited to 12.

Writing About Women and Gender
Women have historically exerted their voice and power through writing, even as
the professional writing trades of journalism and publishing have historically
been unwelcoming of their presence. This class examines reporting and writing
by and about women, and engages students in the practice of writing about
gender, feminism, and women’s lives. This is a workshop class where students
produce their own researched and reported magazine-style writing, while simulta-
neously inspecting how the media represents women’s issues and learning the
history of women writers in American journalism. As we examine these works,
we grapple with questions of interviewing, structure, ethics, fair representation
and more. This critical approach also informs the course’s workshop compo-
nent, in which students compose and revise their own stories, receiving feedback
from peers as well as the instructor. Permission of the instructor is required.
Enrollment limited to 12. Members of the department
Normally offered each academic 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 in-
ternship at the Smithsonian Institution in Washington, D.C. The academic pro-
gram 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 re-
siding 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, reli-
gion 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
are available at the beginning of the second semester.

AMS 410 Tutorial on Research Methods at the Smithsonian
Individual supervision by a Smithsonian staff member. Given in Washington,
D.C. Members of the department
Normally offered each fall

AMS 411 Seminar: American Culture—Conventions and Contexts
Exhibiting Culture: An Introduction to Museum Studies in America. This
semester 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 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 make use of the rich resources of the Smithsonian as well as other
museums in Washington, D.C. Class discussion is balanced with behind-the-
scenes visits/field trips to museums, where we 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.) Members of the department
Normally offered each fall

AMS 412 Research Project at the Smithsonian Institution
Tutorial supervision by Smithsonian staff members. Given in Washington, D.C.
Members of the department
Normally offered each fall
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 found under the courses tab. (Other courses may count toward the minor with permission of the student’s adviser.)

Related Courses

Please see home department for complete course descriptions.

CLS 150 Roots: Greek and Latin Elements in English
   (L) Members of the department
   Normally offered in alternate years

FYS 117 The Bible and the American Public Square
   WI (H) (L) Joel S. Kaminsky
   Expected to be offered in the next 3 years

GOV 261 Ancient and Medieval Political Theory
   (S) J. Patrick Coby
   Normally offered in alternate years

HST 201 (L) The Silk Road and Premodern Eurasia
   (H) Richard Lim
   Normally offered each academic year

HST 204 (L) The Roman Republic
   (H) Richard Lim
   Normally offered in alternate years

HST 205 (L) The Roman Empire
   (H) Richard Lim
   Normally offered each spring

HST 206 (C) Aspects of Ancient History
   Diseases, Health and Medicine in the Ancient World: An Intellectual and Cultural History

LAT 214 Introduction to Latin Literature in the Augustan Age
   (H) (L) Barry A. Spence
   Normally offered each fall

LAT 330 Advanced Readings in Latin Literature I & II
   Latin Love Poetry
   (F) (L) Members of the department
   Normally offered each spring

PHI 124 History of Ancient and Medieval Western Philosophy
   (H) (M) Susan Levin
   Normally offered each fall

REL 214 Women in the Hebrew Bible
   (H) (L) Joel S. Kaminsky
   Expected to be offered in the next 3 years

REL 215 Introduction to the Bible II
   (H) (L) Lowell Scott Brand
   Expected to be offered in the next 3 years

REL 310 Seminar: Hebrew Bible
   Why Do the Innocent Suffer?
   (H) (L) Members of the department
   Expected to be offered in the next 3 years

WLT 202 Western Classics in Translation, from Homer to Dante
   WI (L) Robert Ellis Hosmer, Nancy J. Shumate
   Normally offered each fall

Courses that count toward the minor but are not offered in 2019–20 include:

ARH 212 Ancient Cities and Sanctuaries
   Members of the department
   Expected to be offered in the next 3 years

ARH 216 The Art and Architecture of the Ancient Roman World
   Members of the department
   Expected to be offered in the next 3 years

ARH 280 Art Historical Studies
   Swords and (c)andals: Ancient Rome in Film/Form
   Members of the department
   Expected to be offered in the next 3 years

CLS 190 The Trojan War
   Members of the department
   Normally offered in alternate years
HST 202 (L) Ancient Greece
Members of the department
Normally offered in alternate years

HST 203 (L) Alexander the Great and the Hellenistic World
Members of the department
Normally offered in alternate years

LAT 212 Introduction to Latin Prose and Poetry
Nancy J. Shumate
Normally offered each fall

LAT 330 Advanced Readings in Latin Literature I & II
Roman Satire
Members of the department
Normally offered each spring

Roman Letters
Members of the department
 Normally offered each fall

REL 112 Introduction to the Bible I
Members of the department
Normally offered each academic year

REL 213 Social Justice in the Hebrew Bible
Members of the department
Expected to be offered in the next 3 years
The Major

Advisers: Fernando Armstrong-Fumero, Suzanne Gottschang, Colin Hoag, Pinky Hota, Elizabeth Klarich, Caroline Melly

Advisers for Study Abroad: Africa: Colin Hoag and Caroline Melly; East Asia: Suzanne Gottschang; Latin America: Fernando Armstrong-Fumero and Elizabeth Klarich; South Asia: Pinky Hota

Requirements: Eight 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. Three additional courses for the major may be in anthropology or in fields linked to the student’s anthropological interests, such as language, math or science with approval of adviser. Students must show a competency in a foreign language equivalent to four semesters of college-level courses. A maximum of two language courses may count toward the three additional courses for the major. Students who wish to focus their major in biological anthropology may replace the language requirement with two courses in mathematics (M) or natural science (N) if the courses serve as an essential foundation for advanced work in this subfield and they are above the 100 level. Any alternative for the language requirement should be developed in consultation with an adviser and must be part of an overall plan of studies approved by the entire department.

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 study 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 anthropology or additional courses in archaeology may take advantage of the excellent resources in the Five Colleges.

Honors

Director: Fernando Armstrong-Fumero

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

Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses.

ANT 130 Introduction to Cultural Anthropology
This course explores the similarities and differences in the cultural patterning of human experience, compares economic, political, religious and family structures in Africa, the Americas, Asia and Oceania and analyzes the impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Limited to first-year students and sophomores. Total enrollment of each section limited to 25. (S) Credits: 4
Fernando Armstrong-Fumero, Suzanne K. Gottschang, Pinky Hota, Caroline M. Melly
Normally offered both fall and spring semesters

ANT 135 Introduction to Archaeology
Same as ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical technique 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. This course is 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. Limited to first-year students and sophomores. Enrollment limited to 30. (N) (S) Credits: 4
Members of the department
Normally offered each academic year

ANT 200 Research Methods in Anthropology
This course introduces students to the variety of methods of inquiry used for research in anthropology. Throughout the semester, students are introduced to methods of locating and analyzing information and sources, developing research questions and writing. Normally taken in the spring of the sophomore or junior year. Prerequisite: 130 and permission of the instructor. Enrollment limited to 20 anthropology majors. (S) Credits: 4
Colin B. Hoag
Normally offered each spring

ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas
This course is not taught on the Smith College campus. Same as ANT 216 at Mount Holyoke College and ANT 220 at Amherst College. Early European explorers, modern travelers, collectors, curators and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students learn how archaeologists study a variety of artifact types within museum collections and have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. Credits: 4
Members of the department
Normally offered in alternate years

ANT 221 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 address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach. Credits: 4

Members of the department

ANT 223 In Sickness and in Health: Biopolitics, Public Health and Medicine in East Asia
Same as EAS 223. What happens when states focus on their citizen’s potential productivity and discipline to serve the interests of the nation? Biopolitics or the regulation and optimization of populations relies on biomedicine, science, statistics, laws, and policies to ensure the health and future of the nation. Using an anthropological lens the course examines how trajectories of East Asian history, politics, and science intersect with health in our globally connected futures. From SARS, AIDS, and Avian Flu, the dynamics of public health and medicine in East Asia offer an opportunity to develop insights into the relations between states, populations, and citizens. (E) [S] Credits: 4

Suzanne K. Gottschang
Expected to be offered in the next 3 years

ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
Same as ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes “the human” is far from straightforward. This course examines the changing ways that “Anthropos” is being understood in an era of rapid global climate change and our planet’s sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism, and the Anthropocene concept. Enrollment limit of 30. [S] Credits: 4

Colin B. Hoag
Expected to be offered in the next 3 years

ANT 226 Archaeology of Food
This course explores (1) how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago, and (2) new directions in the archaeology of food across time and space. The first part of the semester focuses on the types of archaeological data and analytical methods used to understand the “agricultural revolution.” Case studies from both centers and noncenters of domestication are used to investigate the biological, economic and social implications of changing foodways. During the remainder of the semester, emphasis is placed on exploring a number of food-related topics within archaeology, such as 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 across the globe. This course is also offered at Mount Holyoke College in fall 2018 (ANT 216). [S] Credits: 4

Members of the department
Expected to be offered in the next 3 years

ANT 229 Africa and the Environment
In Western discourses, African environments are defined by violence, famine, and degradation—symptoms of African cultures that resist Western values such as private property, democracy, and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science, and more. Topics covered include gender, race, land grabbing, indigenous knowledge, the commons, the “cattle complex,” desertification, oil, dams, and nationalism. (H) [N] [S] Credits: 4

Colin B. Hoag
Expected to be offered in the next 3 years

ANT 233 History of Anthropological Theory
This course reviews the major theoretical approaches and directions in cultural anthropology from the 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 postmodern 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: 130 or permission of the instructor. [S] Credits: 4

Fernando Armstrong-Fumero
Normally offered each academic year

ANT 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 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 are 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. Enrollment limited to 30. [S] Credits: 4

Members of the department

ANT 237 Native South Americans
Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include early migration, cultural classifications, pre-Hispanic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. [N] [S] Credits: 4

Members of the department

ANT 238 Anthropology of the Body
Anthropology vitalizes bodies as socially meaningful, and as sites for the inculcation of ethical and political identities through processes of embodiment, which break down divides between body as natural and body as socially constituted. In this class, we engage these anthropological understandings to read how bodies are invoked, disciplined and reshaped in prisons and classrooms, market economies and multicultural democracies, religious and ethical movements, and the performance of gender and sexuality, disease and disability. Through these accounts of the body as an object of social analysis and as a vehicle for politics, we learn fundamental social theoretical and anthropological tenets about the embodiment of power, contemporary politics as forms of “biopolitics,” and the deconstruction of the normative body. [S] Credits: 4

Pinky Hota
Normally offered in alternate years

ANT 248 Medical Anthropology
This course looks at the cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention is given to the role of the traditional healer,
the anthropological contribution to international health care and the training of physicians in the United States. Enrollment limited to 30.

ANT 249 Visual Anthropology
This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus on the production of visual materials (photographs and films, in particular) by anthropologists, as well as on the anthropological analysis of visual artifacts produced by other people. We consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention is paid to issues of representation, authority, authenticity, and circulation of visual materials. Enrollment limited to 30. (S) Credits: 4

Expected to be offered in the next 3 years

ANT 250 The Anthropology of Reproduction
This course uses anthropological approaches and theories to understand reproduction as a social, cultural and biological process. Drawing on cross-cultural studies of pregnancy and childbirth, new reproductive technologies, infertility and family planning, the course examines how society and culture shape biological experiences of reproduction. We also explore how anthropological studies and theories of reproduction intersect with larger questions about nature and culture, kinship and citizenship among others.

(S) Credits: 4

Suzanne K. Gottschang

Expected to be offered in the next 3 years

ANT 251 Women and Modernity in China and Vietnam
This course explores the roles, representations and experiences of women in 20th-century China and Vietnam 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 cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, the 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) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 252 The City and the Countryside in China
With more than 80 percent of its population based in rural areas, China is usually viewed as a primarily agrarian society. However, economic reforms in the past 20 years have brought about dramatic growth in China’s urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how broader social and historical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 253 Introduction to East Asian Societies and Cultures
This course provides a survey of the anthropology of contemporary East Asian societies. We examine the effects of modernization and development on the cultures of China, Japan and Korea. Such topics as the individual, household and family; marriage and reproduction; religion and ritual; and political economic systems are introduced through ethnographic accounts of these cultures. This course provides students with sufficient information to understand important social and cultural aspects of modern East Asia. (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 254 The City and the Countryside in China
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 255 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 256 The City and the Countryside in China
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 257 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 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. (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 258 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 259 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 260 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 261 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 262 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 263 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 264 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 265 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 266 Performing Culture
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 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. (S) Credits: 4

Members of the department

Expected to be offered in alternate years

ANT 267 Contemporary South Asia
This course introduces students to the culture, politics and everyday life of South Asia. Topics covered 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 colonial construction of social scientific knowledge, and debates over “tradition” and “modernity.” In this way, we address both the varieties in lived experience in the subcontinent and the key scholarly, popular and political debates that have constituted the terms through which we understand South Asian culture. Along with ethnographies, we study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. (S) Credits: 4

Members of the department

Expected to be offered each academic year

ANT 268 Indigenous Cultures and the State in Mesoamerica
This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we explore the rise of native state-level societies, the transformations that marked the process of European colonization, and the relationship of local indigenous communities to post-colonial states and transnational social movements. Texts used in the course place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. (S) Credits: 4

Fernando Armstrong-Fumero

Expected to be offered in the next 3 years

ANT 270 Native American Linguistics
North America is linguistically diverse and was home to more than 300 languages prior to the arrival of Europeans; since the arrival of Europeans, over half of these languages have gone extinct. This course examines the languages currently and historically spoken by the indigenous peoples of North America, focusing on linguistic diversity and language endangerment, preservation, and revitalization. We examine early linguistic work by anthropologists; the language families of North America; the typology of Native American languages,
including phonology, morphology, and syntax; the impact of colonialism
on Native American language and culture; and current documentary and
revitalization work. Prerequisite: ANT 200 level or higher. Enrollment limited
25. (E) (S) Credits: 4

Members of the department

ANT 271 Globalization and Transnationalism in Africa

This course considers the shifting place of Africa in a global context from
various perspectives. Our goal is to understand the global connections and
exclusions that constitute the African continent in the new millennium. We
explore such topics as historical connections, gender, popular culture, the global
economy, development, commodities, health and medicine, global institutions,
vigilence and the body, the postcolonial state, religion, science and knowledge,
migration and the diaspora, the Internet, and communications and modernity.
Enrollment limited to 30. (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 274 The Anthropology of Religion

What can anthropologists teach us about religion as a social phenomenon? This
course traces significant anthropological approaches to the study of religion,
asking what these approaches contribute to our understanding of religion in the
contemporary world. Topics include religious experience and rationality; myth,
r ritual and magic; rites of passage; function and meaning; power and alienation;
religion and politics. Readings are drawn from important texts in the history of
anthropology and from contemporary ethnographies of religion. (S) Credits: 4

Pinky Hota

Normally offered each academic year

Seminars

ANT 300 Ethnographic Design

This course harnesses students’ current and previous coursework to address a
“real life” ethnographic design problem. Working in conjunction with students
enrolled in ANT 200, students will help to design and carry out a qualitative
research project led by an anthropology faculty member and will gain insight
into anthropology’s practical applications. Students are expected to take
leadership roles, think creatively and concretely, work well collaboratively, and
see projects through to completion. Regular meetings, progress reports, interim
and final reports, and presentations are required. Permission of instructor
required. Enrollment limit of 10. (E) Credits: 4

Colin B. Hoag

Normally offered each spring

ANT 317 Seminar: The Anthropology of Landscape—Space, Place, Nature

Landslapes have long figured as a backdrop for anthropological studies,
but recently the landscape has emerged as an object of deeper interest. From
abandoned city blocks in Detroit, the shores of Walden Pond, the savannas of
Eastern Africa, or the Chernobyl exclusion zone, landscapes are potent social
and material phenomena. In this course, we explore theories of landscape from
different disciplinary perspectives, and then use them to think through the
ways that landscapes present themselves to anthropologists and their subjects.
Topics include post-industry, colonial gardens, the US “West,” invasive species,
environmental racism, time, capitalism, cartography and counter-mapping,
and environmental conservation. Enrollment limit 12.

[N] (S) Credits: 4

Members of the department

Normally offered in alternate years

ANT 340 Seminar: Topics in Anthropology

Topics course.

Topic: Ethnographic Writing

Anthropological writing must convey the life-worlds of people and the textures
of ethnographic encounters and fieldwork, and engage with and refine anthropological theories. How can writing do all of this at once? And as we craft a narrative, what do we leave out? Do we really describe ethnographic “reality” or do we create anthropological fictions? Why then do we look to ethnographic accounts to understand societies and cultures? Anthropological writing has dealt with these questions and more since its inception but most profoundly since the 1980s. In this class, we read pieces that reflect on and innovate with writing as anthropological praxis, the doubts that have riddled it and the larger developments that have engendered around issues of fact versus fiction, representation, narrative style, writing as a form of political action and the creation of knowledge. We also workshop ethnographic writing in class to observe these tensions in our own work, understand them as rites in the creation of anthropological knowledge and work through them to craft anthropological narratives. (S) Credits: 4

Members of the department

Normally offered in alternate years

ANT 342 Seminar: Topics in Anthropology

Topic: Biopower, Biopolitics and Governance

The obesity epidemic, personalized cancer treatments, and the commercialization
of surrogate pregnancy represent manifestations of Foucault’s conception of
biopower or the regulation of the lives of individuals and populations. While
institutions like law, medicine, and public health can make visible state interests
in bodies and population, more indirect social processes operate to the same
ends. For example, advertising and consumer products indirectly shape norms
and ideals convergent with government interests. This seminar explores the
workings and limitations of biopower, biopolitics, and governance through case
studies drawn from anthropology. Credits: 4

Members of the department

Normally offered in alternate years

ANT 347 Seminar: Topics in Anthropology

Topic: Traditional Chinese Medicine

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 is 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] Credits: 4

Members of the department

ANT 352 Seminar: Topics in Anthropology
Topics course.

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 trans-national 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] Credits: 4

Members of the department

 Normally offered in alternate years

Politics of Language
Language policies have emerged as a particularly contentious space in which national and minority groups express their sense of collective identity and rights. Demanding respect for minority languages, and promoting their use in daily life or mass media, becomes especially important in cases where language loss is associated with forced cultural assimilation or different forms of discrimination. In this seminar, each student develops a case study of language rights issues based on a particular language or language group. Topics can include the politics of bilingual education, the representation of minority languages in different media, the relationship to language and human rights, and the practical work of language revitalization. [S] Credits: 4

Members of the department

 Normally offered in alternate years

ANT 353 Seminar: Topics in Anthropology
Topics course.

Citizenship and Belonging
What does it mean to belong—to a city, a nation, a global community—from an anthropological perspective? How do passports, blood tests, border checkpoints, and voting ballots produce and reinforce ideas about citizenship? How are global movements of people and capital transforming notions of belonging? How does globalization challenge conventional understandings of citizenship as a particular relationship to a nation-state? This seminar considers the political, cultural and economic dimensions of citizenship and belonging. Our perspective is global and takes into account both national and transnational identities and practices. [S] Credits: 4

Members of the department

 Normally offered in alternate years

General Courses

ANT 400 Special Studies
By permission of the department, for junior and senior majors. Credits: 2–4

Members of the department

ANT 408D Special Studies
This is a full-year course. Credits: 8

Members of the department

ANT 430D Honors Project
Credits: 8

Members of the department

ANT 432D Honors Project
Credits: 12

Members of the department
Archaeology

Advisory Committee
Scott A. Bradbury, Ph.D., Professor of Classical Languages and Literatures
Bosiljka Glumac, Ph.D., Professor of Geosciences
Joel S. Kaminsky, Ph.D., Professor of Religion
Barbara A. Kellum, Ph.D., Professor of Art, Director
Elizabeth A. Klarich, Ph.D., Associate Professor of Anthropology
Dana Leibsohn, Ph.D., Professor of Art
Richard Lim, Ph.D., Professor of History
Thalia A. Pandirli, Ph.D., Professor of Classical Languages and Literatures and of World Literatures
Rebecca Worsham, Ph.D., Visiting Assistant Professor in Classics

The Minor

Requirements
1. ARC 135/ANT 135 Introduction to Archaeology
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 website 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 (fieldwork), 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.

ARC 112 Archaeological Geology of Rock Art and Stone Artifacts
Same as GEO 112. 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 or 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. Credits: 4

ARC 135 Introduction to Archaeology
Same as ANT 135. This course studies past cultures and societies through their material remains. Explores 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. This course is 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. Limited to first-year students and sophomores. Enrollment limited to 30. [N] [S] Credits: 4

ARC 400 Special Studies
By permission of the Archaeology Advisory Committee, for junior or senior minors. Credits: 2–4

ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas
This course is not taught on the Smith College campus. Same as ANT 216 at Mount Holyoke College and ANT 220 at Amherst College. Early European explorers, modern travelers, collectors, curators and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students learn how archaeologists study a variety of artifact types within museum collections and have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. Credits: 4

ANT 221 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 address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach. Credits: 4

ANT 237 Native South Americans
Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include early migration, cultural classifications, pre-Hispanic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. [N] [S] Credits: 4
ANT 347 Seminar: Topics in Anthropology

Topics course.

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 is 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} Credits: 4

Members of the department

 Normally offered in alternate years

ARH 204 Art and Architecture of the Ancient Americas

What is “antiquity” in the Americas? To explore this question, this class focuses upon visual cultures and urban settings from across the Americas. Emphasis rests upon recent research — especially about the Inka, the Aztec, and their ancestors but we will also study current debates in art history and archaeology. Among the themes we will discuss: sacrifice and rulership, representations of human and deified beings, the symbolic and economic meanings of materials and the ethics of excavation and museum display. Case studies include architectural complexes, textiles, ceramics and sculpted works from Peru, Mexico, the Caribbean and the U.S. Southwest. Group A, Counts for ARU. {A} {H} Credits: 4

Dana Leibsohn

Expected to be offered in the next 3 years

ARH 207 Translating New Worlds

This course investigates how New World explorations were translated into visual and material culture. Focusing upon geographies, “anthropologies”, material objects, and pictorial and written records, we analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (corn, chocolate, red dye, gold and silver) to published narratives and collections of objects made in the colonial Americas. Case studies are drawn from Canada, Mexico, Peru, the Great Plains of the United States and the Hawaiian Islands. In addition to initial colonial contacts, we discuss current cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. Group A. {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 212 Ancient Cities and Sanctuaries

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. We probe how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Group A, Counts for ARU. {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 216 The Art and Architecture of the Ancient Roman World

From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., are the subject of study. We also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. Group A, Counts for ARU {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 280 Art Historical Studies

Topics course. Students may take up to four semesters of ARH 280 Art Historical Studies, as long as the topics are different.

Virtual Ancient Worlds

Virtual reality now make it possible to fly through the Roman Forum when the empire was at its height, to see the Sanctuary of the Great Gods at Samothrace at night by torchlight as initiates did thousands of years ago and to savor the sculptural treasures of Hadrian’s Villa reinstalled in situ. These powerful visualization tools produce compelling seamless worlds, but ones which raise challenging questions of interpretation. By seeking to understand the models and assumptions on which these virtual worlds are based, we delve into contemporary and ancient modes of viewership, identity and spatial experience. Group A, Counts for ARU. {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Swords and S(c)andals: Ancient Rome in Film/Form

Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO’s Rome (2005-2007) and Ridley Scott’s Gladiator (2000), we’ll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze them in aesthetic, historical and ideological terms. Their 20th-century counterparts, from films of the silent era to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classes like Caligula (1979), will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. Group A, B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

The Beauty of Beasts in the Ancient Roman World

From animal fables, to pets, to heroic named beasts who died in the amphitheater, the visual culture of the ancient Roman world was filled with images of animals. Dogs, cats, birds, asses, elephants, lions, tigers, leopards and myriad others appear in contexts from luxury villas to funerary monuments. Utilizing the lens of interdisciplinary studies we explore how the Romans thought with animals representationally in ways which may initially seem familiar but prove to be distinctively different in culturally specific ways. Considering how the human/animal binary works in a past culture has the potential to reveal something about how systems of knowledge and power are structured and maintained. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 285 Great Cities

Topics course.

Pompeii

A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classes like Caligula (1979), will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. Group A, B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 292 Collecting the Past: Art, Artifact and Ancient America

Who collects ancient art? What makes antiquities worthy of display? This colloquium focuses on contemporary debates in the field of ancient American art history. Among the topics we consider: architectural restoration, the legalities and ethics of collecting, indigenous perspectives on the display and interpretation of antiquities, and technologies for representing the past. The course consists of wide-ranging weekly readings and discussion, giving special
attention to the intersection of art history and museum exhibitions. Prerequisite: one 200-level course in art history, archaeology, museum studies or the culture/history of Latin America. Not open to first year students. Enrollment limited to 18. Group A [A] {H} Credits: 4

Members of the department
Expected to be offered in the next 3 years

ARH 315 Studies in Roman Art
Topics course.

At Home in Pompeii
The houses of ancient Pompei—with their juxtapositions of wall paintings, gardens and objects of display—serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. Counts for ARU. Credits: 4

Members of the department
Expected to be offered in the next 3 years

CLS 217 Greek Art and Archaeology
Same as ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100-168 BCE) and handles an array of settlements, cemeteries, and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (E) {A} {H} Credits: 4

Members of the department
Normally offered in alternate years

CLS 237 Artifacts of Daily Life in the Ancient Mediterranean
This course uses the artifacts of the Van Buren Antiquities Collection as a starting point for investigating the daily life of the Greek and Roman worlds. In particular, students will select and research an object or objects for which to develop an "object biography," through which the people who produced, used, and reused these objects might be accessed. Additional attention is given to the place of objects in archaeological practice and narratives. (E) {H} {S} Credits: 4

Members of the department
Normally offered in alternate years

GEO 232 Sedimentary Geology
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 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently. {N} Credits: 5

Bosiljka Glumac
Normally offered each fall

GRK 213 Advanced Intermediate Greek
An introduction to different genres of prose and poetry from the Classical Period, with attention to linguistic differences over time and region. Readings will be chosen from works such as Herodotus' History of the Persian War, the poetry of Solon the wise Athenian lawmaker, the philosophical dialogues of Plato, the Athenian courtroom speeches of Lysias, the tragedies of Euripides. Prerequisite: 212 or permission of the instructor.

Homer's Odyssey
Attention to dialect, meter and formula; structure and plot; the Odyssey as epic, adventure and romance. (F) (L) Credits: 4

Members of the department
Normally offered each spring

HST 201 (L) The Silk Road and Premodern Eurasia
An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. (H) Credits: 4

Richard Lim
Normally offered each academic year

HST 202 (L) Ancient Greece
A survey of the history of the ancient Greeks during their most formative period, from the end of the Bronze Age to the end of the Classical Age. We examine the relationship between mythology, archaeology and historical memory, the evolution of the city-state, games and oracles, colonization, warfare and tyranny, city-states Sparta and Athens and their respective pursuits of social justice, wars with Persia, cultural interactions with non-Greeks, Athens’ naval empire and its invention of Democracy, family and women, and traditional religions and forms of new wisdom, and the trial and death of Socrates in 399 B.C. (H) Credits: 4

Members of the department
Normally offered in alternate years

HST 203 (L) Alexander the Great and the Hellenistic World
The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, “fusion” literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and “barbarians,” Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kingdoms and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome.

Members of the department
Normally offered in alternate years

HST 204 (L) The Roman Republic
A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people. We trace Rome’s rise through mythology and archaeology and follow developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. (H) Credits: 4

Richard Lim
Normally offered in alternate years
HST 205 (L) The Roman Empire
The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an Emperor that governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. We trace how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages.  
(H) Credits: 4
Richard Lim
Normally offered each spring

HST 206 (C) Aspects of Ancient History
Topics course.

Slaves and Slavery in the Ancient World
Slaves comprised up to a third of the population in Classical Athens and Rome and slavery was deeply embedded in every aspect of ancient life. We examine how slaves and slavery shaped Greece and Rome in comparison with other “slave societies” and in their own terms. Topics include debt and slavery, race and ethnicities of slaves, slave management and economy, sex trade, treatment of slaves, gladiators, slave revolts, daily resistance, representations of slaves in art and literature, slavery in ancient philosophy and religion, and shift from classical slavery to medieval serfdom. No previous background is required. This course can serve as a topical introduction to the ancient world and help students appreciate the roots of modern “Western” ideas regarding slavery.  
(H) Credits: 4
Members of the department
Normally offered in alternate years

The World of Late Antiquity
Causes and consequences of the fall of the Roman empire and the emergence of Germanic kingdoms in Europe. Topics include late Roman statecraft, popular loyalty; challenges to the economy; Christianity as a unifying or divisive force; warfare on multiple fronts; the resurgence of Iran; barbarian migrations, especially the Goths and the Huns; the establishment of Germanic kingdoms in the West in the fifth century; partial reconquest by the Eastern Roman empire in the sixth century. Enrollment limited to 18.  
(H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

REL 112 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) Credits: 4
Members of the department
Normally offered each academic year
Archives Concentration

Advisory Committee
Kelly P. Anderson, Ph.D., Director
Carrie N. Baker, J.D., Ph.D.  
Darcy C. Buerkle, Ph.D.  
Maureen Callahan
Jennifer Mary Guglielmo, Ph.D.  
Karen V. Kukil
Richard H. Millington, Ph.D.  
Andrea Moore, Ph.D.  

Christen Mucher, Ph.D.  
Elizabeth Myers, Ph.D.  
Samuel Ng, Ph.D.  
Kathleen Banks Nutter
Cornelia D.J. Pearsall, Ph.D.  
Elizabeth S. Pryor, Ph.D.  
Andrea Stephanie Stone, Ph.D.  
Nanci Young

Members of the Archives Advisory Committee serve as advisers to students in approving course selections and internships.

The archives concentration is designed to make our local, regional, national and international histories public through research projects and professional training. Through a combination of academic coursework, practical experience and independent research projects, students learn about the institutions and repositories that shape knowledge and understanding of our collective pasts through the collection, preservation, interpretation and display of artifacts, manuscripts and representation of historic sites. The concentration creates an interdisciplinary community of students engaged in first-hand use of primary sources in the arts and architecture, medicine, law, history, social activism, the histories of institutions, communities and professional organizations. Through a sequence of courses, students gain knowledge of the theory and practice of archives and public history methods through which these materials are shaped into compelling narratives. Through practical experiences in two internships, students learn about archival acquisition, processing and description skills, and building finding aids that make collections available for scholarly use. Students in disciplines in which archival research is already featured (such as history, American studies, and the study of women and gender) as well as in the sciences and a wide array of social sciences are encouraged to apply.

Requirements
1. The archives concentration is open to any student by application (see www.smith.edu/archives for deadlines and application process). These are the requirements: The “gateway” course (ARX 141)
2. Four existing courses offered in departments or programs, which involve significant archival research, approved by the ARX advisory committee (see list of “electives” on website)
3. The senior capstone seminar, involving an independent research project, usually resulting in an exhibit.
4. Two practical experiences or internships, totaling at least 100 hours each

Gateway Courses

ARX 141 What I Found in the Archives
This lecture series serves as an introduction to the methods and discoveries of archival research. The course highlights faculty members and archivists describing their puzzles and insights in encountering archival materials. Requirements includes active participation in class, weekly readings, and short written assignments. This course serves as a gateway for students in the Archives Concentration. Graded S/U only.  

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ARX 105 Class Matters: Organizing for Economic Justice
This course introduces students to several SSC collections of individual papers and organization records that shed light on the fight for economic justice, especially for American women, both white and of color. In addition to some short secondary source readings, students then choose preselected documents from 14 designated collections and in conversation with each other, both in class and in five written responses on Moodle, discuss the ways in which a particular individual or organization has addressed issues of economic injustice—what worked, what did not, what needs to happen next. Graded S/U only. Enrollment limited to 15.

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ARX 340 Taking the Archives Public
The capstone seminar brings together a cohort of concentrators and other advanced students to explore contemporary issues at the intersection of archives and public history. The seminar readings focus on case studies about contemporary challenges in preservation, access and interpretation of archival materials. In a variety of media, students analyze how these materials become part of a meaningful and usable past for general audiences. In addition, each student completes an independent public history project that draws on primary sources and materials objects from local repositories. Enrollment limited to 15.

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Electives
All offered during interterm for 1 credit, S/U only

ARX 103 Editing Sylvia Plath’s Poetry
This course teaches students how to transcribe and edit poetry drafts in preparation for a variorum edition of Sylvia Plath’s late *Ariel* poems. Technical aspects related to the editing of a text are discussed, including transcription, emendation and digitalization. Plath’s manuscripts, journals, annotated library and other biographical material in the Plath Collection in the Mortimer Rare Book Room are available during the course, as well as her papers in the Smith College Archives. The publishing history of Plath’s writings and the management of her literary estate are considered. Guest lectures by Plath scholars and technical exercises with digital humanities experts are included in the course. Each student is required to transcribe and prepare a digital variorum edition of one poem from the Plath Collection. Whenever possible, footnotes will be based upon primary sources. Graded S/U only. Enrollment limited to 15.

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ARX 107 Making Teaching and Learning Tangible: Understanding Childhood Through the Archives
Children’s experiences are often left out of history and historical accounts. Yet, children and youth feel empowered when they can encounter themselves in history. This course has students work through a question using the SSC collection that examines situated childhoods. In addition, students learn how
to formulate their own research question and gather archival documents that facilitate lesson plans or discussion with elementary, junior high and high school students about the expectation of children and childhood at different points in history. This course is suited for students who have a passion for child development or who want to develop their pedagogical repertoires. Enrollment limited to 25. Graded S/U only. Credits: 1

Members of the department
Expected to be offered in the next 3 years

ARX 400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than two special studies or a total of 8 credits may count toward the concentration. Credits: 1–4

Members of the department
Normally offered each academic year
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.

There is one art major, which may be taken in one of three variations: Plan A (History of Art, ARH), Plan B (Studio Art, ARS), or Plan C (Architecture, ARU). No course counting toward the fulfillment of the major or minor may be taken for an S/U grade. Courses associated with a concentration (such as IDP, MUX, etc.) cannot be counted toward the completion of the art major.

Plan A. The History of Art

Courses in the history of art are divided into areas that reflect breadth in terms of both geography and chronology.

Requirements: 11 courses distributed across geographic areas and cultures.

Requirements include:

1. ARH 110 Art and Its Histories, normally to be completed before the junior year
2. One course in studio art
3. Six courses in the history of art at the 200-level, consisting of a mix of lecture courses and colloquia, of which four have to focus on pre-1800 (Group A) and two post-1800 (Group B)
4. Three courses at the 290-level and above, one of which has to be a research-focused seminar (to be taken at Smith)

Students entering Smith with a 5 on the AP art history exam may choose to be exempted from ARH 110, replacing it with another art history course at the 200-level or above.

ARH 301 Art History—Methods, Issues, Debates is recommended for art history majors.

Students planning to major or to do honors work in art history will find it valuable to take courses in literature, philosophy, religion and history in the first two years. A reading knowledge of foreign languages is useful for historical courses. Courses may require one or more trips to Boston, New York or other places in the vicinity to study original works of art.

Plan B. Studio Art

Requirements: 12 courses, which will include:

1. One 100-level course selected from the following: ARS 162, ARS 163, ARS 172. (Note that certain upper-level courses indicate specific 100-level course prerequisites.)
2. ARH 110 Art and Its Histories
3. Two additional 200-level or 300-level art history courses
4. One additional course with a contemporary emphasis, relating to art history, visual studies, or film and media studies, to be chosen in consultation with adviser
5. Five additional studio art courses, (one of which may be at the 100-level). Students may work across concentrations but must take the full sequence of courses (usually three, including a 300-level course) in at least one of the following areas of concentration:
   - drawing
   - digital media
   - graphic arts
   - installation
   - painting
   - photography
   - sculpture
6. ARS 385
7. ARS 399: J-term graduates should take ARS 399 in their junior year. All other students should take ARS 385 and ARS 399 in their senior year.

Declaring the Plan B major A student may declare a Plan B major any time after she has completed the introductory (100 level) studio art requirements and one additional studio art course. She must present 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.
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 and 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.

The following courses are repeatable with different course content and instructor, for a maximum of 8 credits: ARS 264 Drawing II, ARS 268 Topics in Printmaking, ARS 362 Painting II, ARS 363 Painting III, ARS 364 Drawing III, ARS 366 Topics in Painting, ARS 372 Advanced Printmaking, ARS 374 Sculpture II, ARS 383 Photo II, ARS 384 Topics in Photography.

Plan C. Architecture and Urbanism

Requirements: 12 courses, which will include:

1. ARH 110 Art and Its Histories
2. One 100-level course selected from the following:
   ARS 162, ARS 163, or ARS 172
3. Two of the following introductory architectural design studios:
   ARS 280, ARS 281, LSS 250, LSS 255
4. Two of the following advanced architectural design studios:
   ARS 380, ARS 381, ARS 389/LSS 389
5. One studio art course in another medium
6. Four 200-level or 300-level art history courses focusing on the built environment (of which at least one must focus on a pre-1800s era and at least one must focus on the post-18th century).
7. One history research-focused seminar (with final paper focusing on the built environment, to be taken at Smith)

It is recommended that a student contemplating application to a graduate program in architecture take at least one semester of physics and at least one semester of calculus, after consultation with her major adviser.

The Minors

Plan 1. History of Art

Designed for students who, although they major in another department, wish to also focus on the history of art. With the assistance of their advisers, students may construct their minor to be as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Brigitte Buettner, Yanlong Guo, Barbara Kellum, Dana Leibsohn, John Moore, Frazer Ward

Requirements: Six courses: ARH 110 Art and Its Histories; three additional courses in the history of art covering both Group A and B; and two courses at the 290-level and above, one of which has to be a research-focused seminar (to be taken at Smith).

Plan 2. Studio Art

Designed for students who wish to focus 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, Alexis Callender, Lindsey Clark-Ryan, Elisa Kim, John Slepian, Fraser Stables, Lynne Yamamoto

Requirements: One 100-level course selected from the following: ARS 162, ARS 163, ARS 172 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 and Urbanism

Designed for students who wish to focus on architecture, although they are majors in another department. This minor seeks to introduce students to the history, design and representation of the built environment.

Advisers: Brigitte Buettner, Yanlong Guo, Barbara Kellum, Elisa Kim, Dana Leibsohn, John Moore, Frazer Ward, Laura Kalba

Requirements:

- Three courses, selected from this list:
  ARS 162, ARS 163 or ARS 172
  ARS 280 or LSS 250
  ARS 281 or LSS 255
- Two 200-level or 300-level art history courses focusing on the built environment (of which at least one must focus on a pre-1800s era and at least one must focus on the post-18th century).
- ARH 110 Art and Its Histories

Plan 4. Graphic Arts

Advisers: Lindsey Clark-Ryan

Graphic arts seeks to draw together the department’s studio and history offerings in graphic arts into a cohesive unit.

Requirements:

1. ARS 163
2. ARH 247 or ARH 268
3. any four ARS classes from: 269, 270, 272, 275, 369, 372, of which one should be at the 300-level or a continuation of one medium

Honors

Directors of the Honors Committee
Art History: Brigitte Buettner
Studio Art: A. Lee Burns
Architecture: Elisa Kim

Requirements and Presentations
All candidates will present their work to the department, in a public presentation, in late April or early May. Guidelines and further details can be found on the department website.

No course counting toward the fulfillment of the major or minor may be taken for a S/U grade. Course associated with a concentration (such as IDP, ARX, etc.) may not be counted toward the completion of the art major.
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.

A. The History of Art

Introductory Courses

ARH 110 Art and Its Histories
This course explores how art and architecture have profoundly shaped visual experiences and shifting understandings of the past and present. Featuring different case studies, each section includes work with original objects, site visits and writings about art. Unifying themes include: (1) materials, techniques and the patterns deployed to create space; (2) the design, function and symbolism of images and monuments; (3) artistic production and its relation to individual and institutional patronage, religion, politics and aesthetics; (4) issues turning on artists’ fame versus anonymity and uniqueness versus reproducibility; and (5) cross-cultural exchanges. Enrollment limited to 25. [A] [H] Credits: 4
Brigitte Buedtner, John E. Moore, Emma R. Silverman
Normally offered both fall and spring semesters

200-Level Lecture Courses

ARH 200 China in Expansion
During the formative periods when the local and global forces simultaneously took actions in shaping Chinese civilization, the functions of images and objects, the approaches to things and the discourses around art underwent significant shifts, not only responding to but also mapping out the “Chinese-ness” in visual and material culture. This course of early Chinese art investigates diverse media—bronze vessels, sculptures, murals, textiles, architecture and other visual and material forms—in relation to political and military conquest, cross-cultural exchange, the dissemination of ordinary practices and the formation of identities. Key terms/issuses for the course will include expansion, connection and materiality. Group A, Counts for ARU. [A] [H] Credits: 4
Members of the department
Normally offered in alternate years

ARH 201 Brazilian Art Inside and Out
Same as POR 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation. Taught in English. Group B. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 204 Art and Architecture of the Ancient Americas
What is “antiquity” in the Americas? To explore this question, this class focuses upon visual cultures and urban settings from across the Americas. Emphasis rests upon recent research — especially about the Inka, the Aztec, and their ancestors — but we will also study current debates in art history and archaeology. Among the themes we will discuss: sacrifice and rulership, representations of human and deified beings, the symbolic and economic meanings of materials and the ethics of excavation and museum display. Case studies include architectural complexes, textiles, ceramics and sculpted works from Peru, Mexico, the Caribbean and the U.S. Southwest. Group A, Counts for ARU. [A] [H] Credits: 4
Dana Leibsohn
Expected to be offered in the next 3 years

ARH 207 Translating New Worlds
This course investigates how New World explorations were translated into visual and material culture. Focusing upon geographies, “anthropologies”, material objects, and pictorial and written records, we analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (corn, chocolate, red dye, gold and silver) to published narratives and collections of objects made in the colonial Americas. Case studies are drawn from Canada, Mexico, Peru, the Great Plains of the United States and the Hawaiian Islands. In addition to initial colonial contacts, we discuss current cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. Group A. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 212 Ancient Cities and Sanctuaries
This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. We probe how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Group A, Counts for ARU. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 216 The Art and Architecture of the Ancient Roman World
From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., are the subject of study. We examine works of art from later periods as well as literature and film that structure our perception of the Roman world. Group A, Counts for ARU. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 217 Greek Art and Archaeology
Same as CLS 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100-168 BCE) and handles an array of settlements, cemeteries, and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (E) [A] [H] Credits: 4
Members of the department
 Normally offered in alternate years

ARH 233 Medieval Art on the Move: Pilgrimages and Crusades
Focusing on buildings and representations created from the 11th through the 13th century, this course explores the intersection between artistic production and the movement, peaceful and bellicose, of people, ideas, and objects during the Romanesque and early Gothic periods. Topics include monastic and royal patronage; the pilgrimage church and Crusader castle as specific building types; the Romanesque and early Gothic periods. Topics include imagery and identity, the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (E) [A] [H] Credits: 4
Members of the department
 Normally offered in alternate years
ARH 234 The Age of Cathedrals
Architectural, sculpted and pictorial arts from North of the Alps, c. 1150–1300. Rather than a survey, this course proposes a thematic approach to allow for an in-depth examination of key concerns of the Gothic era, such as the interface between visual creations and new forms of patronage and devotional attitudes, the rise in literacy and secular culture, the development of scientific rationality or the sustained contact with the Islamic world. Group A, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 250 Building Baroque Europe
European architectural, urban and landscape design from (precisely) 1537 to about 1750. Specific topics include Tuscany under the first three grand dukes; Rome in the 17th century; France under the first three Bourbon kings; the rebuilding of London after the Great Fire; the significant enlargement or establishment of capital cities (Turin, Amsterdam, Versailles, Stockholm, St. Petersburg, Dresden, Berlin, Vienna); the rise of the English country house; the English landscape garden; and palaces, pilgrimage churches, and monastic complexes in Bavaria, Franconia and Austria. Focus throughout on the fundamental interdependence of architecture and society. Group A, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 253 The Arts in Britain, 1714–1820
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, Neo-classicism); artists’ training and careers (among others, the brothers Adam, Gainsborough, Hawshmooor, Hogarth, Reynolds, Roubiliac and Wright of Derby); maps, prints and books; center vs. periphery; and city vs. country. Reading assignments culled from primary and secondary sources; including travel and epistolary literature. Group A, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 258 The Arts in 18th-Century France
A study of painting, sculpture, architecture, urban and landscape design, printmaking and the luxury arts in France, from the last years of Louis XIV’s reign to the French Revolution. Recurring themes include artists’ training and careers; academies, aesthetics, and art theory; art criticism and the viewing public; collecting and display; patronage; and the relationship of art to politics, literature and science. France’s pacessetting role in contemporary art will be explored by looking beyond its borders to other courts—among them Bourbon Naples, some German-speaking principalities, Great Britain, Russia, Spain, and Sweden—and to the French Atlantic world. Group A, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 265 Transnational Histories of American Art and Identity, 1860–1950
Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism, and the expansive years during and after World War II. Group B, Counts for ARU. {A} {H} Credits: 4
Emma R. Silverman
Expected to be offered in the next 3 years

ARH 266 Architecture in the United States of America
A survey of urban, architectural and landscape design from the 17th-century colonies of Spain, Great Britain and The Netherlands to modernist movements in the first half of the 20th century that had international reach and forged a distinctively American image. Recurring themes include: the adoption and adaptation of European and other models; the founding and growth of cities (among them Boston, New York, Chicago and Los Angeles); new technologies and building typologies; communities planned for religious, educational or residential purposes; the development of the architectural profession; individual, institutional and corporate patronage; and the symbolic meanings associated with built form. Group A, Counts for ARU. {E} {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 272 Art and Revolution in Europe, 1789–1889
This course surveys the major trends in European art and visual culture of the century following the French Revolution of 1789. From prints ridiculing the French king to photographic reports of military conflicts in the British empire, stylistic innovations introduced by avant-garde painters to the demise of state-sponsored art institutions, this course explores how change happens in art, in society and in their relationship to one another. Through the study of Goya, the Pre-Raphaelites and Eiffel Tower, among other examples, we work to develop sophisticated definitions of “modernity” and “modernism,” key concepts in the study of 19th- and 20th-century art. Group B. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 273 Modern Architecture and Design, 1789–1945
This course spans the history of European architecture, focusing on 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 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. Group B, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 275 Making the News: History of the Illustrated Press
Prompted by recent concerns about ‘fake news’ and the proliferation of digitally manipulated photographs, the course explores the history of the illustrated press from its 19th-century origins to today. How did images contribute to readers’ sense of what is worthy of attention in the realm of politics, fashion and the arts? How did practices of pictorial reporting influence the unfolding of events? In what ways did arts periodicals prompt the emergence of artistic forms that blurred traditional distinctions between media? Case studies shed light on the history of printing, the graphic arts and the multifaceted legacy of historical news images today. Group B. {A} {H} {L} Credits: 4
Laura Kalba
Normally offered in alternate years

ARH 278 Race and Gender in the History of Photography
This course examines histories of photography from the medium’s invention around 1839 to its use by artists and non-artists today. In particular, we will focus on race, gender and representation, exploring how photography has been deployed both as a tool of oppression and of resistance. Throughout, students will be introduced to the rich theoretical literature on the medium as well as the historical circumstances of its production. Some of the topics we will consider are the mutual construction of photography and anthropology, the “queer
camera;” the use of photography in social movements for racial justice; and the
gaze, self-fashioning and social media. Group B. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 281 Modern, Postmodern, Contemporary
This course examines global artistic tendencies since 1945 in their art-historical and
socio-historical contexts. The class considers such developments as
American abstraction and the rise of New York, neo-dada, pop, minimalism,
conceptual art, earthworks, the influence of feminism, postmodernism, the
politics of identity, conceptions of the site and the institution, global publics
and the global culture of art and the theoretical issues and debates that help to
frame these topics. Group B. {A} {H} Credits: 4
Frazer D. Ward
Normally offered in alternate years

ARH 282 Architecture Since 1945
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. Group B. Counts for ARU.
{A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 283 History and Theory of Performance Art: Why Did the
Performance Artist Cross the Road?
This class addresses the history and theory of performance art since the 1960s,
introducing artists whose work has shaped the field and the issues which have
become important in the reception of performance art. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

200-Level Colloquia

ARH 247 Colloquium: The Art and History of the Book
Same as ENG 293. Will books as material objects disappear in your lifetime?
Or will the book, a remarkably long-lived piece of communication technology,
continue to flourish and develop alongside its electronic counterparts? This
course surveys the artistry and history of books from the ancient world through
medieval manuscripts, hand press books, and machine press books to the
digital media of today. We discover how books were made, read, circulated and
used in different eras, and explore the role they have played over time in social,
political, scientific and cultural change. The course involves extensive hands-on
work with books and manuscripts from across the centuries and sustained
engagement with current debates about book, print and media culture.
Enrollment limited to 12 by permission of the instructor. Group A, B.
{A} {H} (L) Credits: 4
Members of the department
Normally offered each spring

ARH 280 Art Historical Studies
Topics course. Students may take up to four semesters of ARH 280 Art Historical
Studies, as long as the topics are different.

Age of Louis XIV
An examination of the fundamental role of the visual arts in fashioning an
extraordinary and indelible image of rulership during the reign (1643–1715)
of Louis XIV. Ensembles and individual objects in many media—painting,
sculpture, architecture, landscape design, prints, illustrated books, furniture,
tapestries, numismatics, works commissioned or obtained in Rome, and literary
production—will be related to the centralized bureaucracy that came to define
the French state. Time permitting, we shall briefly consider the impact of the
palace of Versailles on other European courts. Group A. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 286 History and Theory of Performance Art: Why Did the
Performance Artist Cross the Road?
This course addresses the history and theory of performance art since the 1960s,
introducing artists whose work has shaped the field and the issues which have
become important in the reception of performance art. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

The Art of Play: Visual Art and the Aesthetics of Games
This course examines the intersection between the visual arts and games in the
20th and 21st centuries. We examine theories of play and their relationship with
both visual art and game design. We approach this topic from two directions.
First, by asking how the visual arts have represented games and game playing
and how they have utilized the mechanics of game play. Second, by asking how
games function as works of art and how game aesthetics touch on mechanics,
narrative and visual representation. Case studies include modern art and sport,
war games, video art and video games. Group B. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

The Making of Modern Visual Culture
This course traces the historical origins of the image-saturated world of today,
examining the evolution of philosophical and scientific ideas about visual
perception and the development of visual technologies and practices that laid
the foundations for modern spectacular society. As such, the course introduces
students to a broad range of nonartistic imagery and vernacular visual practices,
from postcards to people watching. Its key aim is to provide students with the
knowledge and skills necessary to critically assess the role of the visual in defin-
ng what it means to be modern. Prerequisites: one 100-level course or permis-
sion of the instructor. Group B. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Visions of War
How can war be adequately represented? Should monuments project triumphal
narratives or reflect on the miseries of armed conflicts? Side with the victors or
embrace the plight of the victims? Should they be quietly mournful or scream
“never again”? Examining the often troublingly close proximity of art-making
and war-making, these are the questions pursued in this transhistorical and
transnational course. Moving from ancient cultures to contemporary artistic
interventions, specific case studies include Qin’s terracotta army, Roman tri-
umphal arches, Japanese armor, Goya’s prints, Napoleonic paintings, Civil War
photography, Maya Lin’s Vietnam War Memorial and recent protest art. Enrollment
limited to 20. Group A, B. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

The Beauty of Beasts in the Ancient Roman World
From animal fables, to pets, to heroic named beasts who died in the amphithe-
ater, the visual culture of the ancient Roman world was filled with images of
animals. Dogs, cats, birds, asses, elephants, lions, tigers, leopards and myriad
others appear in contexts from luxury villas to funerary monuments. Utiliz-
ing the lens of interdisciplinary animals studies we explore how the Romans thought with animals representationally in ways which may initially seem familiar but prove to be distinctively different in culturally specific ways. Considering how the human/animal binary works in a past culture has the potential to reveal something about how systems of knowledge and power are structured and maintained. Group A. {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Manga in a Thousand Years: Critical Approaches to Manga and Anime**

This class explores the genesis and development of manga, situating manga in its historical context, appreciating it as an integral part of Japanese art and culture that is as complex and compelling as it is popular. Dealing with a range of genres of manga and manga-related media—illustrated narrative scrolls, woodblock prints, popular picture books, strip comics and animated cartoons—we revisit traditional notions of what the popular visual form has been and can be. Some of the themes we address include narrativity and visuality, production of satirical imagery and visual modernity, and censorship. Group B. {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Virtual Ancient Worlds**

Virtual reality now make it possible to fly through the Roman Forum when the empire was at its height, to see the Sanctuary of the Great Gods at Samothrace at night by torchlight as initiates did thousands of years ago and to savor the sculptural treasures of Hadrian’s Villa reinstalled in situ. These powerful visualization tools produce compelling seamless worlds, but ones which raise challenging questions of interpretation. By seeking to understand the models and assumptions on which these virtual worlds are based, we delve into contemporary and ancient modes of viewership, identity and spatial experience. Group A. Counts for ARU. {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Interpreting Images: Northern European Art, 1400–1550**

How do we make sense of works of visual representation and conceptualize what we see? What analytical tools and methodological assumptions guide and shape our acts of interpretation? These questions will inform our in-depth study of a select group of major Northern Renaissance paintings. Artists range from Van Eyck and Roger van der Weyden to Düer and Bosch while weekly readings draw on a variety of approaches in order to introduce the full spectrum of art historical interventions, from formal and social analysis to more recent perspectives on gender and the global turn. Prerequisite: ARH 110 Art and Its Histories, or permission of the instructor. Group A. {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Global Modernism in Architecture**

Modernism was an architectural phenomenon of the 20th century that promised to express and realize the modern experience. However, controversy has surrounded this architectural movement from its inception to the present. This class investigates some of the major points of debate, such as what Modernism means and to whom, who can implement it and where, and what constitutes its design. Through a global perspective we investigate the complexities and contradictions of Modernism, as well as the way it intersects with such issues as colonialism, postcolonialism, nationalism, global commerce, the Cold War and personal identity. Group B. (E) {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Imagined Identities: The Art of Portraiture**

A major artistic genre, portraiture invites us to examine historically changing notions of identity, personal and collective, private and public. Within a broad time span (antiquity to contemporary practices), the main focus is on Western paintings created between 1400 and 1900. Through the combined study of visual examples and art historical approaches, we explore such issues as: strategies of self-fashioning; tensions between norm and individuality, realism and idealization; and the roles of portraits and self-portraits in cementing social roles and manufacturing gendered bodies. Group A. {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**History of European Decorative Arts, 1400–1800**

Costly raw materials and boundlessly creative workshops were deployed to fashion and acquire cameos and engraved gems, ceramics, clothing, embroidery, enamel, furniture, ivory, jewelry, luxuriously bound manuscripts and printed books, medals, metalwork and tapestries, among other objects. This course examines these and other “minor” arts with an eye toward reconstructing their rich cultural, symbolic and aesthetic charge; their role in the conduct of diplomacy and statecraft; and original contexts of production, marketing, patronage, use, collecting and display. Recommended background: one course in European art from the period 1400 to 1800. Group A. {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Collecting and Display in Europe and North America, 1400–1900**

What motivated individuals and corporate bodies to collect and display varieties of objects, works of art among them, and how did those paired activities forge social identities, generate fascination, and productively frame knowledge of the world? Topics considered include the indissoluble Plinian link between art and nature; cabinets of curiosities (Kunst- und Wunderkammern); the art market; the design of purpose-built galleries, museums, and libraries; the recording and publication of renowned collections; and the foundation (or reconstitution) of national and municipal collections in the nineteenth century. Recommended background: one course in European art, 1400-1800. Group A. {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Swords and Scandalas: Ancient Rome in Film/Form**

Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO’s Rome (2005–2007) and Ridley Scott’s Gladiators (2000), we’ll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical and ideological terms. Their 20th-century counterparts, from films of the silent era to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classics like Caligula (1979), will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. Group A, B. {A} {H} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**
Monsters and Marvels in Medieval Art
Dog-headed, chest-faced, one-footed, the “monstrous races” were believed to dwell at the edges of the known world. By lack, excess or hybrid permutations, they unsettled the boundaries between the human, the animal and the monstrous, opening up a creative space for the deployment of the marvelous, written as well as visual. Broad questions about cultural identity and alterity are examined through the prism of case studies that draw on a broad range of sources, from illuminated manuscripts, sculpted works and world maps to encyclopedias and travel accounts. Group A, {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 285 Great Cities
Topics course.

Mexico City
Focusing on urban experience in Mexico City, from 1515 to 2015, this class interprets the intersecting histories of environment, architecture and daily life. How did merchants make their home in the Aztec capital before Spaniards arrived? When floods washed through America’s most cosmopolitan colonial city, where did indigenous women sell their flowers? How did the massacre of student demonstrators in Tlatelolco in 1968 and earthquake of 1985 re-make civic space? Today, what changes in the city when Zapatista caravans, Neo-Aztec dance competitions or the Christmas skating rink appear? Our work will be multidisciplinary, and include research with maps, archival documents, social media and digital software. Permission of Instructor. Enrollment limited to 15. Group A, B, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Los Angeles
Los Angeles is a study in contrasts—a city of sunshine and noir where extreme wealth and poverty coexist—which functions both as a paragon of the American dream and as a uniquely global urban landscape. This class explores the diverse visual and material cultures of the geographic area now known as the city of Los Angeles. Moving from the 1500s to the present, we will examine subjects including woven baskets, Spanish colonial missions, the Hollywood sign, graffiti and performance art. The course also integrates a digital mapping component. Group B, Counts for ARU. {E} {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Rome
Urban and architectural history of the Eternal City, from the traditional date of its founding (21, April, 753 B.C.E.) to the fascist era and beyond. Extensive readings in primary sources and the analysis of works of art of all types will explain how and why Rome’s seven famous hills, a cradle of Western civilization, have constituted such an indispensible and inexhaustible point of emulative reference. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. Group A, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Pompeii
A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th-, and 20th-century art is discussed. No prerequisite. Group A, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

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. At least one 200-level art history course is required. Enrollment limited to 18.

ARH 291 Topics in Art History
Students may take up to two semesters of ARH 291 Topics in Art History, as long as the topics are different.

Intersectional Feminisms in American Art, 1900 to Present
This course investigates feminist art practices in fine art, craft and social movement imagery of the United States of America from 1900 to the present. We will approach our subject with an intersectional lens, meaning we will consider histories of gender as they are intertwined with other forms of identity such as race, class, sexuality, ability and so on. The course culminates in an original research project on an object selected from collections of feminist art recently gifted to the Smith College Museum of Art. {E} {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Current Issues in Latin American Art
This course highlights recent scholarship and criticism written in and about Latin America, focusing upon visual culture from 1750--present. Among themes we consider: legacies of colonialism; nationalism vs. globalism in museum exhibitions; the politics of current art criticism and the complicated relationships between art-making and tourism. Of particular interest will be the theoretical and methodological issues that characterize writing on art from 2000 to the present and the ways they challenge our response to the question “What is Latin American art?” Prerequisite: One 200-level course in art history or Latin American Studies, or permission of the instructor. Group B. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Why Impressionism?
This course seeks to unravel the critical, scholarly, commercial and curatorial trends that contributed to making Impressionism one of the most well-researched and revered movements in art history. Readings, class discussion and assignments juxtapose different, sometimes conflicting, interpretations of artworks, highlighting how these reflect intellectual and ethical assumptions about what matters most in art—and, by extension, society in general. From formal analysis to more recent art historical approaches, informed by critical race theory as well as gender and sexuality studies, our investigation brings us to consider the merits and limitations of studying the “canon” and what, if anything, remains to be said about Impressionism. Prerequisite: one 200-level ARH course or permission of the instructor; not open to first-year students. Group B. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

The Presence of the Past: Libraries as a Building Type in the Ancient Mediterranean World
Taking the famed 3rd-century B.C.E. library at Alexandria, Egypt, as its centerpiece, the course first considers precedents like the library of the Assyrian King Ashurbanipal at Nineveh with its epic inscriptions on clay tablets, then turns to later extant examples like the Library of Celsus at Ephesus to discuss the development of the library as a public building type. We also compare later innovations from Labrouste’s Bibliothèque Sainte-Geneviève in Paris to Snøhetta’s award-winning 2002 Biblioteca Alexandrina on the site of the ancient library, to Maya Lin’s renovation of Neilson Library in analyzing how the buildings themselves make systems of knowledge manifest. Group A, Counts for ARU. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years
ARH 315 Studies in Roman Art  
Topics course.

At Home in Pompeii
The houses of ancient Pompeii—with their juxtapositions of wall paintings, gardens and objects of display—serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. Counts for ARU. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 350 The Arts in England, 1485–1714
Constitutional limits on monopolistic 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 relationship to the artistic 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) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 352 Studies in Art History  
Topics course.

Art and Natural History: Beasts and Bestiaries, c. 1250–c. 1650
Bridging the gap between the history of art and the history of science, the manuscript and the print age, the medieval and early modern periods, this seminar interrogates the creative ways in which the writing of natural history was entwined with visual representation. It focuses on bestiaries or treatises on animals, the genre from which modern zoology would emerge. Themes include the depiction of animals; classification of the animal kingdom; and the collecting of animals in menageries and of animal parts in cabinets of curiosity. Part of the course will be taught in the Mortimer Rare Book Room. It welcomes students interested in art history, the history of science, the history of ideas, and Medieval and Renaissance studies. Open to juniors and seniors only. No prerequisite or background in art history; permission by the instructor. [A] (H) Credits: 4

Members of the department

Expected to be offered in the next 3 years

Imperial Matter: The Arts of China’s Early Empires
Why did the First Emperor of China build his grand mausoleum as a micro-cosm? What foreign motifs and luxury goods were brought to the Chinese proper and by whom? How did trade and war affect the making of the arts 2,000 years ago? These are some of the core questions embedded in this seminar, which investigates the power of things that made a difference in shaping the conditions of the Qin and the Han, Chinese first empires. Throughout the semester, we will closely examine art objects and read leading scholars of early imperial Chinese art around the world. Counts for ARU. [A] (H) Credits: 4

Members of the department

Expected to be offered in the next 3 years

Visual Culture and Colonization
How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids do colonization produce? Is it possible to describe what is “colonial” about art or architecture? Focusing on recent scholarship, this seminar addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider are interpretive work in the field of “colonial studies,” the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict) with one
another, how colonialism can shape the meaning of objects, and the nationalist histories of colonial projects. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

Medievalisms
From College Hall to Hogwarts and Romantic ruins to videogames, medieval visual culture has provided a vast reservoir of materials for post-medieval cultural productions, both historicizing and deliberately anachronistic. Salient moments in the reception of medieval art and architecture will be examined to understand how they have served differing cultural and political agendas from the 18th century onward. They include: the emerging discourse about national antiques; Gothic Revival architecture; troubadour and Pre-Raphaelite paintings; Napoleonic and Nazi appropriations; and the Middle Ages in film and fashion. Students will have the opportunity to develop their own interests in a substantial research project. Pre-requisites: one 200-level art history course or permission by the instructor. Counts for ARU. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

Naturalism and Amateurism: The Aesthetics of the Song Dynasty (960–1276)
Paintings
The Song dynasty has been celebrated as China’s golden age and the peak of Chinese painting. Monumental landscapes, meticulous depictions of birds and flowers, and graceful figures, all seemingly born from direct observations of the real world, have been seen as an embodiment of political ideals at court and a forum for personal expression among literati. This seminar will explore the historical formation and aesthetic development of these genres, examine the complexities of Song visual experience, and investigate the degree to which the period shaped the artistic tradition of China down to the twentieth century. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 374 Studies in 20th-Century Art
Topics course.

Border Crossing in Contemporary Art
Border crossing, voluntary or involuntary, has become an important theme in contemporary global art, framing the conditions of the exile and the “illegal alien,” the tourist and the refugee, the service worker and the sex slave. This seminar examines the work of a range of contemporary artists examining border crossings of various kinds, focusing especially on the models and experiences of globalization that emerge through their practices. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

Gender, Sexuality and the Built Environment
This course investigates how gender and sexuality are simultaneously constitutive of, and constituted by, the built environment. Approaching the topic from the perspective of 19th- and 20th-century art and architectural history in the United States and Europe, the course addresses several interrelated questions: How have women shaped the built environment? What role has gender played in shaping dominant understandings of private and public spheres? What role does space play in defining socially acceptable and unacceptable sexual relationships? Finally, how is our understanding of these issues informed by depictions of gender, sexuality and the built environment in painting, photography and film? [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARH 400 Special Studies
Credits: 2–4
Members of the department
Normally offered both fall and spring semesters

ARH 430D Honors Project
Credits: 8
Members of the department
Expected to be offered in the next 3 years

B. Studio Courses
A fee ($25–$100 depending on the particular course) 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.

ARS 162 Introduction to Digital Media
An introduction to the use of digital media in the context of contemporary art practice. Students explore content development and design principles through a series of projects involving text, still image and moving image. This class involves critical discussions of studio projects in relation to contemporary art and theory. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 14. [A] Credits: 4
Lucretia Ann Knapp
Normally offered both fall and spring semesters

ARS 163 Drawing I
An introduction to visual experience through a study of the basic elements of drawing. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 18. [A] Credits: 4
Alexis A. Callender, Katherine E. Schneider
Normally offered both fall and spring semesters

ARS 172 Studio Art Foundations
This cross-disciplinary studio course involves two-dimensional, three-dimensional and time-based approaches. Students are introduced to a range of conceptual and practical frameworks for making and thinking about art. This course is strongly recommended for students considering the art major. By emphasizing visual thinking, risk-taking and critical reflection, this course also has relevance for other disciplines. A required fee of $25 to cover supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Priority given to first-year students. [E] [A] Credits: 4
Amanda Russell Wallace
Normally offered both fall and spring semesters

ARS 263 Intermediate Digital Media
This course builds working knowledge of multimedia digital artwork through experience with a variety of software, focusing on video and time-based media. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 14. (No prerequisite required.) [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ARS 264 Drawing II
An introduction to more advanced theories and techniques of drawing, including the role of drawing in contemporary art. The emphasis of the class is on both studio work and class discussion. A major topic is the development of independent projects and practice. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 18. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years
materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 163, 172, or permission of the instructor. [A] Credits: 4

Members of the department

Normally offered each academic year

ARS 266 Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: ARS 163 or permission of the instructor. A required fee of $50 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. [A] Credits: 4

Elizabeth R. Meyerson

Normally offered each academic year

ARS 268 Topics in Printmaking

Topics Course. May be repeated with a different topic.

The Poster: Prints in Public

This course will use a variety of printmaking methods as a means to understand posters as both democratic and art objects that have developed within a social and technological context. Students will make posters using relief printing, lithography, silkscreen and digital processes, paying particular attention to scale, design, site and distribution. This course is appropriate for students with or without printmaking experience. A required fee of $75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: Any 100-level ARS course or permission of the instructor. (This course may be repeated once with a different topic.) [A] Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARS 269 Lithographic Printmaking I

Introduction to the printmaking technique of hand-drawn lithography and photographic halftone lithography using Adobe Photoshop. May be repeated once for credit. A required fee of $75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: ARS 163, or permission of the instructor. [A] Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARS 270 Offset Monoprinting

Printmaking using the flat-bed offset press with emphasis on color monoprinting. A required fee of $75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 163, or permission of the instructor. [A] Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARS 272 Intaglio Printmaking

This course is an in-depth introduction to the expressive potential of the printed image and the distinct visual and tactile qualities of etching and drypoint. We will explore how prints can function as social devices, manifestations of texture and opportunities for collaboration. A required fee of $75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: ARS 163 or 172, or permission of the instructor. [A] Credits: 4

Members of the department

Normally offered each academic year

ARS 273 Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 163, 172, or permission of the instructor. [A] Credits: 4

A. Lee Burns

Normally offered each academic year

ARS 274 Projects in Installation I

This course introduces students to different installation strategies (e.g., working with multiples, found objects, light and site-specificity, among others). Coursework includes a series of projects, critiques, readings and a paper. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: ARS 172, or permission of the instructor. [A] Credits: 4

Members of the department

Normally offered each academic year

ARS 275 The Book: Theory and Practice I

(1) Investigates the structure of the book as a form; (2) provides a brief history of the Latin alphabet and how it is shaped calligraphically and constructed geometrically; (3) studies traditional and non-traditional typography; and (4) practices the composition of metal type by hand and the printing of composed type on the SP-15 printing presses. A voluntary introduction to digital typography is also offered outside class. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 12. [A] Credits: 4

Barry Moser

Normally offered both fall and spring semesters

ARS 277 Woodcut Printmaking

Relief printing from carved woodblocks can create images that range from precise and delicate to raw and expressionistic. It is a direct and flexible process that allows for printing on a variety of materials at large and small scales. We will use both ancient and contemporary technologies to produce black and white and color prints from single and multiple blocks. A required fee of $75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 163 or 172, or permission of the instructor. [A] Credits: 4

Members of the department

Normally offered each academic year

ARS 280 Introduction to Architectural Design Studio: Analog Processes—Ground

In nurturing architecture’s foundational principles of visual, material and conceptual experimentation, ARS 280 lays the foundation for subsequent studios, lifelong learning and curiosity for architectural design processes. It probes the material, organizational and spatial qualities of the ground—a shared horizontal territory inhabited by plants, people and buildings—one that is as much cultural as it is natural. Through iterative and analog processes, students integrate drawing and making to construct and reconstruct lines in the ground. Probing the physical and conceptual ground for natural or constructed patterns, students develop foundation-level design skills within the context of larger environmental and cultural discourse. A required fee of $75 to cover group-supplied materials is charged at the time of registration. Students may require additional materials as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARH 110 or permission of the instructor. [A] Credits: 4

Elisa Kim

Normally offered each academic year
ARS 281 Introduction to Architectural Design Studio: Digital Design Processes—Air
This studio probes the material, organizational and spatial qualities of the line—architecture’s most fundamental element. Through iterative and digital processes which engage light and air as their main references, students integrate drawing and making to construct and reconstruct lines in both virtual and physical space, and in two and three dimensions. Materialization of digital processes is tested through multiple full-scale, physical models. Through the act of making and remaking constructed lines, students oscillate between intuitive and critical modes of thinking, while further developing foundation-level design skills including analytic drawing, digital fabrication and issues relating to scale and site specificity. A required fee of $75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 280 or permission of the instructor. (A) Credits: 4

Members of the department

Normally offered each academic year

ARS 282 Photography I
An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Each section involves either black and white or a combination of darkroom and digital processes. A required fee of $75 to cover group-supplied materials is charged at the time of registration. Students may require additional materials as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 162, 172 or permission of the instructor. (A) Credits: 4

Amanda Russell Wallace

Normally offered each academic year

ARS 361 Interactive Digital Multimedia
This course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants 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 augment this studio course. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional materials as well and are responsible for purchasing them directly. Enrollment limited to 14. Prerequisite: ARS 162 and permission of the instructor. (A) [M] Credits: 4

Members of the department

Normally offered each academic year

ARS 362 Painting II
Painting from models, still life and landscape using varied techniques and conceptual frameworks. A required fee of $50 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 266 and permission of the instructor. (A) Credits: 4

Members of the department

Normally offered in alternate years

ARS 363 Painting III
Advanced problems in painting. Emphasis on thematic self direction and group critical analysis. A required fee of $50 to cover group-supplied materials is charged at the time of registration. Students may require additional materials as well and are responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: ARS 362 and permission of the instructor. (A) Credits: 4

Alexis A. Callender

Normally offered in alternate years

ARS 364 Drawing III
Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course shifts annually to reflect the technical and ideational perspective of the faculty member teaching it. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 163 and ARS 264. (A) Credits: 4

Members of the department

Normally offered in alternate years

ARS 366 Topics In Painting
Topics Course

Comedy
Looking at an array of contemporary artists in global and historical contexts, students will create works that explore the comedic modes of irony, wit, melodrama, slapstick and other visual deliveries of humor. The class will involve short experimental assignments, iterative works and independent projects produced in varied painting media. During the semester, we will use workshop-based studio practices to explore the personal and cultural idiosyncrasies and conventions through which humor operates as a visual tension that can tell stories about self, society, politics and power. A required $50 fee to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Credits: 4

Members of the department

Normally offered in alternate years

ARS 370 Topics in Installation Art
Topics Course

Unforgotten: Memory and Socially Engaged Art
In this course, we create and critically interrogate socially engaged art. The focus is the subset of those practices that originate and gain power from remembering events of the past. Formats include site interventions, community collaborations, performance, traditional studio practices or intersections of these. The processes and physical forms of the (art) works complicate boundaries between art and education, art and sociology, art and activism. The course is organized as a laboratory/workshop to experiment with ideas and forms of socially engaged art. At the same time, we discuss (aesthetic and participant impact) rubrics for these projects and analyze their efficacy. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional materials as well and are responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: One studio art course or permission of the instructor. (A) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARS 372 Advanced Printmaking
Advanced study of printmaking and the function of the printed image. Students will produce a portfolio of self-directed work using a variety of processes, including intaglio, relief and some lithographic techniques. A required fee of $75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: At least one 200-level printmaking course or permission of the instructor. (A) Credits: 4

Members of the department

Normally offered each academic year

ARS 374 Sculpture II
Advanced problems in sculpture using bronze casting, welding and various media. A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional materials as well
and are responsible for purchasing them directly. Enrollment limited to 12.
Prerequisites: ARS 275 and permission of the instructor. (A) Credits: 4

Members of the department

Normally offered each academic year

ARS 380 Architectural Design Studio: Transient Spaces—Terrestrial Bodies
This research-based architectural design studio utilizes digital processes to ana-
lyze and reinterpret canonical architectural precedents, linking the digital to
fluid conceptual ideas which are both historic and contemporary. In particular,
the studio probes the spatial qualities of the moving body—as a site of both deep
interiority and hyper-connectivity. In a return to the territory of the ground (see
ARS 280), and within the larger context of ecologically and geopolitically induced
migration and displacement, this studio investigates themes related to mobility
and transience and the ways in which the body traverses territories of ground. A
required fee of $100 to cover group-supplied materials will be charged at the time
of registration. Students may require additional supplies as well and are respon-
sible for purchasing them directly. Enrollment limited to 15. Prerequisites: ARS
280 and ARS 281 or permission of the instructor. (A) Credits: 4
Elisa Kim
Normally offered each academic year

ARS 381 Architectural Design Studio: Transient Spaces—Aquatic Bodies
In a return to probing the material, organizational and spatial qualities of the
line (see ARS 281), this research-based architectural design studio questions the
agency of the line in relationship to contemporary issues of mobility and migra-
tion. In particular, this studio privileges the sea as a lens from which to view a
changing world order and to explore ways in which architectural representation
may be foregrounded as an investigative and speculative site. A required fee of
$100 to cover group-supplied materials will be charged at the time of registration.
Students may require additional supplies as well and are responsible for purchasing
them directly. Enrollment limited to 15. Prerequisites: ARS 280 and ARS 281
or permission of the instructor. (A) Credits: 4
Members of the department

Normally offered each academic year

ARS 383 Photography II
Advanced exploration of contemporary photographic techniques and concepts.
Students work on assigned and self-directed projects using various analog
and digital techniques, studio lighting, large-format printing, and interdisciplinary
approaches. A required fee of $75 to cover group-supplied materials is charged
at the time of registration. Students may require additional supplies as well and
are responsible for purchasing them directly. Enrollment limited to 15.
Prerequisites: ARS 282 and permission of the instructor. (A) Credits: 4
Members of the department

Normally offered in alternate years

ARS 384 Topics in Photography
This advanced course is organized around a rotating selection of topics
that engage contemporary approaches to photography. This course can be
repeated once for credit with a different topic. A required fee of $75 to cover
group-supplied materials is charged at the time of registration. Students may
require additional supplies as well and are responsible for purchasing them
directly. Enrollment limited to 12. Prerequisites: ARS 282 and permission of the
instructor. (A) Credits: 4
Fraser Stables
Expected to be offered in the next 3 years

Fake
What gets labeled "fake," and by whom? In what ways does it relate to individual
agency, identity, politics and world building? This course explores the topic
through photography, a medium which has always promised transparency
and objectivity while being radically subjective and manipulative. Possible ap-
proaches include darkroom and digital production, studio lighting, constructing
and staging, mixed-media and participatory practices. The semester involves
independent projects, readings, technical instruction and opportunities for col-
laboration. (A) Credits: 4

Members of the department

Normally offered in alternate years

ARS 385 Senior Studio I
This capstone course is required for all senior ARS majors. Students will use
the framework of the course to focus, challenge and re-conceptualize their
studio work in media of their choice. Critiques, readings, written assignments,
presentations and discussions will support the development of an inventive
and rigorous independent art practice. The semester will culminate in a group
exhibition. A required fee of $75 to cover group-supplied materials will be
charged at the time of registration. Students may require additional supplies
as well and are responsible for purchasing them directly. Enrollment limited to
Smith College Senior ARS majors. (A) Credits: 4
A. Lee Burns, Fraser Stables
Normally offered each fall

ARS 389 Broad-Scale Design and Planning Studio
Same as LSS 389. This class is for students who have taken introductory
landscape studios and are interested in exploring more sophisticated projects.
It is also for architecture and urbanism majors who have a strong interest in
landscape architecture or urban design. In a design studio format, the students
analyze and propose interventions for the built environment on a broad
scale, considering multiple factors (including ecological, economic, political,
sociological and historical) in their engagement of the site. The majority of
the semester is spent working on one complex project. Students use digital tools as
well as traditional design media and physical model building within a liberal
arts-based conceptual studio that encourages extensive research and in-depth
theoretic inquiry. Prerequisites: Permission of instructor. Previous studio
experience and two architecture and/or landscape studies courses suggested.
Priority given to LSS minors and ARU majors. Enrollment limited to 14.
(A) Credits: 4
Reid W. Bertone-Johnson
Normally offered each fall

ARS 390 Five College Advanced Studio Seminar
This course is limited to junior and senior art majors from the five colleges.
Particular emphasis is placed on thematic development within student work.
Sketch book, written self-analysis and participation in critique sessions is
expected. A required fee of $25 to cover group-supplied materials and/or
printing is charged at the time of registration. Students may require additional
materials as well and are responsible for purchasing them directly. Enrollment
limited to 15, three students from each of the five colleges. Prerequisites:
selection by faculty; junior and senior art majors, advanced-level ability. Offered
in rotation within the five colleges. Normally offered at Smith every fifth fall.
(A) Credits: 4

Members of the department

ARS 399 Senior Studio II
This one-semester capstone course is required of senior and J-term junior
Plan B majors. Students create work in media of their choice and 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. Course material includes
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. A required fee of $75 to cover group-supplied materials is
charged at the time of registration. Students may require additional materials as well and are responsible for purchasing them directly. Credits: 4

**ARS 400 Special Studies**

Normally offered each spring

Members of the department

A required fee of $25 to cover group-supplied materials is charged at the time of registration. Students may require additional materials as well and are responsible for purchasing them directly. Credits: 1–4

Members of the department

**ARS 430D Honors Project**

Special approval required. Credits: 8

Members of the department

Cross-Listed and Interdepartmental Courses

**POR 201 Brazilian Art Inside and Out**

**CLS 217 Greek Art and Archaeology**

**EAS 270 Colloquium in East Asian Studies**

*Topic: The Art of Chinese and Japanese Gardens*

**Japanese Buddhist Art**

**ENG 293 The Art and History of the Book**

**AMS 302 Seminar: The Material Culture of New England, 1630–1860**

**SOC 320 Seminar: Special Topics in the Sociology of Culture**

*Sociology of the Arts*

**IDP 325 Art/Math Studio**

**FMS 350 Questions of Cinema**

*Film and Visual Culture from Surrealism to the Digital Age*

**LSS 389 Broad-Scale Design and Planning Studio**
Arts and Technology

Advisers
Rodger Fleming Blum, M.F.A., Professor of Dance  
Edward M. Check, M.F.A., Senior Lecturer in Theater  
Barbara A. Kellum, Ph.D., Professor of Art, Director  
John Slepian, M.F.A., Associate Professor of Art  
Fraser Stables, M.F.A., Professor of Art  
Steve Waksman, Ph.D., Professor of Music

Arts and Technology 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, as well as 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.

Although each student’s path through the minor is unique, all students must meet certain core requirements. The requirements entail six courses structured into three layers: a specific foundational level, a flexible intermediate level and a culminating Special Studies. Students 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, and venues for performance, exhibitions, demonstrations and publications.

The Minor

Requirements
Six semester courses: at least one foundational course, at least three intermediate courses, and a culminating Special Studies. Students are encouraged to incorporate appropriate Five College courses and to 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
   - PHY 107 Physics of Music
   - THE 100 The Art of Theatre Design

2. At least three Intermediate Courses, from at least two different departments, at least two at the 200-level or above:
   - CSC 111 Introduction to Computer Science Through Programming
   - PHY 117 Introductory Physics I
   - EGR 100 Engineering for Everyone
   - CSC 212 Programming With Data Structures
   - CSC 240 Computer Graphics
   - THE 253 Introduction to Lighting Design
   - ARS 263 Intermediate Digital Media
   - ARS 361 Interactive Digital Multimedia

3. A Culminating Special Studies on a topic approved by an arts and technology minor adviser: a 400-level 4-credit Special Studies in the adviser's department or program
Astronomy

Professors
Suzan Edwards, Ph.D.
James Daniel Lowenthal, Ph.D., Chair

Laboratory Instructor
Margaret Glynn Lysaght Thacher, M.S.

Five College faculty teaching in the undergraduate program
Melinda Darby Dyar, Ph.D. (Professor, Mount Holyoke College)
Salman Arshad Hameed, Ph.D. (Professor, Hampshire College)
Houjun Mo, Ph.D. (Professor, University of Massachusetts)
Alexandra Pope, Ph.D. (Associate Professor, University of Massachusetts)
E Peter Schloerb, Ph.D. (Professor, University of Massachusetts)
Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)
Ronald Snell, Ph.D. (Professor, University of Massachusetts)
Min Su Yun, Ph.D. (Professor, University of Massachusetts)
Kimberly Ward-Duong, Ph.D. (Five College Astronomy Dept. Research and Teaching Fellow, Amherst College)
Eileen McGowan, Ph.D. (Visiting Assistant Professor, Mount Holyoke College)
Jason Young, Ph.D. (Visiting Lecturer, Mount Holyoke College)
Todd Tripp, Ph.D. (Professor, University of Massachusetts)
Kate Follette, Ph.D. (Assistant Professor, Amherst College)
Martin Weinberg, Ph.D. (Professor, University of Massachusetts)

The Major
Advisers: Suzan Edwards and James Lowenthal

The astronomy major provides 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: 11 courses (44 credits), which will normally include the following eight courses: 111, 113, three astronomy courses at the 200 level (including 228 plus at least one of either 224 or 225), one astronomy course at the 300 level, PHY 117 and PHY 118. Students with especially strong background in physics or astronomy may, in consultation with their advisers, replace 111 with a more advanced course. The remaining three courses must be at the 200 or 300 level.

The Minor
Advisers: Suzan Edwards and James Lowenthal

The minor provides a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background that would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscience field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, which could include history of science, scientific writing or editing, or science education.

Requirements: 24 credits, including the following three courses: 111, 224 or 225, and PHY 117. The remaining three courses will be two additional astronomy courses plus either an astronomy or a physics offering.

Minor in Astrophysics
Advisers: Suzan Edwards and James Lowenthal

The astrophysics minor is an alternate option for the 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 three astronomy classes except AST 100, 102, 103 and 111.

Honors
Director: Suzan Edwards or James Lowenthal

AST 430D Honors Project
Available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser. Full-year course. Credits: 8

Members of the department

Additional classes offered through the Five College Astronomy Department . See Five College website: https://www.fivecolleges.edu/astronomy/courses

AST 200 Introduction to Data Science
AST 223 Planetary Science
AST 226 Cosmology
AST 301 Writing about Astronomy
AST 330 Seminar: Topics in Astrophysics: Mars
AST 335 Astrophysics II: Stellar Structure
AST 339 Astronomy in a Global Context
AST 341 Observational Techniques II
AST 352/452 Astrophysics III: Galaxies and the Universe
AST 445 Astrophysical Dynamics

Students who are considering a major in astronomy should complete PHY 117 and 118 and the mathematics sequence through Calculus II (MTH 112) at their first opportunity.

Good choices for first-year astronomy courses for science majors are AST 111 and 113. Courses designed for nonscience majors who would like to know something about the universe are AST 100, AST 102, AST 103, PHY/AST 109 and AST 220. Check the astronomy department Web page for full descriptions of each course.

The astronomy department is a collaborative Five College department. Students majoring in astronomy will normally take all their classes at Smith for the first two years of study, and then will normally take one or two astronomy classes per year at one of the other four campuses. Five College classes available for credit towards
the major are listed below. Additional information, schedules, and registration for the Five College astronomy classes are available on the Five Colleges Consortium website.

**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 nonscience majors. (N) Credits: 4

**Members of the department**
Normally offered each fall

**AST 102 Sky and Time**
This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the Sun, Moon and stars. In addition to completing weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25 per section. (N) (QS) Credits: 4

**Members of the department**
Normally offered each spring

**AST 103 Sky and 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 nonscience majors. Enrollment limited to 20 students per section. (N) Credits: 3

Margaret Glynn Lysaght Thacher

Normally offered each fall

**AST 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 for students who are planning to major in science or math. Prerequisite: MTH 111 or the equivalent. (N) Credits: 4

Suzan Edwards

Normally offered each fall

**AST 113 Telescopes and Techniques**
An introduction to observational astronomy for students who have taken or are currently taking a physical science class. 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. Not open to students who have taken AST 103. Enrollment limited to 20 students. (N) Credits: 4

James Daniel Lowenthal

Normally offered each spring

**AST 214 Astronomy and Public Policy**
This seminar explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? We focus on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and mutes our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Throughout the course we will develop science communication skills using proven techniques borrowed from theater. Prerequisite: one college science course in any field and MTH 111 or the equivalent. (N) Credits: 4

James Daniel Lowenthal

Normally offered in alternate years

**AST 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 117, MTH 111, plus one astronomy class. Credits: 4

Suzan Edwards

Normally offered in alternate years

**AST 225 FC25 Galaxies and Dark Matter**
Discover the compelling evidence that most of the mass of a galaxy is dark matter based on analysis of orbital data, stellar populations, and basic laws of physics in a simulated research experience. Interactive format includes computer simulations, data analysis, and confronting observations with theory. Final projects explore the viability of dark matter candidates. Offered in alternate years with 224. Prerequisites: PHY 117, MTH 111, plus one astronomy class. Credits: 4

Members of the department

Normally offered each spring

**AST 228 FC28 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 and second-semester calculus. (N) Credits: 4

Suzan Edwards

Normally offered each spring

**AST 337 FC37 Observational Techniques in Optical and Infrared Astronomy**
In this section of AST 337 we provide an introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on optical observations related to studying stellar evolution. Students use Smith’s telescopes and CCD cameras to collect and analyze their own data, using the Python computing language. Topics covered include astronomical coordinate and time systems; telescope design and optics; instrumentation and techniques for imaging and photometry; astronomical detectors; digital image processing tools and techniques; atmospheric phenomena affecting astronomical observations; and error analysis and curve fitting. Prerequisites: at least one of AST 224, 225, 226 or 228, and one physics course at the 200-level. Previous experience in computer programming is strongly recommended. (N) Credits: 4

James Daniel Lowenthal

Normally offered each fall

**AST 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. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

**AST 430D Honors Project**
Available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser. Full-year course. Credits: 8

Members of the department

Normally offered each fall
**Biochemistry**

**Professors**
Stylianos P. Scordilis, Ph.D., Director (Biological Sciences)  
Steven A. Williams, Ph.D. (Biological Sciences)  
David Bickar, Ph.D. (Chemistry)  
Christine Ann White-Ziegler, Ph.D. (Biological Sciences)  
Adam Charles Hall, Ph.D. (Biological Sciences)  
Cristina Suarez, Ph.D. (Chemistry)  
Elizabeth Redding Jamieson, Ph.D.

**Associate Professors**
David Gorin, Ph.D. (Chemistry)

**Assistant Professor**
Nathan D. Derr, Ph.D. (Biological Sciences)

**Laboratory Instructor**
Kalina Petrova Dimova, Ph.D.

The Major

Foundation Courses: BIO 132/133, (Formerly BIO 150/151), 202/203, 230/231; CHM 111, 222, 223 and 224, or 118, 222 and 223; BCH 252/253.

Upper-level Courses
BCH 335 and BCH 336 or CHM 332  
BCH 352/353

One of the following physiology courses: BIO 200/201, 204/205, 206/207.  
One of the following electives: BCH 317, 380, 390; BIO 306, 310, 322, 332; CHM 328, 338, 357, 369.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Exemption from BIO 132/133 may be obtained for students who receive advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A levels). Students receiving advanced placement on their Smith College transcript for chemistry are strongly encouraged to start the introductory chemistry courses with CHM 118.

Students are advised to complete all the following foundational courses before the junior year: BIO 132/133, 202/203, CHM 111, 222, 223, and 224 or 118, 222, and 223, BCH 252/253.

Biochemistry majors are encouraged to include research in the form of a Special Studies (BCH 400, 400D) or Honors (BCH 430D, 432D) Project in their course of study.

Preparation for Graduate Study in Biochemistry and Molecular Biology

Students interested in pursuing further studies in either biochemistry or molecular biology will have a strong academic and experimental background for entrance to graduate school. Students planning graduate study are advised to include a year of calculus and a year of physics in their program of study. Independent research is also highly recommended in preparation for graduate school.

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, math and biology. The science courses must include laboratories. The requirements for the biochemistry major include several of the courses necessary for entrance into health professional programs, making the major an excellent choice for students applying to programs in medicine, dentistry, pharmacy or veterinary medicine. Other courses often required or recommended include biochemistry, calculus and 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.

Advisers: David Bickar, Nate Derr, David Gorin, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Christine White-Ziegler and Steven Williams

Honors Director: Nathan Derr

**BCH 430D Honors Project**
Credits: 8  
*Members of the department*  
Normally offered each academic year

**BCH 432D Honors Project**
Credits: 12  
*Members of the department*  
Normally offered each academic year

**Honors 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 website for specific requirements and application procedures.

Courses in the biochemistry major are listed below. Prospective majors are encouraged to refer to the description of the major in this catalogue and to contact biochemistry faculty to discuss appropriate paths through these courses.

**BCH 252 Biochemistry I: Biochemical Structure and Function**
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanics 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) Credits: 3  
Stylianos P. Scordilis  
Normally offered each spring

**BCH 253 Biochemistry I Laboratory**
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrophotometry, 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) Credits: 2  
*Members of the department*  
Normally offered each spring
BCH 317 Experimental Design in Bio-Molecular Engineering
Same as BIO 317. In recent years, new methods have been developed for interfacing with biological systems at the nanoscale, enabling a range of new experimental approaches. Many of these techniques make use of repurposed or reengineered biological building blocks. As a class, we will employ the Design Thinking approach to investigate a complex biological molecular machine and co-create a detailed written experimental plan for answering previously inaccessible question about the machine’s molecular mechanisms. This course will require innovative, interdisciplinary thinking to approach authentic research questions. Note that this is not a lab class, but focuses on the intellectual work required before experimentation begins. Prerequisite: BCH 252. Enrollment limit of 16. (E) Credits: 3
Nathan D. Derr
Normally offered each spring

BCH 335 Physical Chemistry of Biochemical Systems
The course focuses on the tools and methods used to study the physical chemistry of biological systems. Topics include thermodynamics and equilibria, solution properties, enzyme kinetics and membrane transport processes. Prerequisite: BCH 252 and CHM 224. BCH 336 must be taken concurrently by biochemistry majors; optional for others. (N) Credits: 3
Cristina Suarez
Normally offered each spring

BCH 336 Physical Chemistry of Biological Systems Laboratory
This course emphasizes the tools and methods used to study the physical chemistry of biological systems. The laboratory will focus on the applications of experimental techniques in elucidating the principles of biochemical systems. Prerequisite: BCH 253 and CHM 224. BCH 335 is a co-requisite for the course and must be taken concurrently. (N) Credits: 2
Scott David Edmands
Normally offered each spring

BCH 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 (353) must be taken concurrently by biochemistry majors; optional for others. (N) Credits: 3
Elizabeth Redding Jamieson
Normally offered each fall

BCH 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) Credits: 2
Scott David Edmands
Normally offered each fall

BCH 380 Seminar: Topics in Biochemistry
Topics course.

Biochemical Bases of Neurological Disorders
Recently there has been a surge in our understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases, for example spongiform encephalopathies (e.g. ‘mad cow’), Lou Gehrig’s, Alzheimer’s and Parkinson’s. Prerequisite: BIO 202 or 230. (N) Credits: 3
Members of the department
Normally offered in alternate years

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 considers chemi-
**BIO 132 Cells, Physiology and Development**
Students in this course 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 is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 132) is recommended but not required. (N) Credits: 4

**Lisa A. Mangiamele, Marney C. Pratt**
Normally offered both fall and spring semesters

**BIO 133 Cells, Physiology and Development Laboratory**
Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 132, (normally taken concurrently). (N) Credits: 1

**Stylianos P. Scordilis**
Normally offered both fall and spring semesters

**BIO 200 Animal Physiology**
In this course you will learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting the primary literature. Prerequisites: BIO 132, or permission of the instructor. (N) Credits: 4

**Samantha Danielle Torquato**
Normally offered each fall

**BIO 201 Animal Physiology Laboratory**
This course provides students with the opportunity to design and conduct experiments in human and animal physiology. Emphasis is on developing hypotheses, designing experiments, graphing data, interpreting results, and writing in the scientific style. Prerequisite: BIO 200 (normally taken concurrently). (N) Credits: 1

**Lisa A. Mangiamele, David Forrest, Nathan G. Pratt**
Normally offered each fall

**BIO 202 Cell Biology**
The structure and function of eukaryotic cells. This course examines contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, biocompatibility, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 132/133 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 203) is recommended but not required. (N) Credits: 4

**Stylianos P. Scordilis**
Normally offered each fall

**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. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). (N) Credits: 1

**Graham R. Kent, Jan AC Vriezen**
Normally offered each fall

**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 132 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. (N) Credits: 3

**Christine Ann White-Ziegler**
Normally offered each spring

**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. (N) Credits: 2

**Graham R. Kent, Lori Jean Saunders, Jan AC Vriezen**
Normally offered each spring

**BIO 206 Plant Physiology**
This course provides a broad understanding of key concepts in plant physiology and how the environment affects plant function. Key concepts include water and nutrient uptake, growth and allocation, plant-soil interactions and gas exchange from the leaves to ecosystems. General principles in these topics are used to develop an understanding of how interactions between plants, as well as plant and animals, impact plant communities and ecosystem processes. Prerequisites: A course in ecology, organismal biology, or environmental science. (N) Credits: 4

**Danielle Denise Ignace**
Normally offered each spring

**BIO 207 Plant Physiology Laboratory**
The laboratory is a course-based research experience addressing how plant physiology responds to climate change. The Lyman Plant House provides the ideal setting for growing plants under real life climate change scenarios. Students gain hands-on experience with sophisticated instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate and respiration), nutrient allocation and stable isotope variation. Additionally, students will use RStudio for data visualization, data exploration and data analysis. (N) Credits: 1

**Danielle Denise Ignace**
Normally offered each spring

**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 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 also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we 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 132, or permission of the instructor. BIO 130 is a recommended prerequisite but not required. Laboratory (BIO 231) is recommended but not required. (N) Credits: 4

**Samantha Danielle Torquato**
Normally offered each spring
BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including PCR, restriction analysis and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1
Christine Ann White-Ziegler
Normally offered each fall

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: At least one of the following: BIO 202, 230 or BIO 204. Laboratory (BIO 307) is recommended but not required. {N} Credits: 4
Lori Jean Saunders
Normally offered each spring

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} Credits: 4
Adam Charles Hall
Normally offered each fall

BIO 322 Topics in Cell Biology
Topics course.

Extracellular Matrix Mechansensing in Health and Disease
How do cells respond to their environment? Cells reside in a highly dynamic physical environment and respond to mechanical forces by converting them into biochemical signals using complex molecular machineries. The disruption of the mechanosensing mechanism as result of dysfunctional ECM mechanics or misregulations of proteins can lead to pathological conditions such as bone and muscular diseases, or cancer metastasis. In this seminar, we will be discussing extracellular matrix structure and function, biochemical, biophysical and mechanical cues that regulate cell function and mechanism of mechanotransduction by covering primary literature, performing case studies and preparing final research project. Prerequisite: BIO 132 and permission of the instructor. {N} Credits: 3
Members of the department
Expected to be offered in the next 3 years

BIO 332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses (including Ebola and HIV). Topics 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, CRISPR, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is strongly recommended but not required. {N} Credits: 4
Members of the department
Normally offered each fall

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 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. {N} Credits: 5
David Gorin, Katherine Lynn Queeney, Cristina Suarez
Normally offered each fall

CHM 118 Advanced General Chemistry
This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course 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 prepares students for CHM 222/223 and replaces both CHM 111 and 224. A student who passes this course cannot take either 111 or 224. Enrollment limited to 32. {N} Credits: 5
Alexandra E. Strom
Normally offered each fall

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 and alkenes are studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. {N} Credits: 5
David Gorin, Kevin Michael Shea
Normally offered each spring

CHM 223 Chemistry III: Organic Chemistry
Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222 and successful completion of the CHM 222 lab. Enrollment limited to 16 per lab section. {N} Credits: 5
Maren Buck, Kevin Michael Shea
Normally offered each fall

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 quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisites: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. {N} Credits: 5
Members of the department
Normally offered each spring

CHM 328 Bioorganic Chemistry
Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis is on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Topics include biorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: 223. Enrollment limit of 18. {N} Credits: 4
David Gorin
Normally offered in alternate years
CHM 332 Physical Chemistry II
Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Explores the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures thereof). Prerequisites: CHM 118 or 224, and MTH 112 or 114. (N) Credits: 5
Andrew Berke
Normally offered each spring

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 and so on are analyzed and discussed. A basic introduction to magnetic resonance imaging (MRI) is also included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Credits: 4
Members of the department
Normally offered in alternate years

CHM 357 Selected Topics in Biochemistry
Topics course.
Pharmacology and Drug Design
An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs are examined in detail, and computational software is 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 are also considered. Prerequisite: BCH 352 or permission of the instructor. (N) Credits: 4
Members of the department
Normally offered in alternate years

CHM 369 Bioinorganic Chemistry
This course provides an introduction to the field of bioinorganic chemistry. Students 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 either CHM 118 or CHM 224. Credits: 4
Elizabeth Rodding Jamieson
Expected to be offered in the next 3 years
The Major

Certain changes to the biological sciences major listed in this version are still pending CAP approval.

The major in biological sciences provides a strong basis for understanding the breadth of disciplines in biology while enabling depth of study in one or more specialized fields. Within this general framework, students construct a course program that matches their interests by choosing among the following five tracks.

Track 1: Integrative Biology
Track 2: Cells, Physiology and Development
Track 3: Genetics, Evolution and Molecular Biosciences
Track 4: Biodiversity, Ecology and Conservation
Track 5: Biology and Education

In their first semesters, students are encouraged to enroll in an appropriate core course (130/131 or 132/133 (formerly 150/151 or 154/155)) as well as chemistry (CHM 111 or 118).

Basic Requirements for Tracks 1—4
- 12 courses are required, plus laboratories. These include: Core courses: BIO 130 (formerly 154), BIO 132 (formerly 150), as well as either BIO 230 or BIO 232.
- CHM 111 or 118.
- A course in statistics (MTH 220 recommended)
- Five additional upper-level BIO courses (lectures, seminars or colloquia) as specified for each track, at least two at the 300 level.

Track 2: Cells, Physiology and Development

Students must complete a minimum of five 200- or 300-level courses as well as three laboratories from tracks 2-4. At least one course from each of Tracks 2, 3 and 4 must be included in the program of study. Courses cross-listed in different tracks can only be counted once.

Track 3: Genetics, Evolution and Molecular Biosciences

Students must complete a minimum of five 200- or 300-level courses as well as three laboratories from the following list.

200 level: BIO 200 Animal Physiology, BIO 202 Cell Biology, BIO 204 Microbiology, BIO 206 Plant Physiology, BIO 230 Genomes and Genetic Analysis, BIO 232 Evolution, BCH 252 Biochemistry I

300 level: BIO 300 Neurophysiology, BIO 302 Developmental Biology, BIO 306 Immunology, BIO 308 Introduction to Biological Microscopy, BIO 310 Cellular and Molecular Bases of Learning and Memory, BIO 320 Colloquium on Molecular Medicine, BIO 321 Topics in Microbiology, BIO 322 Topics in Cell Biology, BIO 323 Topics in Developmental Biology, NSC 318 Systems Neurobiology

Track 3: Genetics, Evolution and Molecular Biosciences

Students must complete minimum of five 200- or 300-level courses as well as three laboratories from the following list:

200 level: BIO 230 Genomes and Genetic Analysis, BIO 232 Evolutionary, BIO 264 Plant Diversity and Evolution, BCH 252 Biochemistry I, GEO 231 Invertebrate Paleontology and the History of Life

300 level: BIO 302 Developmental Biology, BIO 306 Immunology, BIO 310 Cellular and Molecular Bases of Learning and Memory, BIO 321 Topics in Microbiology, BIO 332 Molecular Biology of Eukaryotes, BIO 334 Bioinformatics and Comparative Molecular Biology, BIO 350 Topics in Molecular Biology, BIO 351
Topics in Evolutionary Biology, BIO 366 Biogeography, BIO 370 Microbial Diversity, BCH 390 Biochemical Research Using Advanced Techniques, NSC 313 Seminar in Organismal Neuroscience (Neuroethology)

**Track 4: Biodiversity, Ecology and Conservation**

Students must complete minimum of five 200- or 300-level courses as well as three laboratories from the following list:

- **200 level**: BIO 200 Animal Physiology, BIO 206 Plant Physiology, BIO 232 Evolution, BIO 260 Invertebrate Diversity, BIO 264 Plant Diversity and Evolution, BIO 268 Marine Ecology, BIO 272 Vertebrate Biology, GEO 231 Invertebrate Paleontology and Paleocology
- **300 level**: BIO 302 Developmental Biology, BIO 355 Ecophysiology, BIO 362 Animal Behavior, BIO 363 Animal Behavior Methods, BIO 364 Plant Ecology, BIO 366 Biogeography, BIO 370 Microbial Diversity, BIO 390 Topics in Environmental Biology, EGR 315 Ecohydrology, NSC 313 Seminar in Organismal Neuroscience (Neuroethology)

**Track 5: Biology and Education**

Graduates receive a degree in biological sciences and may be able to complete the requirements for a Massachusetts teaching license for high school and middle school biology. While this track still requires the same total number of 12 courses to satisfy a biology major, careful selection of additional courses outside the major will be required to prepare you for completion of a MA state teaching licensure. This track is designed for the student who plans to become a secondary education teacher in biology. Students interested in this track should contact the coordinator of teacher education as soon as possible.

A minimum of eight courses and four labs that count toward biological sciences are required, including:

- All three core courses (BIO 130, 132, and either 230 or 232).
- Three additional courses: one each from tracks 2, 3 and 4, at least one of which is at the 300 level
- Four laboratories: two affiliated with the core courses and at least one at the 300 level.
- A course in statistics (MTH 220 recommended)
- Chemistry 111 or 118.

A total of four education-related courses are required to complete an emphasis in the learning sciences to satisfy this biology-education track.

Each of the following courses is required:

- EDC 238 Introduction to the Learning Sciences
- EDC 342 Growing Up American: Adolescents and Their Educational Institutions
- EDC 347 Individual Differences Among Learners
- EDC 390 The Teaching of Science, Engineering and Technology

**An important note**: To satisfy the requirements of MA state licensure in the teaching of biology (5th–8th grades or 8th–12th grades), the following additional courses should be taken as “outside major course credit”:

- **EDC 211 Rethinking Equity and Teaching for English Language Learners**
- **EDC 346 Clinical Internship in Teaching**
- **EDC 352 Methods of Instruction**

Consult closely with your adviser in biology to plan the inclusion of these license-required courses, as well as with your education adviser to stay abreast of any state regulatory changes that may impact the required curriculum.

**Adviser for Study Abroad**: Students should consult their major adviser for any necessary study abroad information and signatures.

**The Minor**

Advisers: Members of the department also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise six courses chosen in consultation with an adviser. These courses include at least one core course and must include one 300-level course. At least one laboratory course is required; one-credit or two-credit laboratories do not count as separate courses toward the minimum of six required courses. No more than one course designed primarily for non-majors may be included. One course from another department or program may be included provided that course is related to a student’s particular interest in biology and is chosen in consultation with her adviser.

**Graduate Courses**

The Department of Biological Sciences maintains an active graduate program leading to the master of science 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.

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/biology/graduate.php

Adviser: Jesse Bellemare

**BIO 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 present talks on research goals, data collection and data analysis. This course is required for graduate students and must be taken both years. Credits: 2

*Robert Dorit*

Normally offered each fall

**BIO 510 Advanced Studies in Molecular Biology**

Credits: 3–5

*Members of the department*

Normally offered both fall and spring semesters

**BIO 520 Advanced Studies in Botany**

Credits: 3–5

*Members of the department*

Normally offered both fall and spring semesters

**BIO 530 Advanced Studies in Microbiology**

Credits: 3–5

*Members of the department*

Normally offered both fall and spring semesters
BIO 540 Advanced Studies in Zoology  
Credits: 3–5  
Members of the department  
Normally offered both fall and spring semesters

BIO 550 Advanced Studies in Environmental Biology  
Credits: 3–5  
Members of the department  
Normally offered both fall and spring semesters

BIO 590D Research and Thesis  
This is a full-year course. Credits: 8  
Members of the department  
Normally offered both fall and spring semesters

Preprofessional 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. Students should select biology courses in consultation with an 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.

Courses in the biological sciences are divided into five main sections.
1. Introductory and non-major courses
2. Core courses, required of all biological sciences majors
3. 200- and 300-level courses
4. Independent research
5. Graduate courses

Prospective majors are encouraged to refer to the description of the major in this catalog and to contact biological sciences faculty to discuss appropriate paths through these courses.

Introductory and Nonmajor Courses

BIO 100 Human Origins: Disentangling the Myths and Facts That Surround the Evolution of Our Species  
This course focuses on the origin and diversification of our species (Homo sapiens), with a focus on African origins and genetic diversity among extant populations. Using principles from evolution, topics covered include: 1) the relationship of humans to other primates; 2) the timing and location of the origin of modern humans; 3) the geographic history of humans, and the structure of contemporary human diversity; and 4) implications of human genetics/genomics for healthcare/medicine. (N) Credits: 4  
Laura Aline Katz  
Normally offered in alternate years

BIO 101 Modern Biology for the Concerned Citizen  
A course dealing with current topics in biology that are important in understanding important issues in today’s modern world. Many of these issues present important choices that must be made by individuals and by governments. Topics include cloning of plants and animals, human cloning, stem cell research, genetically modified organisms, bioterrorism, emerging infectious diseases such as Ebola, Zika and West Nile, gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity, species extinction and de-extinction and others. The course includes outside readings and in-class discussions. (N) Credits: 4  
Members of the department  
Normally offered each spring

BIO 120 Horticulture: Plants in the Landscape  
Identification, culture, and use of ornamental landscape plants including annuals, perennials, trees and shrubs, groundcovers, and tropics. Topics include introduction to landscape design and maintenance, garden design history, and current issues such as invasive species and community gardening. Course requirements include two exams, and design and interpretive assignments in conjunction with the Smith College Botanic Garden. Laboratory (BIO 121) must be taken concurrently. Enrollment limited to 30. (N) Credits: 3  
Members of the department  
Normally offered each fall

BIO 121 Horticulture: Plants in the Landscape Laboratory  
Identification, morphology, and use of landscape plants including annuals, perennials, trees and shrubs, groundcovers, and tropics. Introduction to horticultural practices including pruning, division, pollination, bulb planting, plant identification and landscape design. Use of the Botanic Garden outdoor collection as well as field trips are important components of the course. Course requirements include lab quizzes, and creation of a Field Guide to plant materials covered in the course. Enrollment limited to 15 per section. (N) Credits: 1  
Gabriel P. Immerman  
Normally offered each fall

BIO 122 Horticulture: Botany for Gardeners  
Survey course in the fundamentals of horticulture and basic botany. Plant structure and function, nomenclature, nutrition, seed biology, propagation, pests and diseases, soils, compost and an introduction to biotechnology. Topics include growing fruits, vegetables, and herbs. Course requirements include two exams, in-class discussions, and a book review. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. (N) Credits: 3  
Gabriel P. Immerman  
Normally offered each spring

BIO 123 Horticulture: Botany for Gardeners Laboratory  
Practical lab experiences in plant propagation, morphology, development and physiology, identification and treatment of diseases and insect pests, soils, seeds, and floral design. Use of the Lyman Conservatory, field trips, and winter/spring observation of outdoor plants are important components of the course. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. (N) Credits: 1  
Gabriel P. Immerman  
Normally offered each spring

BIO 150 Cells, Physiology and Development  
Students in this course 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 is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 151) is recommended but not required. Credits: 4 Members of the department Normally offered each fall

Core Courses

Required of all biological sciences majors

BIO 130 and 132 are both required for the biological sciences major, and may be taken in any order.

BIO 130 Biodiversity, Ecology and Conservation
(Formerly BIO 154) Students in this course 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 emphasize the relevance of diversity and ecological studies in conservation. Laboratory (BIO 151 (155)) is recommended but not required. (N) Credits: 4

Jesse Bellmamare, L. David Smith
Normally offered both fall and spring semesters

BIO 131 Biodiversity, Ecology and Conservation Laboratory
(Formerly BIO 155) Laboratory sessions in this course combine observational and experimental protocols both in the lab and in the field. Students gain familiarity with the diverse lineages of life and design and conduct research to address specific hypotheses about a subset of lineages. There are also field trips to local sites where students engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 130 (154) (normally taken concurrently). (N) Credits: 2

Denise Lello, Marney C. Pratt
Normally offered both fall and spring semesters

BIO 132 Cells, Physiology and Development
Students in this course 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 is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 133) is recommended but not required. (N) Credits: 4

Michael Joseph Barresi, Nathan D. Derr
Normally offered both fall and spring semesters

BIO 133 Cells, Physiology and Development Laboratory
Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 132 , (normally taken concurrently). (N) Credits: 1

Graham R. Kent, Lori Jean Satinders, Jan AC Vriezen
Normally offered both fall and spring semesters

200- and 300-Level Courses

BIO 200 Animal Physiology
In this course you will learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting the primary literature. Prerequisites: BIO 132/133 (formerly 150/151) and CHM 111 or CHM 118. Laboratory (BIO 201) is recommended but not required. (N) Credits: 4

Lisa A. Mangiamele
Normally offered each fall

BIO 201 Animal Physiology Laboratory
This course provides students with the opportunity to design and conduct experiments in human and animal physiology. Emphasis is on developing hypotheses, designing experiments, graphing data, interpreting results, and writing in the scientific style. Prerequisite: BIO 200 (normally taken concurrently). (N) Credits: 1

Lisa A. Mangiamele, Marney C. Pratt
Normally offered each fall

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course examines 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 132/133 and CHM 222. Laboratory (BIO 203) is recommended but not required. (N) Credits: 4

Stylianos P Scorodilis
Normally offered each fall

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. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). (N) Credits: 1

Graham R. Kent, Jan AC Vriezen
Normally offered each fall

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 132 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. (N) Credits: 3

Christine Ann White-Ziegler
Normally offered each spring

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. (N) Credits: 2

Jan AC Vriezen
Normally offered each spring
BIO 206 Plant Physiology
This course provides a broad understanding of key concepts in plant physiology and how the environment affects plant function. Key concepts include water and nutrient uptake, growth and allocation, plant-soil interactions and gas exchange from the leaves to ecosystems. General principles in these topics are used to develop an understanding of how interactions between plants, as well as plant and animals, impact plant communities and ecosystem processes. Prerequisites: A course in ecology, organismal biology, or environmental science. {N} Credits: 4
Daniele Denise Ignace
Normally offered each spring

BIO 207 Plant Physiology Laboratory
The laboratory is a course-based research experience addressing how plant physiology responds to climate change. The Lyman Plant House provides the ideal setting for growing plants under real life climate change scenarios. Students gain hands-on experience with sophisticated instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate and respiration), nutrient allocation and stable isotope variation. Additionally, students will use RStudio for data visualization, data exploration and data analysis. {N} Credits: 1
Daniele Denise Ignace
Normally offered each spring

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 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 also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we 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 132, or permission of the instructor. BIO 130 is a recommended prerequisite but not required. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4
Samantha Danielle Torquato
Normally offered each spring

BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including PCR, restriction analysis and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1
Lori Jean Saunders
Normally offered each spring

BIO 232 Evolution
Evolution frames much of biology by providing insights into how and why things change over time. For example, the study of evolution is essential to: understanding transitions in biodiversity across time and space, elucidating patterns of genetic variation within and between populations, and developing both vaccines and treatments for human diseases. Topics in this course include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 130 or BIO 132 or permission of the instructor. {N} Credits: 4
Laura Aline Katz
Normally offered each fall

BIO 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. This course surveys the extraordinary diversity and importance of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. BIO 261 must be taken concurrently. Enrollment limit of 20. {N} Credits: 3
L. David Smith
Normally offered each spring

BIO 261 Invertebrate Diversity Laboratory
This laboratory examines relationships between invertebrate form and function and compares diversity within and among major body plans using live and preserved material. Students observe and document invertebrate structure, life cycles, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. Enrollment limit of 20. {N} Credits: 2
L. David Smith
Normally offered each spring

BIO 264 Plant Diversity and Evolution
This course explores the diversity of plant life and investigates its evolutionary origins and history through a mixture of lecture, lab and discussion activities. A key focus of the course is the ecological and environmental context of major evolutionary developments in the Land Plants, including their adaptations to various abiotic challenges, as well as antagonistic and mutualistic interactions with other organisms. Our survey of plant diversity is guided by recent phylogenetic studies and we make use of the outstanding living collections in the Lyman Plant House. Prerequisite: BIO 130 (154). BIO 265 must be taken concurrently. Enrollment limit of 20. {N} Credits: 4
Members of the department
Normally offered in alternate years

BIO 265 Plant Diversity and Evolution Laboratory
This lab introduces students to plant morphology and identification through hands-on work with plant material. In addition, we focus on local native plants and the outstanding botanical collections in the Lyman Plant House. Field trips to other sites of botanical interest in the region are also taken. BIO 264 must be taken concurrently. Enrollment limit of 20. {N} Credits: 1
Members of the department
Normally offered in alternate years

BIO 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 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: BIO 130 (154) (or equivalent), or permission of the instructor. Enrollment limited to 24. Laboratory (BIO 269) must be taken concurrently and includes two field trips. {N} Credits: 3
Paulette M. Peckol
Normally offered each fall

BIO 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 learn to design and analyze experiments,
and to write in the scientific style. Field trips to Maine and Cape Cod, Mass., provide hands-on experience with marine organisms in their natural habitats. Prerequisite: BIO 268, which must be taken concurrently. (N) Credits: 2

Graham R. Kent, Paulette M. Peckol

Normally offered each fall

BIO 272 Vertebrate Biology
A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Laboratory (BIO 275) is recommended but not required. No Prerequisites. (N) Credits: 4

Members of the department

Normally offered each spring

BIO 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} Credits: 1

Members of the department

Normally offered each spring

BIO 300 Neurophysiology
Fundamental concepts of nervous system function at the cellular level (electrical signals, membrane potentials, propagation, synapses) and also the systems level (motor control, generating behavior, perception of visual form, color and movement). This course provides a strong foundation for BIO 310 and NSC 318. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202 or NSC 230. {N} Credits: 4

Richard F. Olivo

Normally offered each spring

BIO 302 Developmental Biology
How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. This will be an interactive class experience using "flipped classroom" approaches as well as web conferencing with the prominent developmental biologists whose research we are covering. Students will write a mock federal grant proposal as a major assessment of the course along with several take home exams. Prerequisites: BIO 150 (now 132), and BIO 202 or BIO 230; BIO 154 (now 130) is suggested. Credits: 4

Michael Joseph Barresi

Normally offered each spring

BIO 303 Research in Developmental Biology
Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered include 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 requires time outside of the normally scheduled lab period. Enrollment limited to 18. (N) Credits: 3

Members of the department

Normally offered each fall

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: At least one of the following: BIO 202, 230 or BIO 204. Laboratory (BIO 307) is recommended but not required. (N) Credits: 4

Christine Ann White-Ziegler

Normally offered each fall

BIO 307 Immunology Laboratory
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) Credits: 1

Jan AC Vriezen

Normally offered each fall

BIO 308 Introduction to Biological Microscopy
The theory, principles and techniques of light (fluorescence, confocal, TIRF) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design and image analysis. Particular attention is paid to experimental design and how microscopy-based experiments answer biological questions at the molecular and cellular level. The use of fluorescent proteins in data generation is considered along with discussions of elucidating the relationship between structure and function in biology. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 9. (N) Credits: 3

Members of the department

Expected to be offered in the next 3 years

BIO 309 Introduction to Biological Microscopy Laboratory
Students design experiments to answer current questions in cell biology with an emphasis on the techniques of light (fluorescence, confocal, TIRF) and electron (transmission and scanning) microscopy. The specific advantages and complementary type of data generated by each instrument are emphasized. Laboratory techniques for the introduction of fluorescent proteins into cells and other molecular and cellular details of experimental design are covered. In addition to the formal laboratory period, students need to arrange additional blocks of time to practice the techniques and work on self-designed investigations. BIO 308 must be taken concurrently. Enrollment limited to 9. (N) Credits: 2

Members of the department

Expected to be offered in the next 3 years

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) Credits: 4

Adam Charles Hall

Normally offered each fall

BIO 314 Topics in Advanced Microscopy Techniques for Research
Topics course. Instrument specific topics course designed for research students (special studies, honors, SURF etc.) requiring access to microscope equipment in the Center for Microscopy and Imaging (CMI) . Students will discuss the need of the Microscope system of their choice for their research project by preparing and presenting short presentations and a poster . Emphasized are group and individual training sessions required to learn how to operate a microscope independently (see topics) . Evaluation will be through engagement in assigned activities. 400 level work cannot overlap with this course work. Prerequisite: Permission of the Instructor. Enrollment limited to 6 per topic. Graded S/U only.

Laser Scanning Confocal Microscope (LSCM)
The LSCM is used to study fluorescently labelled live or fixed cells, tissues, and small organisms. By blocking the out-of-focus light, the image quality is improved compared to widefield fluorescence microscopy. Optical sections of
materials can be collected and used to reconstruct the three-dimensional structure. Training includes a lecture, demonstrations, discussions, and hands-on microscope instruction. Mechanical and optical components will be reviewed and operational parameters improving image quality covered. Participants are expected to meet outside class for weekly hands-on training sessions. Only one topic per semester can be selected. Credits: 1

Members of the department

Normally offered both fall and spring semesters

**Total Internal Reflection Fluorescence Microscope (TIRFM)**

The TIRFM is used to study fluorescently labelled molecules in a very thin region of the sample adjacent to the coverglass. With a depth of up to ~100nm, this technique is well-suited to examine, for example, individual molecules, cell membranes, and other cell surface components and processes. Training includes a lecture, demonstrations, discussions, and hands-on microscope instruction. Mechanical and optical components will be reviewed and operational parameters improving image quality covered. Participants are expected to meet outside class for weekly hands-on training sessions. Only one topic per semester can be selected. Credits: 1

Members of the department

Normally offered both fall and spring semesters

**Scanning Electron Microscopy (SEM)**

The SEM is used to examine small surface features of both biological and non-biological materials. By using a beam of electrons, a resolution of 3-10nm can be achieved. Besides high-resolution surface topography, compositional information about a sample can be collected when SEM is equipped with an X-ray detector. Training includes a lecture, demonstrations, discussions, and hands-on microscope instruction. Mechanical and optical components will be reviewed and operational parameters improving image quality covered. Participants are expected to meet outside class for weekly hands-on training sessions. Only one topic per semester can be selected. Credits: 1

Members of the department

 Normally offered both fall and spring semesters

**Transmission Electron Microscopy (TEM)**

The TEM is used to study morphological features of large molecules, cells, tissues, small organisms, and particles at a resolution of 0.3 nm. Ultrathin sections (~100nm) need to be cut to study internal features of cells and tissue. Negative staining techniques can be applied to observe large molecules, small organisms, and particles. Training includes a lecture, demonstrations, discussions, and hands-on microscope instruction. Mechanical and optical components will be reviewed and operational parameters improving image quality covered. Participants are expected to meet outside class for weekly hands-on training sessions. Only one topic per semester can be selected. Credits: 1

Members of the department

 Normally offered both fall and spring semesters

**BIO 317 Experimental Design in Bio-Molecular Engineering**

Same as BCH 317. In recent years, new methods have been developed for interfacing with biological systems at the nanoscale, enabling a range of new experimental approaches. Many of these techniques make use of repurposed or reengineered biological building blocks. As a class, we will employ the Design Thinking approach to investigate a complex biological molecular machine and co-create a detailed written experimental plan for answering previously inaccessible questions about the machine's molecular mechanisms. This course will require innovative, interdisciplinary thinking to approach authentic research questions. Note that this is not a lab class, but focuses on the intellectual work required before experimentation begins. Prerequisite: BCH 252. Enrollment limit of 16. (E) Credits: 3

Nathan D. Derr

Normally offered each spring

**BIO 321 Seminar: Topics in Microbiology**

Topics course.

**Infectious Disease Epidemiology and the Science of Public Health**

This seminar takes an interdisciplinary approach to understanding emerging and reemerging infectious diseases. We focus on those aspects of the biology of hosts and pathogens that drive the transmission of diseases, on the ecological factors (migration, climate change, population growth) that contribute to the spread of disease, and on the epidemiological approaches that measure the spread and impact of infectious agents. Ultimately, the seminar seeks to establish an evidence-driven framework for rational public health decision-making at the local, national and global levels. (N) Credits: 3

Members of the department

Expected to be offered in the next 3 years

**Molecular Pathogenesis of Emerging Infectious Diseases**

This course examines the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms is addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites BIO 202, or BIO 204. Recommended: BIO 306. (N) Credits: 3

Members of the department

Expected to be offered in the next 3 years

**BIO 322 Topics in Cell Biology**

Topics course.

**Synthetic Biology and Bionanotechnology**

An investigation of the emerging fields of synthetic biology and bionanotechnology drawn from both-popular and primary research literature. In this seminar, we focus on the central question of what can be achieved by approaching biology from an engineering mindset. Specifically, what can be learned by treating biological components (proteins and nucleic acids) and systems (signaling and metabolic networks) as interchangeable machine-like parts? We study examples of this intellectual and experimental approach and how its application has enhanced our understanding of cell biology. Harnessing biological systems for the production of pharmaceuticals and hydrocarbon fuel sources is also considered. Finally, we explore the prospect of affecting and interacting with cells using engineered nanoscale devices made from biological building blocks and the potential application of these techniques in the diagnosis and treatment of disease. Prerequisite: BIO 202 or 230 or permission of the instructor. (N) Credits: 3

Members of the department

Normally offered in alternate years

**BIO 323 Seminar: Topics in Developmental Biology**

Topics course.

**Regeneration**

"I’d give my right arm to know the secret of regeneration.” A quote by Oscar E. Schotté (1950) that captures the fascination science has had with the remarkable ability of some organisms to rebuild themselves. Why can some worms and salamanders regrow whole body parts, yet mammals have very restricted regenerative capabilities? This seminar explores the developmental mechanisms known to enable regeneration in some species, and delves into the possibility of whether we can harness these mechanisms to foster regeneration in humans. Course materials use primary research literature as a springboard to hold video conferences with the researchers who conducted the work. Students create a documentary movie focused as different aspects of regeneration. Prerequisites: BIO 132 (formally 150) and at least one upper-level BIO course. BIO 202, 230, and 302 are recommended. May not be repeated for credit. Enrollment limited to 12. (N) Credits: 4

Members of the department

Normally offered each spring
BIO 330 Research in Cellular Neurophysiology
A laboratory investigation of post-synaptic receptors and neural circuits using voltage clamping and extracellular recording. Students will design two independent research projects, one on glycine receptors expressed in oocytes, and a second one on a central pattern generator for rhythmic movements. In addition to one laboratory afternoon each week, the class will meet as a one-hour seminar each week to read and discuss research articles related to their projects. Prerequisite: BIO 331 or 231 or BIO 232. Enrollment limited to 12.
\[N\] Credits: 2
Adam Charles Hall

Normally offered each spring

BIO 332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses (including Ebola and HIV). Topics include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangements, methods for studying human genes and genetic diseases, CRISPR, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Enrollment limited to 16.
Prerequisite: BIO 230. Laboratory (BIO 332) is strongly recommended but not required. \[N\] Credits: 4

Members of the department

Normally offered each fall

BIO 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 are learned in the context of a semester-long project. These methods include techniques for studying genomics and gene expression including: CRISPR, RNA interference, DNA sequence analysis, RT-PCR, genomics, bioinformatics and others. Enrollment limited to 16. Prerequisite: BIO 332 (should be taken concurrently) and BIO 231. \[N\] Credits: 1

Members of the department

Normally offered each fall

BIO 334 Bioinformatics and Comparative Molecular Biology
This course focuses on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Topics 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 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 132, or BIO 230, or BIO 232, or permission of the instructor. Laboratory (BIO 335) is strongly recommended but not required. \[N\] Credits: 3
Robert Doriz

Normally offered each fall

BIO 335 Bioinformatics and Comparative Molecular Biology Laboratory
This lab introduces the computational and quantitative tools underlying contemporary bioinformatics. We 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 are encouraged to explore datasets of particular interest to them. Prerequisite: BIO 334 (normally taken concurrently), or permission of the instructor. Enrollment limited to 14. \[N\] Credits: 2
Robin S Sleith

Normally offered each fall

BIO 350 Seminar: Topics in Molecular Biology
Topics course.

Human Genetics
An array of technological advances in areas such as DNA sequencing, genetic screening and preimplantation genetic diagnosis are revolutionizing the field of human genetics. Topics covered include the transmission of traits between generations, the molecular basis of common human traits and rare inherited diseases, the relationship between repetitive elements in the human genome and changes in chromosome structure as well as other areas of interest to participants. If it is human, if it is genetic and if there is a sufficient body of primary literature on the topic, here is your chance to delve deeply into an area of human genetics that piques your curiosity. Prerequisite BIO 230. \[N\] Credits: 3

Members of the department

Normally offered each spring

Application of Molecular Biology to the Study of Infectious Diseases
This seminar focuses on the study of neglected tropical diseases (NTDs) and parasitic and viral diseases that are of great concern in the public health community. The spread of diseases such as Ebola, Chikungunya, Dengue Fever, West Nile, SARS, avian influenza, malaria, river blindness and many other parasitic infections 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, next-generation sequencing and others) provide unprecedented opportunities to understand infectious diseases and to develop new strategies for their elimination. Prerequisite: BIO 230 or permission of the instructor. \[N\] Credits: 3

Members of the department

Expected to be offered in the next 3 years

BIO 351 Topics in Evolutionary Biology
Topics course.

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 write an independent research paper on a topic of their choice. Prerequisite: BIO 230, 232 or permission of the instructor. \[N\] Credits: 3

Members of the department

Normally offered in alternate years

Human Origins and Diversification
This seminar explores the evolution of humans in a geographic context. Using principles from evolutionary genetics, we cover topics including: (1) the relationship of humans to other primates; (2) the timing and location of the origin of modern humans; (3) the geographic history of humans, and the poor correspondence between genetic data and the concept of race; and (4) implications of human genetics/genomics for healthcare. Emphasis is on synthesizing literature from the field, mastering a specific topic for a research project, and conveying complex information in a manner that is accessible to an interested layperson. Prerequisite: BIO 230, 232 or permission of the instructor. \[N\] Credits: 3

Members of the department

Expected to be offered in the next 3 years
### Evolution of Mammalian Reproduction: A Female Perspective

This seminar explores the diversity of reproduction in mammals from genetics to environmental adaptations, but all from the perspective of female mammals. How does the female perspective change the way we think about reproduction? For instance, conception vs fertilization; embryo rejection vs miscarriage. We cover basic concepts as well as the biases and assumptions present in the study of mammalian reproduction. Prerequisite: BIO 130 (154) or permission of the instructor. [N] Credits: 3

**BIO 355 Ecophysiology**

Students explore the interaction between an organism’s physiology and its environment. Topics include changes in climate and resources on physiological processes, with a strong emphasis on plants. Through understanding the physiology of the individual, students are able to understand the physiology of the ecosystem. The lab includes field activities at the MacLeish Field Station, where students gain hands-on experience with sophisticated equipment. There is a strong emphasis on using R studio for data analysis of large data sets. Students become proficient in the art of data visualization, data exploration, and scientific presentations. A course in ecology, organismal biology, environmental science, or permission of the instructor. BIO 355 (lecture) & BIO 356 (lab) must be taken concurrently. Enrollment limit of 20. [N] Credits: 3

**BIO 355 Ecophysiology Laboratory**

Students explore the creative and artistic side of science through independent research projects that address world-pressing problems in Ecophysiology. Projects will be based on large, long-term, publicly available datasets from world-renowned field stations. Students will use RStudio to become proficient in the art of data visualization, data exploration, and data analysis. We explore how to make scientific presentations come alive and make research more palatable to the general public. Additionally, field trips to the MacLeish Field Station provide hands-on experience with sophisticated equipment. BIO 355 must be taken concurrently. Enrollment limited to 20. [N] Credits: 2

**BIO 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] Credits: 3

**BIO 363 Research in Animal Behavior**

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] Credits: 3

**Virginia Hayssen**

Normally offered in alternate years

**BIO 364 Plant Ecology**

This course surveys the environmental factors, historical processes and ecological interactions that influence the distribution and abundance of plant species in the landscape. The class examines how plant communities are assembled and what processes influence their structure and diversity, including past and present human activities. We focus in particular on plant communities of the Northeast, using examples from the local landscape to illustrate key ecological concepts. Prerequisite: a course in plant biology, ecology or environmental science; statistics is recommended (e.g., MTH 220). BIO 365 must be taken concurrently. Enrollment limited to 20. [N] Credits: 3

**Jesse Bellemare**

Normally offered each fall

**BIO 365 Plant Ecology Laboratory**

This lab course involves field and laboratory investigations of plant ecology, with an emphasis on Northeastern plant species and plant communities. The labs explore interactions between plants and insects, visit wetland and upland habitats, and investigate plant population dynamics at sites around western Massachusetts. Students gain hands-on experience with descriptive and experimental research approaches used to investigate ecological processes in plant communities. BIO 364 must be taken concurrently. Enrollment limited to 20. [N] Credits: 2

**Jesse Bellemare**

Normally offered each fall

**BIO 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 are considered. Fundamental differences between terrestrial and marine biogeography are highlighted. Prerequisite: a course in ecology, evolution, or organismal biology or permission of the instructor. [N] Credits: 4

**Laura Aline Katz**

Normally offered each spring

**BIO 370 Microbial Diversity**

This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic lineages. The first weeks of lecture cover the origin of life on Earth, and the diversification of bacteria and archaea. From there, we focus on the diversification of eukaryotes, examining the many innovations that mark some of the major clades of eukaryotes. Evaluation is based on a combination of class participation, short writings and an independent research paper. Prerequisite: BIO 230 or 232 or permission of the instructor. Laboratory (BIO 371) is strongly recommended but not required. [N] Credits: 3

**Laura Aline Katz**

Normally offered each spring

**BIO 371 Microbial Diversity Laboratory**

This research-based lab allows students to explore the eukaryotic microbiomes associated with various environments on campus, including the greenhouse and marine aquaria. Students in the course will master the basics of light microscopy, PCR, and analyses of high-throughput sequencing data. Students will also use the scanning electron microscope to survey their communities. The work in the course culminates in a poster presentation on the discoveries of the semester. A one-hour weekly lab meeting is scheduled in addition to the three-hour lab period. BIO 370 must be taken concurrently. [N] Credits: 2

**Laura Aline Katz**

Normally offered each spring

**BIO 390 Seminar: Topics in Environmental Biology**

Topics course.

**Coral Reef Ecology and Conservation**

Coral reefs occupy a small portion of Earth’s surface, but their importance to the marine ecosystem is great. This seminar considers the geologic importance and ecological interactions of coral reefs. We focus on the status of coral reefs worldwide, considering effects of environmental and anthropogenic disturbances.
Methods for reef conservation are examined. Prerequisite: permission of the instructor. (N)

Credits: 3

Members of the department

Normally offered each spring

Independent Research

BIO 400 Special Studies
Credits: 1–5

Members of the department

Normally offered both fall and spring semesters

Honors

Director: Adam Hall

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

BIO 430D Honors Project
Credits: 8

Members of the department

Normally offered both fall and spring semesters

BIO 432D Honors Project
Credits: 12

Members of the department

Normally offered both fall and spring semesters
Book Studies Concentration

Advisory Committee

Marnie S. Anderson, Ph.D., Associate Professor of History
Nancy Mason Bradbury, Ph.D., Professor of English Language & Literature
Lindsey Clark-Ryan, M.F.A.
Susan M. Etheredge, Ed.D., Professor of Education & Child Study
Lily Gurton-Wachter, Ph.D., Assistant Professor of English Language & Literature
Tim Johnson, Director of the Botanic Garden
Karen V. Kukil, Associate Curator of Special Collections
Barry Moser, B.S., Irwin & Pauline Alper Glass Professor of Art
Elizabeth Myers, Ph.D., Director of Special Collections
Douglas Lane Patey, Ph.D., Sophia Smith Professor of English Language & Literature
Cornelia D.J. Pearsall, Ph.D., Professor of English Language & Literature
Andrea Stephanie Stone, Ph.D., Associate Professor of English Language & Literature
Shannon K Supple, M.L.I.S. J.D., Curator of Rare Books
Lynne M. Yamamoto, M.A., Jessie Wells Post Professor of Art

Lynn M. Yamamoto, M.A., Jessie Wells Post Professor of Art  

The concentration in book studies exploits the rich spectrum of book-related courses in the Five College curriculum and connects students with the exceptional resources of the Mortimer Rare Book Collection and the wealth of books and craftspeople of the Pioneer Valley. Through classroom study, field projects and independent research, they learn about the history, art and technology of the “book,” broadly defined to extend from oral literature to papyrus scrolls to manuscripts, printed books and digital media. Book studies concentrators design capstone projects in a wide variety of areas that include medieval manuscripts, early and fine printing, book illustration, children’s picture books, the book trade, artists’ books, censorship, the history of publishing, the secrets of today’s bestsellers, the social history of books and literacy, the history of libraries and book collecting, and the effects of the current digital revolution on the material book. Complete details about the concentration are available at www.smith.edu/bookstudies/

Requirements

The concentration is composed of six courses. In addition to taking the gateway course and the senior capstone experience, a student must take the two required core courses and two electives, chosen to support their area of focus. In addition, students are required to complete two practical experiences or internships in some field of book studies. The combined coursework will total no fewer than 19 credits; the internships/practical experiences carry no credit.

1. The gateway course (1 credit)

BKX 140 Perspectives on Book Studies
The gateway course presents the major themes of the book studies concentration—the creation, publication, distribution, reception, and survival of books—in a series of interactive workshops exposing students to the variety of subjects relevant to the concentration. These include graphic arts, the production and transmission of texts, literacy, and the sociology of the book. The course features members of the advisory committee on a rotational basis, and may be supplemented on occasion with lectures from the distinguished book studies people in the Valley. Required of all book studies concentrators, who are given enrollment priority. Enrollment limited to 12; permission of the instructor required. Graded S/U only. Credits: 1

Members of the department
Normally offered each interterm

2. Two required core courses (total of 8 credits)

Together these two courses provide an overview of interdisciplinary book studies and an historical context that help students identify their own interests within the concentration and make informed decisions about fieldwork and capstone projects. Students are encouraged to take these two courses soon after entering the concentration.

ARH 247/ENG 293 The Art and History of the Book
This course surveys the artistry and history of books from the ancient world through modern manuscripts, handwritten books, and machine press books to the digital media of today. It explores how books are made, read, circulated and used in different eras and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture.

ENG/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. The main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics 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; the fundamentally transformative effects of electronic communication.

3. Two electives (total of 8 credits)

Two courses—from any Five College department or program—that address the themes and concerns of the Book Studies concentration and are approved by the Book Studies Advisory Committee.

4. Two practical experiences

5. The senior capstone seminar (2 credits)

BKX 300 Senior Capstone Seminar
The culminating experience for the book studies concentration is an independent research project that synthesizes the student’s academic and practical experiences. The student’s concentration adviser may or may not serve as the sponsor for the project; topics for this capstone project is decided in concert with the student’s adviser and vetted by the concentration’s director. The seminar meets once each week to discuss methodology and progress on the independent projects and to discuss general readings in book studies theory and praxis. Enrollment limited to book studies concentrators who are seniors. Graded S/U only. Credits: 2

Douglas Lane Patey
Normally offered each academic year
Approved Courses

These are courses that have been offered recently in the Five Colleges that would count as electives for the concentration. Consult the course catalogue for availability. Other courses may be eligible with concentration adviser approval.

**Smith College**

ARH 268  The Artist’s Book in the 20th Century
ARH 247  Colloquium: The Art and History of the Book
ARS 275  The Book: Theory and Practice I
EAL 235  Class, Gender and Material Culture in Late Imperial China
EDC 338  Children Learning to Read
ENG 202  Western Classics in Translation, from Homer to Dante
ENG 238  What Jane Austen Read: The 18th-Century Novel
ENG 243  The Victorian Novel
ENG 250  Chaucer’s Canterbury Tales
ENG 256  Shakespeare
ENG 283  Victorian Medievalism
ENG 285  Introduction to Contemporary Literary Theory
ENG 295  The Art and History of the Book
ENG 312  Seminar: Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860
WLT 100  Introduction to Comparative Literature: The Pleasures of Reading
WLT 177  Journeys in World Literature
WLT 220  Colloquium: Imagining Language

**Hampshire College**

CS 111  The Emergence of Literacy
HACU 120  The Anatomy of Pictures
HACU 204  Artists’ Books
HACU 350  Books, Book Arts, Artists’ Books, Bibliophilia
HACU 354  The Collector: Theory and Practice
SS 244  Reading/Writing/Citizenship
SS/HACU 220-1  Dangerous Books: Introduction to Textuality and Culture
HACU 140-1  Comics Underground: Unconventional Comics in the U.S.

**Mount Holyoke College**

ARTH 271  Arts of Islam: Book, Mosque and Palace
ARTH 301  Illuminated Manuscripts
ARTS 226  Digital Artists Books
ARTS 256  Printmaking
ARTS 264  Word and Image
ARTS 267  Papermaking with Local Plants
ARTS 269  Japanese Papermaking
ENGL 317  Studies in Renaissance Literature: Renaissance Theater and the Early Modern Book

**University of Massachusetts, Amherst**

COMP LIT 234  Myth, Folktales and Children’s Literature
COMP LIT 392b  Comic Art in North America
COMP LIT 393c  The International Graphic Novel
ENG 300  The History of the Book
ENG 491  The Origins of Reading
JUDAIC 392  Jewish Graphic Novel

**Amherst College**

ENGL 01-04  Visuality and Literature
ENGL 05-01  Reading Historically
FAMS 485-01  Word/Life/Image
Buddhist Studies

Core faculty at Smith
Jay Garfield, Jamie Hubbard, Andy Rotman (Director, 2019–2020)

Other faculty members at Smith who teach courses related to Buddhist studies
Nalini Bhushan, Suzanne Gottschang, Yanlong Guo, Leslie Jaffe, Sabina Knight, Kimberly Kono, Sujane Wu

Five College faculty in Buddhist studies include
Hampshire College: Sue Darlington, Alan Hodder
Amherst College: Maria Heim, Sam Morse
Mount Holyoke: Suzanne Mrozik, Ajay Sinha
UMass Amherst: Stephen Miller, Reiko Sono

Courses

BUS 120 The Study of Buddhism
This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests, and trips to local Buddhist centers. We critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy and religion, with a focus on regional, sectarian and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts and more. This course meets during the first half of the semester only. Graded S/U only. (E) (H) Credits: 2

Members of the department
Normally offered each fall

BUS 240 Buddhism and Gender
Is it possible for someone who is not male to attain Buddhahood? We will explore this question from the textual perspectives of various Buddhist traditions. Buddhahood is the goal of Buddhism. The aspirant’s gender in tantric Buddhism is not relevant, but many other Buddhist traditions seem to deny the possibility of non-males achieving full awakening. We will address this question through study of canonical and modern literature on the topic. (E) (H) Credits: 4

Members of the department
Expected to be offered in the next 3 years

BUS 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central University of Tibet Studies in Sarnath, India, as part of the Hampshire/Five College in India program. Students take daily classes, taught by eminent Tibetan scholars, in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, and they 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 also visit important Buddhist historical sites and explore Varanasi, one of the oldest continuously inhabited cities in the world. Each student is paired with a Tibetan student “buddy” to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. (E) (S) Credits: 4

Members of the department
Normally offered each interterm

BUS 254 Buddhist Culture and Thought of Japan (Global FLEX Program)
This Global FLEX program will bring students to Kyoto University for a three week intensive study focused on Buddhist Studies, widely understood—doctrine, history, art and architecture, performing arts (tea, Noh), martial arts, contemporary philosophy, Buddhist psychology, ritual and contemplative practice, and visits to temples and other sites. Classes will be taught by a team of Kyoto University faculty and colleagues along with the Smith faculty member who accompanies the group. We will also offer opportunities for students to stay longer in Kyoto, either enrolling in other Kyoto University programs or engaging in Summer Intern programs. Enrollment limit of 15.

Members of the department
Normally offered each spring

Requirements

BUS 120 The Study of Buddhism is required of all Buddhist studies minors. The minor also requires 24 additional credit hours drawn from at least two disciplines, including anthropology, art history, literature, philosophy, religion and sociology, or others where appropriate, chosen in consultation with the minor adviser. Buddhist studies is interdisciplinary, and students must understand multiple approaches to the field in order to study it successfully.

Students should study Buddhism as it is practiced in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibetan-Himalayan region, and the West. Buddhism is constituted differently in different cultures, and it is important to understand this diversity in order to make sense of Buddhism’s development and dissemination.

The minor should comprise study of both classical and contemporary Buddhism. The Buddhist tradition cannot be understood without an appreciation of its rich history and evolution. Nevertheless, any understanding of Buddhism would be incomplete without a sense of its contemporary manifestations and role in world culture.

No language study is required for the minor. A maximum of 8 credits towards the minor may be satisfied by the study of a language relevant to Buddhist studies (to be approved by the minor adviser). This language might be a canonical language, or a modern language that facilitates research in Buddhism. Buddhist studies relies on linguistic competence, and students who intend to pursue graduate studies in Buddhist studies are strongly encouraged to study languages. Credit for language will only be given for courses at the second-year level or above.

At least 8 credits in the minor must be taken at Smith; up to 12 credits of overseas study may be counted. The minor requires one seminar addressing a topic in Buddhist studies.

Members of the department
Normally offered each spring

BUS 252 Buddhist Studies 135
At least 8 credits in the minor must be taken at Smith; up to 12 credits of overseas study may be counted. The minor requires one seminar addressing a topic in Buddhist studies.

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At least 8 credits in the minor must be taken at Smith; up to 12 credits of overseas study may be counted. The minor requires one seminar addressing a topic in Buddhist studies.
**BUS 400 Special Studies in Buddhist Studies**
Admission by permission of the director of the Buddhist studies program. Normally, enrollment limited to Buddhist studies minors only. (E)
 Credits: 1–4
*Members of the department*
 Normally offered both fall and spring semesters

**Elective Courses**
The following courses offered at Smith College in 2019–20 can be counted as electives in the Buddhist studies minor:

**REL 264 Buddhist Meditation**
*Jamie Hubbard*
Expected to be offered in the next 3 years

**REL 270 Zen Buddhism and Japanese Culture**
*Jamie Hubbard*
Normally offered in alternate years

**REL 275 Religions of Ancient India**
*Andy N. Rotman*
Normally offered in alternate years

**REL 307 Advanced Topics in Religion**
*Members of the department*
Expected to be offered in the next 3 years

**ANT 274 The Anthropology of Religion**
*Pinky Hota*
Normally offered each academic year

There are also many Buddhism-related courses offered at Smith College and throughout the Five Colleges.
The Major

Advisers: Members of the department

Adviser for Study Abroad: Maria Bickar

Required courses: 111, 222 and 224 (or 118 and 222); three of the following four courses: 223, 331, 332 and 363; two of the following three advanced lab courses: 326, 336 and 346 and additional elective courses (options listed below) to equal a total of 10 courses.

Elective courses may be: any CHM course at the 300 level or above, or any course from the following list: BCH 252, BCH 352, GEO 301, PHY 319, PHY 327, PHY 360 (topic-dependent).

Independent research (CHM 400, 430 or 432) worth four or more credits may be used as one (only) of the electives required for the major.

Courses fulfilling the major requirements may not be taken with the S/U option, with the exception of CHM 400.

Students planning graduate study in chemistry are advised to work with their adviser to identify courses outside the major that may be relevant for graduate study in particular subfields. A major program that includes the required courses, one semester of biochemistry and additional laboratory experience in the form of (a) two semesters of research (400, 450 or 432), (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the eligibility requirements of the American Chemical Society for professional standing.

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 information. 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. Electives may be a 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: David Gorin

CHM 430D Honors Project
Offered every year (Fall and Spring). Credits: 8

CHM 432D Honors Project
Offered every year (Fall and Spring). Credits: 12

Please consult the director of honors or the departmental website 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 catalog for details.

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 as early as possible.

All intermediate courses require CHM 111, 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 of study.

CHM 100 Perspectives in Chemistry

Topics course. Enrollment limit of 16.

Chemistry of Art Objects

In this museum-based course, chemistry is discussed in the context of art. We 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 are discussed along with examples from the Smith College Museum of Art. Course meetings take place in the museum and consist of three hours of lecture, discussion and demonstration. Enrollment limited to 16. (A) (N) Credits: 4

Members of the department

Normally offered each spring
CHM 108 Environmental Chemistry
Same as ENV 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. (N) Credits: 4
Andrew Berke
Normally offered each spring

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 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. (N) Credits: 5
David Gorin, Katherine Lynn Queeney, Cristina Suarez
Normally offered each fall

CHM 118 Advanced General Chemistry
This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course 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 prepares students for CHM 222/223 and replaces both CHM 111 and 224. A student who passes this course cannot take either 111 or 224. Enrollment limited to 32. (N) Credits: 5
Alexandra E. Strom
Normally offered each fall

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 and alkenes are studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. (N) Credits: 5
David Gorin, Kevin Michael Shea
Normally offered each spring

CHM 223 Chemistry III: Organic Chemistry
Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222 and successful completion of the CHM 222 lab. Enrollment limited to 16 per lab section. (N) Credits: 5
Maren Buck, Kevin Michael Shea
Normally offered each fall

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 quantitative treatment of thermodynamics, chemical equilibria, electrochemistry and reaction kinetics. Prerequisites: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. (N) Credits: 5
Members of the department
Normally offered each spring

CHM 312 Polymer Chemistry
Polymeric materials are ubiquitous in our society and play a vital role in many of the technologies that we use on a daily basis (e.g., clothing, electronic devices, drug formulations, medical implants). Chemistry is central to development of new materials for advanced technologies and this course will provide an introduction to the fields of polymer chemistry and macromolecular assembly. Topics include methods and mechanisms in polymer synthesis and assembly, characterization of polymer structure and properties, and applications of polymers. Special focus will be given to polymers used in biomedical applications. Prerequisite: CHM 111 or 118 and CHM 222. An understanding of basic chemical principles and an introduction to organic chemistry will be necessary for students to understand topics in polymer chemistry. Enrollment limit of 15. (N) Credits: 4
Maren Buck
Normally offered in alternate years

CHM 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. (N) Credits: 4
Members of the department
Normally offered in alternate years

CHM 325 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. Prerequisite: CHM 223. Enrollment limited to 15. (N) Credits: 4
Maren Buck
Normally offered each spring

CHM 327 Organic Synthesis
An introduction to advanced synthetic methods such as high performance liquid chromatography. Prerequisite: CHM 325. Enrollment limited to 15. (N) Credits: 4
Members of the department
Normally offered in alternate years

CHM 328 Bioorganic Chemistry
Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis is on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Topics include biorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: 223. Enrollment limit of 18. (N) Credits: 4
David Gorin
Normally offered in alternate years

CHM 331 Physical Chemistry I
Quantum chemistry: an introduction to quantum mechanics, the electronic structure of atoms and molecules, with applications in spectroscopy. Prerequisites: 118 or 224 and MTH 112 or MTH 114; strongly recommended: MTH 212 or PHY 210, and PHY 115 or PHY 117. (N) Credits: 4
Katherine Lynn Queeney
Normally offered each fall

CHM 332 Physical Chemistry II
Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Explores the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures thereof). Prerequisites: CHM 118 or 224, and MTH 112 or 114. (N) Credits: 5
Andrew Berke
Normally offered each spring

CHM 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 111–224) 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: 222 or permission of the instructor. Enrollment limited to 16. (N) Credits: 4

Cristina Suarez

Normally offered each spring

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 and so on are analyzed and discussed. A basic introduction to magnetic resonance imaging (MRI) is also included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Credits: 4

Members of the department

Normally offered in alternate years

CHM 346 Environmental Analytical Chemistry
An introduction to some common environmental chemical processes in air, soil and water, coupled with a study of the crucial role of accurate chemical measurement of these processes. Lecture and laboratory featuring modern chemical instrumentation for spectroscopy (atomic and molecular) high performance chromatographic separations (both gas and liquid), electrochemistry as well as microwave- and ultrasound-assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports required. Prerequisite: CHM 224 or permission of the instructor. Enrollment limited to 20. (N) Credits: 4

Andrew Berke

Normally offered each fall

CHM 357 Selected Topics in Biochemistry
Topics course.

Pharmacology and Drug Design
An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs are examined in detail, and computational software is 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 are also considered. Prerequisite: BCH 352 or permission of the instructor. (N) Credits: 4

Members of the department

Normally offered in alternate years

CHM 363 Advanced Inorganic Chemistry
Application of group theory; coordination compounds, molecular orbital theory of main group compounds; and other selected topics in inorganic chemistry. Prerequisite: 118 or 224. (N) Credits: 4

Members of the department

Normally offered each spring

CHM 369 Bioinorganic Chemistry
This course provides an introduction to the field of bioinorganic chemistry. Students 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 either CHM 118 or CHM 224. Credits: 4

Elizabeth Redding Jamieson

Expected to be offered in the next 3 years

Cross-Listed and Interdepartmental Courses

BCH 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 (353) must be taken concurrently by biochemistry majors; optional for others. (N) Credits: 3

Elizabeth Redding Jamieson

Normally offered each fall

BCH 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) Credits: 2

Scott David Edmands

Normally offered each fall

CHM 400 Special Studies
Credits: 1–4

Members of the department

Normally offered each academic year
Classical Languages and Literature

Professors
Thalia A. Pandiri, Ph.D., Chair (Classical Languages and Literatures and World Literatures)
Scott A. Bradbury, Ph.D.†1
Nancy J. Shumate, Ph.D. **2
Rebecca Worsham, 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 and/or College Year in Athens.

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 exam in Latin may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester of an introductory language course. Courses for the major may not be taken S/U.

The Major in Greek, Latin or Classics
Advisers: Members of the department

Adviser for Study Abroad: Thalia Pandiri

Requirements: In Greek, nine semester courses in the language, of which six must be at or above the intermediate level; in Latin, nine semester courses in the language, of which six must be at or above the intermediate level; in classics, nine semester courses in the languages, including not fewer than two in each language, of which six must be at or above the intermediate level. For each of these majors, one classics in translation course (CLS, FYS) may be substituted for one language course at the discretion of the student and with the approval of the adviser.

The Major in Classical Studies
Advisers: Members of the department

Requirements: Nine semester courses, of which four must be chosen from GRK or LAT, at least two of which must be at or above the intermediate level. At least two courses must be chosen from classics in translation (CLS, FYS), and at least two must be chosen from archaeology (ARC), art history (ARH), government (GOV), ancient history (HST), philosophy (PHI), religion (REL), or world literatures (WLT), 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 two must be at or above the intermediate level. Of the remaining courses, at least one must be chosen from Greek history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation.

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 two must be at or above the intermediate level. Of the remaining courses, at least one must be chosen from Roman history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation.

The Minor in Classics
Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Greek or Latin languages, including no fewer than two in each language. At least two of these six must be at or above the intermediate level.

Honors in Greek, Latin, Classics or Classical Studies
Director: Nancy Shumate

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

CLS 430D Honors Project
Credits: 8
Members of the department
Normally offered both fall and spring semesters

CST 430D Honors Project
Credits: 8
Members of the department
Normally offered both fall and spring semesters

GRK 430D Honors Project
Credits: 8
Members of the department
Normally offered both fall and spring semesters

LAT 430D Honors Project
Credits: 8
Members of the department
Normally offered both fall and spring semesters

Graduate Courses in Greek, Latin or Classics
Adviser for Graduate Study: Nancy Shumate

CLS 590 Research and Thesis
Credits: 4
Members of the department
Normally offered both fall and spring semesters


**Greek**

**GRK 100Y Elementary Greek**
A yearlong introduction to ancient Greek through the language of Homer's *Iliad* and *Odyssey*, the two 8th-century epics that represent the culmination of a long and rich tradition of oral poetry. The ancients regarded these poems as unparalleled masterpieces; the great tragedian Aeschylus called his own plays “crumbs from Homer’s table,” and both epics have endured over the millennia and are still alive and relevant. Identity, love, seduction, loyalty, the tension between individualism and community, between home and adventure—these are some of the very human issues the *Odyssey* explores. Students will learn all the fundamentals of Greek vocabulary and grammar, and experience the joy of reading Homer's *Odyssey* in the original. Credits: 5

Rebecca Worsham
Normally offered each academic year

**GRK 214 Greek Poetry of the Archaic Age**
An exploration of the poetic masterpieces of the Archaic period. We will study some of the songs bards performed to the accompaniment of the lyre, stories of war, exile and homecoming, monsters and divinities, love and lust. Readings will be chosen from works such as Homer's *Iliad* and *Odyssey*, Hesiod's *Theogony* and *Works and Days*, the Homeric Hymns. (F) (L) Credits: 4

Barry A. Spence
Normally offered each fall

**GRK 215 Greek Prose and Poetry of the Classical Age**
An introduction to different genres of prose and poetry in the Classical period, with attention to linguistic differences over time and region. Readings will be chosen from works such as Herodotus’ *History of the Persian War*, the poetry of Solon the wise Athenian lawmaker; the philosophical dialogues of Plato, the Athenian courtroom speeches of Lysias, the tragedies of Euripides. Prerequisite: three semesters of Greek or permission of the instructor. (F) (L) Credits: 4

Thalia A. Pandirii
Normally offered each spring

**GRK 310 Advanced Readings in Greek Literature I & II**
Authors vary from year to year, but they are generally chosen from a list that includes Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: 213 or permission of the instructor.

*Sex and War in Attic Comedy: Aristophanes’ Lysistrata*
An in-depth study of *Lysistrata*, a feminist, pacifist comedy—or is it? We consider the political and intellectual context of the play’s first performance; how subservive is Attic comedy, or how conservative? How does comedy “work”? How has *Lysistrata* been interpreted and adapted in recent decades? We also read short excerpts from other comedies and from Plato’s *Symposium*. (F) (L) Credits: 4

Members of the department
Normally offered each fall

**Latin**

**LAT 100Y Elementary Latin**
The Latin language has had an extraordinarily long life, from ancient Rome through the Middle Ages to nineteenth-century Europe, where it remained the language of scholarship and science. Even today it survives in the Romance languages that grew out of it and in the countless English words derived from Latin roots. This course prepares students to read Latin texts in any period or area of interest through a study of the fundamentals of classical Latin grammar and through practice in reading from a range of Latin authors. Some attention will also be given to Roman culture and Latin literary history. This is a full-year course and cannot be divided at midyear with credit for the first semester. Enrollment limited to 30. Credits: 5

Nancy J. Shumate, Rebecca Worsham
Normally offered both fall and spring semesters

**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. (F) (L) Credits: 4

Nancy J. Shumate
Normally offered each fall

**LAT 214 Introduction to Latin Literature in the Augustan Age**
An introduction to the “Golden Age” of Latin literature, which flourished under Rome’s first emperor. Reading and discussion of authors exemplifying a range of genres and perspectives such as Virgil, Ovid, and Horace, with attention to the political and cultural context of their work and to the relationship between literary production and the Augustan regime and its program. Practice in
research skills and in reading, evaluating, and producing critical essays. Prerequisite: LAT 212 or permission of the instructor. (F) (L) Credits: 4

Barry A. Spence

Normaly offered each spring

LAT 330 Advanced Readings in Latin Literature I & II

Topics course.

Authors vary from year to year, but they are generally chosen from a list that includes epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: two courses at the 200-level or permission of the instructor.

Medieval Latin

The focus is on first person narratives. How does medieval spiritual autobiography differ from autobiography as modern readers understand the genre? How can one distinguish between self-revelation and self-fashioning or autohagiography? Is a psychological interpretation of medieval texts valid, and if so, of what anachronistic assumptions should the modern reader be wary? Texts include selections from Augustine’s Confessions, selections from works by Elisabeth of Schönau, Hildegard of Bingen, Guibert de Nogent, Rather of Verona, Abelard, Heloise; selected testimonies from the Fournier Inquisition Register. Prerequisite: intermediate Latin or permission of the instructor. (F) (L) Credits: 4

Members of the department

Normally offered each fall

LAT 400 Special Studies

For majors and honors students who have had four advanced courses in Latin. Admission by permission of the department. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Classics in Translation

CLS 150 Roots: Greek and Latin Elements in English

Sixty percent of all English words are derived from Greek and Latin roots, yet most speakers of English are unaware of the origins and true meaning (“etymology”) of the words they use to communicate with others every day. This course aims to fill that gap, with an eye to sharpening and expanding English vocabulary and enhancing understanding of the structures of language in general. Combines hands-on study of Greek and Latin elements in English with lectures and primary readings that open a window onto ancient thinking about language, government, the emotions, law, medicine and education. S/U only; one evening meeting per week. (L) Credits: 2

Members of the department

Normally offered in alternate years

CLS 190 The Trojan War

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 look at the "real" Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. WI (A) (L) Credits: 4

Members of the department

Normally offered in alternate years

CLS 217 Greek Art and Archaeology

Same as ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100–168 BCE) and handles an array of settlements, cemeteries, and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (E) (A) (H) Credits: 4

Members of the department

Normally offered in alternate years

CLS 218 Hellenistic Art and Archaeology

We will examine the art, architecture, and material culture of the Hellenistic period, spanning the years from 323 to 31 BCE and representing one of the most exciting and dynamic eras of Greek history. Beginning with the expansionist campaign of Alexander the Great and ending with the conquests of the future emperor Augustus, it is a time of fast-paced change, experimentation, and diversity. In addition to examining the archaeology of this period, we will explore ideas about the accessibility of archaeological material and how this may be facilitated through digital collections and virtual reconstructions.

(A) (H) Credits: 4

Rebecca Worsham

Normally offered in alternate years

CLS 227 Classical Mythology

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myths. (A) (L) Credits: 4

Members of the department

Normally offered in alternate years

CLS 233 Gender and Sexuality in Greco-Roman Culture

The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women, the role of social class, the ways in which genre and convention shaped representation, the relationship between representation and reality.

Members of the department

Normally offered in alternate years

CLS 237 Artifacts of Daily Life in the Ancient Mediterranean

This course uses the artifacts of the Van Buren Antiquities Collection as a starting point for investigating the daily life of the Greek and Roman worlds. In particular, students will select and research an object or objects for which to develop an “object biography,” through which the people who produced, used, and re-used these objects might be accessed. Additional attention is given to the place of objects in archaeological practice and narratives.

Members of the department

Normally offered in alternate years

CLS 238 The Age of Heroes: Archaeology of the Eastern Mediterranean Bronze Age

For many of us, the Mediterranean Bronze Age is associated with mythological events like the Trojan War. But how did the people of the Bronze Age actually live? This course surveys the archaeology of the Eastern Mediterranean Bronze
Age, including Egypt and the Aegean, among others, from 3000 to 1100 BCE. We explore not only the pyramids and palaces of the period, but also the evidence for day-to-day living, from crafts production to religion. We also examine how these cultures interacted, and the Mediterranean networks that both allowed them to flourish and led to their collapse. {A} {H} Credits: 4

Members of the department

Normally offered in alternate years

**CLS 260 Transformations of a Text: Shape-Shifting and the Role of Translation**

Whose work are you reading when you encounter a text in translation? How is the author's voice modulated through the translator's? What constitutes a “faithful” or a “good” translation? How do the translator's language and culture, the expectations of the target audience, and the marketplace determine what gets translated and how? We consider different translations of the same text, including rogue translations, adaptations and translations into other forms (opera, musicals, film). Students produce their own translations or adaptations. No prerequisites, but students who have not taken WLT 150 are urged to enroll in that (2-credit, S/U) course concurrently. Credits: 4

Members of the department

Normally offered in alternate years

**CLS 400 Special Studies**

For majors/minors and advanced students who have had three classics or other courses on the ancient world and two intermediate courses in Greek or Latin. Admission by permission of the department. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

**Cross-Listed Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ENG 202</td>
<td>Western Classics in Translation, from Homer to Dante</td>
</tr>
<tr>
<td>FYS 172</td>
<td>(Dis)Obedient Daughters</td>
</tr>
<tr>
<td>WLT 202</td>
<td>Western Classics in Translation, from Homer to Dante</td>
</tr>
</tbody>
</table>
Community Engagement and Social Change Concentration

Director
Elisabeth Brownell Armstrong, Ph.D. (Study of Women and Gender)

Advisory Committee
Philip K. Peake, Ph.D. (Psychology)
Elisabeth Brownell Armstrong, Ph.D. (Study of Women and Gender)
Ginetta E. B. Candelario, Ph.D. (Sociology and Latin American Studies)
Denys M. Candy (Director, Jandon Center for Community Engagement)
Samuel M. Intrator, Ph.D. (Education and Child Study) 11
Ellen Wendy Kaplan, M.F.A. (Theatre)
Lucy W. Mule, Ph.D. (Education and Child Study)
Nnamdi Pole, Ph.D. (Psychology)
Marsha K. Pruett, Ph.D. (School for Social Work)
Lynne M. Yamamoto, M.A. (Art) 12

The Community Engagement and Social Change (CESC) concentration allows each participating student to connect an interdisciplinary area of interest to practical work in communities. Examples of areas of interest include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism.

Through a combination of carefully selected coursework, practical experiences, independent research projects and guided reflection, students (1) expand and deepen their understanding of local, national and global issues that affect communities, and (2) develop the skills, attitudes and knowledge necessary to collaborate mindfully with these communities as citizens and leaders.

The CESC concentration draws on the rich curricular offerings at Smith College and in the Five Colleges, as well as the resources and expertise available through the Jandon Center for Community Engagement, other centers and offices at Smith, and the Smith College School for Social Work. For more information, see the CESC concentration webpage.

Requirements

The CESC concentration is open to any student by application. The application is available online at the JCCE website. Students are strongly encouraged to have taken CCX 120 (required for the Concentration) before they apply.

In addition to the gateway course (CCX 120) and the capstone seminar (CCX 320), CESC concentration students will take four electives, complete two practical experiences, and participate in guided reflection sessions.

Electives

Students take four 4-credit courses that support their area of interest and deepen knowledge in relevant core content, including social justice, systems analysis, diversity, community development and community-based learning/research. Examples of areas of interest for students include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism. Course offerings with this content are available in multiple departments at Smith and in the Five Colleges. Electives must be derived from multiple disciplines, and two of the electives must be Community-Based Learning (CBL) courses. For a list of CBL courses, see www.smith.edu/academics/jandon-center/community-learning-research. Electives should be chosen in consultation with the concentration adviser.

Practical Experiences

Students will complete two different practical experiences to fulfill the requirements for the CESC concentration. One experience will consist of at least 100 documented hours of work with an off-campus community organization. The other experience will be at least 200 hours. When possible, experiences of longer duration are strongly encouraged. These may include internships, service-learning, community-based participatory research, and paid or volunteer community service. They may occur at any time in the calendar year: during the academic semester, interterm, spring break or summer. They may be combined with Praxis, off-campus work-study or other stipend programs.

Reflection Sessions

Students will complete at least one semester’s worth of reflection sessions, coordinated by the JCCE. These sessions facilitate student learning from practical experiences and should be taken concurrently with or immediately following one of the practical experiences.

Submittal of Concentration Advising Checklist

Upon completion of the CESC concentration, students are required to submit a completed Concentration Advising Checklist form, signed by their adviser, indicating that the student has completed all requirements. Students will not receive credit for the concentration without submitting this form. The checklist and other relevant forms are available on the CESC concentration website (www.smith.edu/academics/community-engagement-and-social-change-concentration). Completed forms are due in the Office of the Registrar no later than the end of the first week of the student’s final semester.

Courses

CCX 120 Community-Based Learning: Ethics and Practice

Service learning, civic engagement, community-based research and community service have become familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how to bring community issues into the classroom and how best to bring students into the neighborhoods surrounding their colleges and universities. This course considers these issues through exposure to both the literature of community engagement and the experiences of those who practice its different forms. CCX 120 serves as a gateway course for the Community Engagement and Social Change concentration. As such, one of the primary purposes of the course is to give students exposure to the varied opportunities available at the college for engaging with communities. Specifically, the course focuses on volunteer opportunities, course-based engagement and examples of community-based research. Within and across these different approaches, we identify and explore the ethical issues that characterize community partnerships and the best practices that attempt to address these issues. Students also interact with peers, faculty, guest speakers, and community members who provide firsthand perspectives on the local practice of CBL and the critical needs in surrounding communities. S/U only. Credits: 2

Members of the department

Normally offered each spring
Electives (four courses, total 16 credits)

Electives are available in multiple departments at Smith and in the Five Colleges. Electives should be chosen in consultation with the concentration advisor.

CCX 400 Special Studies
Admission by permission of the director of the Community Engagement and Social Change Concentration. Normally, enrollment limited to CESC concentrators only. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

CCX 320 Capstone Seminar for the CESC Concentration
The CCX 320 seminar provides a forum for Community Engagement and Social Change concentration students to develop research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, a small group of students focus on a particular social justice issue, research past and present community-based efforts around the issue, and develop a community action plan in collaboration with an off-campus community partner. Students are provided with readings, discussions, mentoring and other support to complete capstone projects. Enrollment limited to 15; priority is given to seniors and juniors. (E) Credits: 4

Members of the department

Expected to be offered in the next 5 years
The Major

Advisers: Judith Cardell, R. Jordan Crouser, Alicia Grubb, Nicholas Howe, Katherine Kinnaird, Jamie Macbeth, Joseph O'Rourke, Ileana Streinu, Dominique Thiebaut

Requirements

At least 11 full-semester graded courses or the equivalent, including:

- **Introductory**
  
  [Optional] 1 full-semester course or the equivalent chosen from CSC 102, 103, 105, 106, 107, 151. SDS 136, SDS 192, or FYS 164. (If taken, these credits count in lieu of the one additional course under Intermediate, below)

  Restrictions:
  
  - CSC 102 may not count after taking CSC 249
  - CSC 103 may not count after taking CSC 231
  - CSC 106 may not count after taking CSC 260
  - CSC 111, Introduction to Computer Science Through Programming

- **Core**
  
  CSC 212, Programming with Data Structures
  CSC 231, Microprocessors and Assembly Language
  CSC 250, Theoretical Foundations of Computer Science

- **Mathematics**
  
  MTH 111, Calculus, or another math course that requires MTH 111; or LOG 100
  
  MTH 153, Discrete Mathematics or another math course that requires MTH 153

- **Intermediate**
  
  One CSC or SDS Theory;
  One CSC or SDS Programming;
  One CSC Systems;
  One additional CSC or MTH course at the 200 level or above (waived if student has satisfied the Optional semester course under Introductory, above.)

- **Seminar (1 course):**
  
  One CSC 300-level course (not including CSC 324) beyond those satisfying the requirements above

**Note:** Courses taken S/U will not count toward the major except that one course taken S/U will be allowed for major credit if it was completed before the student declared as a Computer Science major. Students may petition to satisfy the 300-level course requirement with an advanced undergraduate or graduate course taught at another of the Five Colleges.

The Minor

1. **Theory (six courses)**

Advisers: R. Jordan Crouser, 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 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- 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, Nicholas Howe, Joseph O’Rourke, Ileana Streinu, Dominique Thiebaut

This minor is appropriate for a student with a strong interest programming and software development.

**Required courses**

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- 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).

3. Systems (six courses)
Advisers: Judith Cardell, Joseph O’Rourke, Dominique Thiebaut

This minor is appropriate for a student with a strong interest in computer systems, computer engineering and computing environments.

Required courses
- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- 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)
Advisers: Jamie Macbeth, 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 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- 250 Theoretical 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:
- 354 Seminar in Digital Sound and Music Processing
- 390 Seminar in Artificial Intelligence

5. Mathematical Foundations of Computer Science (six courses)
Advisers: R. Jordan Crouser, Joseph O’Rourke, Ileana Streinu

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 Introduction to Computer Science Through Programming
  - 212 Programming With Data Structures
  - 250 Theoretical Foundations of Computer Science

One of:
- 252 Algorithms
- 274 Discrete and 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)
Advisers: R. Jordan Crouser, Nicholas Howe

This minor accommodates 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 provide the essentials of employing the Internet and the Web for artistic purposes; CSC 111 Introduction to Computer Science through Programming 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 212 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Dept</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>CSC</td>
<td>102</td>
<td>How the Internet Works</td>
<td>2</td>
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<td>2</td>
<td>CSC</td>
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<td>Interactive Web Documents</td>
<td>2</td>
<td>CSC 102</td>
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<td>CSC</td>
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<td>Introduction to Computer Science Through Programming</td>
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<td>4</td>
<td>ARH</td>
<td>101</td>
<td>Approaches to Visual Representation</td>
<td>4</td>
<td>none</td>
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<td>5</td>
<td>ARS</td>
<td>162</td>
<td>Introduction to Digital Media</td>
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<td>6</td>
<td>ARS</td>
<td>263</td>
<td>Intermediate Digital Media</td>
<td>4</td>
<td>ARS 162</td>
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<td>7</td>
<td>ARS</td>
<td>361</td>
<td>Interactive Digital Media</td>
<td>4</td>
<td>ARS 162</td>
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<tr>
<td>Smith</td>
<td>DAN 377</td>
<td>Expressive Technology and Movement</td>
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<tr>
<td>Hampshire</td>
<td>CS 0174</td>
<td>Computer Animation I</td>
<td></td>
</tr>
<tr>
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<td>CS 0334</td>
<td>Computer Animation II</td>
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<td>Mount Holyoke</td>
<td>CS 331</td>
<td>Graphics</td>
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<td>UMass</td>
<td>ART 397F</td>
<td>Digital Imaging: Offset Litho</td>
<td></td>
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<tr>
<td>UMass</td>
<td>ART 397F</td>
<td>Digital Imaging: Photo Etching</td>
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<tr>
<td>UMass</td>
<td>ART 397L</td>
<td>Digital Imaging: Offset Litho</td>
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<tr>
<td>UMass</td>
<td>ART 697F</td>
<td>Digital Imaging: Photo Etching</td>
<td></td>
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<tr>
<td>UMass</td>
<td>EDUC 591A</td>
<td>3D Animation and Digital Editing</td>
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<td>UMass</td>
<td>CMPS 391F</td>
<td>Graphic Communications</td>
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<td>UMass</td>
<td>CMPS 397C</td>
<td>Interactive Multimedia Production</td>
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<td>UMass</td>
<td>CMPS 397D</td>
<td>Interactive Web Animation</td>
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</table>

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.

7. Digital Music (six courses equally balanced between Computer Science and Music)
Adviser: Katherine Kinnaird

This minor accommodates the increasing number of students who desire both grounding in music theory and composition and the technical expertise to express their music through digital media that requires mastery of the underly-
ing principles of computer science. The minor consists of the equivalent of six courses equally balanced between computer science and music.

Requirements

Three computer science courses:
1. 111 Computer Science I includes a systematic introduction to computer science and programming.
2. 212 Programming With Data Structures includes study of data structures, algorithms, recursion and object-oriented programming.
3. 220 or 250:
   a. 220 Advanced Programming Techniques focuses on several advanced programming environments, and includes graphical user interfaces (GUIs).
   b. 250 Foundations of Computer Science concerns the mathematical theory of computing including languages and corresponding automata.

Three music courses:
1. 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. MUS 210 may be substituted for students entering with the equivalent of 110.
2. One of MUS 233 or 312
   a. MUS 233 Composition covers basic techniques of composition, including melody, simple two-part writing and instrumentation.
   b. MUS 312 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 210 or permission of the instructor.)
3. MUS 345 or CSC 354 (cross-listed in the music department)
   a. MUS 345 Electro-Acoustic Music is an introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening.
   b. 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, music, 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>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CSC</td>
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<td>Computer Science I</td>
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<td>2</td>
<td>CSC</td>
<td>212</td>
<td>Programming with Data Structures</td>
<td>4</td>
<td>CSC 111</td>
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<td>3</td>
<td>CSC</td>
<td>220</td>
<td>Advanced Programming</td>
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<td>CSC 212</td>
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<td></td>
<td>CSC</td>
<td>250</td>
<td>Foundations of Computer Science</td>
<td>4</td>
<td>CSC 111, MTH 153</td>
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<td>4</td>
<td>MUS</td>
<td>110</td>
<td>Analysis and Repertory</td>
<td>5</td>
<td>see course description</td>
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<tr>
<td>5</td>
<td>MUS</td>
<td>233</td>
<td>Composition</td>
<td>4</td>
<td>MUS 110</td>
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<td>MUS</td>
<td>312</td>
<td>20th-Century Analysis</td>
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<td>MUS 210</td>
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<td></td>
<td>MUS</td>
<td>345</td>
<td>Electro-Acoustic Music</td>
<td>4</td>
<td>MUS 110, MUS 233, Permission</td>
</tr>
<tr>
<td></td>
<td>CSC</td>
<td>354</td>
<td>Seminar on Digital Sound and Music Processing</td>
<td>4</td>
<td>CSC 212, CSC 250 or 231, Permission</td>
</tr>
</tbody>
</table>

Substitutions

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>
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<tr>
<td>Amherst</td>
<td>Mus 65</td>
<td>Electroacoustic Composition</td>
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<td>Hampshire</td>
<td>HACU-0290-1</td>
<td>Computer Music</td>
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<tr>
<td>Mount Holyoke</td>
<td>Music 102f</td>
<td>Music and Technology</td>
</tr>
<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: Ileana Streinu

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

Five computer science courses have no prerequisites. These are 102 How The Internet Works, 103 How Computers Work, 106 Introduction to Computing and the Arts, 111 Introduction to Computer Science Through Programming and FYS 164 Issues in Artificial Intelligence. Students who contemplate a major in computer science should consult with a major adviser early in their college careers.

CSC 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 email 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 35. The course meets for the first half or second half of the semester only. [M] Credits: 2

Sahar Al Seesi

Normally offered each fall

CSC 103 How Computers Work

This introductory course provides 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 35. Offered first or second half of the semester. [M] Credits: 2

Sahar Al Seesi

Normally offered each fall

CSC 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) Website design, (2) JavaScript, (3) Embedded multimedia objects. Enrollment limited to 35. Prerequisites: CSC 102 or equivalent competency with HTML. [M] Credits: 2

Members of the department

Normally offered each spring

CSC 106 Introduction to Computing and the Arts

This introductory course explores 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 examine a range of computational art practices, while developing a solid foundation in basic computer programming approaches and techniques. Enrollment limited to 15. (E) Credits: 4

Members of the department

Normally offered in alternate years
CSC 109 Communicating with Data
Same as SDS 109. The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data.

Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you’re an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. (E) (M) Credits: 4
Katherine M. Kimmel
Normally offered both fall and spring semesters

CSC 111 Introduction to Computer Science Through Programming
Introduction to a block-structured, object-oriented high-level programming language. Covering 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) Credits: 5
Alicia M Grubb, Joseph O'Rourke
Normally offered both fall and spring semesters

CSC 151 Introduction to Programming Language Concepts
This course will examine foundational principles and concepts applicable across different programming languages and paradigms. Numerous practical applications will illustrate and draw out the theoretical constructs under consideration in specific instances and contexts. Students will experience programming in multiple languages, and will be able to place each within the larger context and history of the discipline. Prerequisite: CSC 111 or the equivalent. (M) Credits: 4
Nicholas Read Howe
Normally offered each spring

CSC 205 Modeling in the Sciences
Same as MTH 205. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems and discrete geometry. This is a project-based course and provides elementary training in programming using Mathematica. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. (M) Credits: 4
Ileana Streinu
Normally offered each spring

CSC 212 Programming With Data Structures
Explores elementary data structures (linked lists, stacks, queues, trees, graphs) and algorithms (searching, sorting) in a variety of contexts, including event-driven applications with a graphical user interface. Emphasizes object-oriented programming throughout, using the Java programming language. Prerequisite: CSC 111. (M) Credits: 5
John F. Foley
Normally offered both fall and spring semesters

CSC 220 Advanced Programming Techniques
Reinforces programming skills learned in previous programming courses through working on a number of projects. Offers practice for developing modular, reusable, maintainable code. Students will gain more experience with design and development. Prerequisite: 212. (M) Credits: 4
Sahar Al Seesi
Normally offered each spring

CSC 223 Introduction to Software Engineering
Introduction to software engineering theory and methodologies, with an emphasis on rapid prototyping and development. This course is a survey of topics: requirements elicitation and specification; prototyping and infrastructure; basic project management; architecture and design patterns; and verification and testing. Students will work in teams on a significant design and development project. Prerequisite: CSC 212. (M) Credits: 4
Alicia M Grubb
Normally offered each fall

CSC 230 Introduction to Database Systems
Databases form the foundation of modern commerce, social media, and govern-ment. This course will investigate the design and use of database systems from the traditional to the present day. Prerequisites: CSC 111, CSC 212. (M) Credits: 4
Nicholas Read Howe
Normally offered each fall

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: 212 or permission of the instructor. (M) Credits: 4
Dominique F. Thiebaut
Normally offered each fall

CSC 235 Visual Analytics
Same as SDS 235. Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take SDS 235 as a programming intensive course (prerequisite: CSC 212). In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau and Plotly. Prerequisite: CSC 111 or permission of instructor. (E) (M) Credits: 4
Members of the department
Expected to be offered in the next 3 years

CSC 240 Computer Graphics
Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Postscript, C++, GameMaker, POV-ray, and radiosity. The course accommodates both CS majors, for whom it is programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisites for CSC major credit: CSC 111 and MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. (M) Credits: 4
Nicholas Read Howe
Normally offered each spring

CSC 249 Computer Networks
This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics covered include layered network architecture, physical layer and data link protocols; and transport protocols; routing protocols and applications. Most case studies are drawn from the Internet TCP/IP protocol suite. Prerequisites: CSC 111. (M) Credits: 4
Members of the department
Normally offered each spring
CSC 250 Theory of Computation
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. Prerequisites: 111 and MTH 153. {M} Credits: 4

R. Jordan Crozier

Normally offered each spring

CSC 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: 212, MTH 111, MTH 153. {M} Credits: 4

Sahar Al Seesi

Normally offered in alternate years

CSC 256 Intelligent User Interfaces
This course covers principles of human-computer interaction and human interfaces to computers and computing devices. It focuses on technologies for building user interfaces, (mainly World Wide Web technologies), design principles, usability, user testing and other user evaluation methods, as well as interfaces to computer programming languages and tools, databases, data analysis systems, artificial intelligence systems, machine learning systems, and other computer applications. It also covers human factors, models of human perception and human information processing, and how they influence interface design. Prerequisites: CSC 111 and CSC 212. Enrollment limit of 20. (E)

Members of the department

Normally offered in alternate years

CSC 262 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. Enrollment limit of 40.

John J. Foley

Normally offered each fall

CSC 266 Introduction to Compiler Design
In this course, the students will learn the formal definition of programming language syntax and semantics. They will be introduced to the functions of compilers and their design and implementation details. The course will reinforce the students’ knowledge of context free grammars and automata and use this knowledge in designing lexical analyzers and translators for high level programming languages. Topics covered include lexical analysis, type checking, context analysis, and code generation. Prerequisites: CSC 251, CSC 250. {M} Credits: 4

Sahar Al Seesi

Normally offered each spring

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} Credits: 5

Dominique F. Thiebaut

Normally offered in alternate years

CSC 274 Discrete and Computational Geometry
Topics include the core of the field: polygons, convex hulls, triangulations and Voronoi diagrams. Beyond this core, curves and surfaces, and polyhedral and configuration spaces are covered. Throughout, a dual emphasis is maintained on mathematical proofs and efficient algorithms. Students have a choice of concentrating their course work in mathematics or toward computer science. Prerequisite for MTH major credit: MTH 153, MTH 111 recommended. Prerequisite for CSC major credit: CSC 212. {M} Credits: 4

Joseph O’Rourke

Normally offered in alternate years

CSC 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 212, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered in alternate years

CSC 294 Computational Machine Learning
An introduction to machine learning from a programming perspective. Students will develop an understanding of the basic machine learning concepts (including underfitting/overfitting, measures of model complexity, training/test set splitting, and cross validation), but with an explicit focus on machine learning systems design (including evaluating algorithmic complexity and development of programming architecture) and on machine learning at scale. Principles of supervised and unsupervised learning will be demonstrated via an array of machine learning methods including decision trees, k-nearest neighbors, ensemble methods, and neural-networks/deep-learning as well as dimension reduction, clustering and recommender systems. Students will implement classic machine learning techniques, including gradient descent. Prerequisites: CSC 212, CSC 250, MTH 112 or MTH 211, and knowledge of Python.

Katherine M. Kannard

Normally offered each fall

CSC 324 Computer Science and American Studies
Same as AMS 324. This seminar, taught by a cultural critic and a computer scientist, offers an interdisciplinary examination of the internet society. We examine the influence of cultural values on the design and use of digital technologies and the influence of these digital technologies on social and economic organization, leisure and consumer culture, politics, and the shaping of our identities. Topics include the open-source movement, surveillance and censorship, netwars, cybercrime, net neutrality, intellectual property rights, peer-to-peer journalism and social networks (Facebook, texting, YouTube, etc.)

Our goal is not simply to describe the digital ecologies that surround us, but to analyze them critically. Permission of the instructors. Enrollment limit of 20 juniors and seniors.

Credits: 4

Members of the department

Expected to be offered in the next 3 years

CSC 325 Seminar: Responsible Computing
When is disruption good? Who is responsible for ensuring that an innovation has a positive impact? Are these impacts shared equitably? How can we eliminate bias from algorithms, if they exist? What assurances can we make about the technology we develop? What are the limitations of professional ethics? This seminar examines the ethical implication (i.e., ethics, justice, political philosophy) of computing and automation. Participants will explore how to design technology responsibly while contributing to progress and growth. Topics include: intellectual property; privacy, security, and freedom of information; automation: globalization; access to technology; artificial intelligence; mass society; and emerging issues. Prerequisite: CSC 212.

Alicia M Grubb

Normally offered in alternate years
CSC 330 Database Systems
This course covers principles of database systems, including such topics as data independence, storage structures, relational data models, security, and integrity. It will also touch on some non-relational database systems, and alternative consistency mechanisms. As a seminar course, it will mix theory, programming, and research. Prerequisite: CSC 212 and MTH 153. Enrollment limit of 20. (E) [M] Credits: 4
Members of the department
Expected to be offered in the next 3 years

CSC 334 Topics in Computational Biology
Topics course. 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 exposes students to a variety of topics of current interest in molecular computing and bioinformatics.

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, 212, calculus or permission of the instructor for computer science majors, biochemistry majors are encouraged to participate. [M] [N] Credits: 4
Members of the department
Normally offered in alternate years

CSC 352 Parallel and Distributed Computing
Same as SDS 352. 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 include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 212 and 252. [M] Credits: 4
Members of the department
Normally offered in alternate years

CSC 354 Seminar: Music Information Retrieval
This course is envisioned to serve as an introduction to the field of Music Information Retrieval (MIR), covering both theoretical and practical elements of the field. This seminar aims to prepare students for research in MIR either in academia or industry. Topics will range from feature extraction and structure tasks to debates about the latest music-based apps and questions about music licensing. The course will embody the liberal arts experience by including technical programming assignments, position papers, and discussions about current research papers. Prerequisites: CSC 111 and one additional programming course, SDS 291, 293 or permission of the instructor, one writing intensive course. Enrollment limit of 12. (E) [M] Credits: 4
Members of the department
Normally offered each academic year

CSC 356 Seminar: Topics in Human-Computer Interaction
Human-Computer interaction (HCI) is a transdisciplinary field of study which investigates the relationship between humans and technology. Researchers in HCI both observe the ways in which humans interact with technology (and with one another, mediated by technology), as well as design technologies that let humans interact with computation in novel ways. While early advances in HCI were focused primarily on traditional computing paradigms, the field has since expanded to include other emerging form factors. In each of the rotating topics offered through this seminar, we explore both foundational discoveries and recent advances in this field.

Natural User Interfaces
In the study of human-computer interaction, a natural user interface (NUI) is an interaction paradigm in which the interface is largely invisible to the end user. Contrasted with WIMP (“windows, icons, menus, pointer”) interfaces found in traditional computing systems, NUIs rely on seamless, intuitive interaction rather than artificial control devices. While companies such as Apple and Google have rapidly popularized the NUI model, this interaction paradigm brings with it a unique set of design challenges, constraints, and ethical considerations. In this course, we will explore ongoing research in this evolving area and put these techniques into practice in various application areas. Prerequisites: CSC 212, CSC 256 strongly recommended [M] Credits: 4
R. Jordan Crouser
Normally offered each spring

CSC 360 Mobile and Locative Computing
By fitting comfortably in our pockets and bags, smartphones are worn on our bodies throughout the day and remain by our pillows at night. These mobile computers are packed with accelerometers, gyroscopes, cameras, microphones and even GPS. They present a unique platform for location and context-aware software. Through readings and projects, this course examines the opportunities and challenges presented by mobile computing. This is a hands-on seminar; projects include the development and deployment of applications on smartphones and other mobile devices. Prerequisite: CSC 212 or permission of the instructor. Closed to first-year students or sophomores. Enrollment limited to 12. [M] Credits: 4
Members of the department

CSC 370 Computer Vision and Image Processing
Seminar. Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar considers 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 212, MTH 153. [N] Credits: 4
Nicholas Read Howe
Normally offered in alternate years

CSC 370F Artificial Intelligence and Natural Language Understanding
Topics Course. This course will examine current research and techniques organized around a topic in the field of artificial intelligence.

Artificial Intelligence and Natural Language Understanding
This special topics course provides an introduction to programming computer systems that can understand and interact with humans through natural languages (such as English). The aim of this course is to go beyond “shallow” methods of parsing and computing word distributions and towards artificial intelligence software systems that think, understand, and communicate like real people. [M] Credits: 4
Members of the department

CSC 390 Special Studies
For majors, by arrangement with a computer science faculty member. Credits: 1–4
Members of the department

CSC 430D Honors Project
Credits: 8
Members of the department
Normally offered each academic year
Cross-Listed and Interdepartmental Courses

AMS 324 Computers, the Internet and American Culture
Same as CSC 324. This course blends computer science and cultural studies to examine the digital revolution as a transformative technological and social phenomenon. What desires, interests, acts of scientific imagination and institutions have propelled the Internet to such prominence in our lives? How have personal digital technologies rewired us by transforming commerce, journalism, political activism, consumer behaviors and social relationships? What are the implications for identity and social organization in an era of identity theft, social networking and ongoing struggles between corporations and net neutrality advocates to shape future ownership and use rights of the Internet? Open to students interested in computer science and cultural studies. Prerequisite: some preference may be given to those who have taken CSC 102 or AMS 202. Enrollment limited to 15 juniors and seniors by permission of the instructor. (E) Credits: 4

Members of the department
The Major: Bachelor of Arts in Contemporary Dance Studies

Advisers: Rodger Blum, Chris Aiken, Angie Hauser and Lester Tomé

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 gives students a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and culture, creative and aesthetic studies, scientific aspects of dance, the language of movement, and dance technique and performance. A dancer's instrument is her body and it must be trained consistently; at least five dance technique courses are required for the bachelor's degree. (Ten are allowed for credit toward the g.p.a.) Students should reach intermediate or advanced level in at least one form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses require a placement exam. A minimum of 48 credit hours are required for the major. Students may substitute no more than one course from another department to fulfill a dance major requirement. Substitute courses must be approved by the dance department faculty.

History: 171 Dance History: Political Bodies from the Stage to the Page and 272 Dance Anthropology: Performed Identities and Embodied Cultures serve as the introduction to the major. At the advanced level is 377 Advanced Studies in History and Aesthetics with rotating topics. These courses examine the dance itself and its cultural context.

Creative and Aesthetic Studies: 151, 252, 353, 209 and 309. 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. This sequence also includes 4-credit repertory courses at the intermediate and advanced levels.

Scientific Foundations of Dance: 241. 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.

Analysis of Music from a Dancer's Perspective: 287. Sharpens understanding of music fundamentals and makes these applicable to dance.

Major Course of Study: Students in the Bachelor of Arts in contemporary dance are urged to pursue a breadth of study in their technique courses and, in consultation with their advisers, make connections to other art departments.

Requirements

Theory: Must take each of the following:

- 151 Elementary Dance Composition
- 171 Dance History: Political Bodies from the Stage to the Page
- 241 Scientific Foundations of Dance
- 252 Intermediate Dance Composition
Five dance technique courses are required for the bachelor’s degree. Ten are allowed for credit toward the g.p.a. Dance majors must take at least two courses in one dance technique and reach intermediate level in it, and take at least one course in a different technique form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses require a placement exam.

Advanced Theory: Choose at least two of the following:

- 305 Advanced Repertory (taken twice)
- 309 Advanced Repertory
- 377 Advanced Studies
- 400 Special Studies Senior Thesis

Honors

DAN 430D Honors Project
Credits: 8

DAN 431 Honors Project
Credits: 8

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

The Minor in Contemporary Dance Studies

Advisers: Rodger Blum, Chris Aiken, Angie Hauser and Lester Tomé
A minimum of 27 credit hours are required for the minor.

Requirements

- DAN 151 Elementary Dance Composition
- DAN 171 Dance History: Political Bodies from the Stage to the Page
- DAN 241 Scientific Foundations of Dance
- DAN 252 Intermediate Dance Composition
- DAN 272 Dance Anthropology: Performed Identities and Embodied Cultures
- DAN 287 Analysis of Music from a Dancer’s Perspective
- DAN 200 Dance Production

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.

Graduate: Master of Fine Arts Program

Director: Rodger Blum

71–75 total credits.

12–14 credits: First-Year Technique (six total classes or five classes and one undergraduate theory course)

12–14 credits: Second-Year Technique (six total classes or five classes and one undergraduate theory course).

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/dance/masters.php

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 Dance Department Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/courses.

A. Theory & Practice Courses

All Theory, Process, and Practice courses: {A} 4 credits.

DAN 151 Elementary Dance Composition
Introductory study of dance composition, including movement research, spatial design, rhythmic phrasing, musical forms, and performance. Enrollment limited to 20. (A) Credits: 4
Alexandra Helen Burley
Normally offered each spring

DAN 171 Dance History: Political Bodies From the Stage to the Page
DAN 171 excavates the artistic, social, and cultural trends that have driven the histories of ballet, jazz dance, modern dance, and postmodern dance throughout the 20th & 21st centuries. The course looks critically at artists such as Isadora Duncan, Rudolf Laban, George Balanchine, Martha Graham, Katherine Dunham, Alvin Ailey, Anna Halprin, Pina Bausch, and Bill T. Jones. Through readings, discussions, dance viewings, movement activities, and sessions in the Museum of Art, Josten Library, and Sophia Smith Collection, students examine how notions of race, nationality, gender, sexuality, and political ideology inform dance. Students conduct historical research on a topic of their choice. Enrollment limited to 20. (A) {H} Credits: 4
Lester Tomé
Normally offered each fall

DAN 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 three times for credit. {A} Credits: 2
Rodger Fleming Blum
Normally offered each fall
DAN 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. Offered in the Five College Department of Dance. (A) Credits: 4  
Members of the department  
Normally offered in alternate years

DAN 252 Intermediate Dance Composition  
Course work emphasizes dance making, improvisation, and performance through generating and designing movement based studies and one fully realized performance project. Various devices and approaches are employed including motif and development, text and spoken language, collage and structured improvisation. Enrollment limited to 20. (A) Credits: 4  
Members of the department  
Normally offered each fall

DAN 272 Dance Anthropology: Performed Identities and Embodied Cultures  
What are social functions of dance? How does the body signify culture? How does movement articulate identities? What forms of knowledge do dance anthropologists produce, and how? Through theories of performance and embodiment, this course illuminates the relationships between self, body, culture, and society. It discusses the nature of fieldwork and ethnographic research in dance, critically examining how contemporary ethnographers negotiate the historical relationship between anthropology and coloniality. The course highlights ethnographies of dance forms from the Americas, Africa, Asia, the Middle East, and Europe. Students conduct a fieldwork project of their choice, engaging in participant observation and fieldnote writing. Enrollment limited to 20. (A) (S) Credits: 4  
Members of the department  
Normally offered each spring

DAN 287 Analysis of Music from a Dancer’s Perspective  
A primary goal is development of the ability to focus on subtle details in music while dancing, teaching, choreographing, or performing. Dancers cultivate an open-mind and skills for imagining many relationships between dance and music. Students improvise music, make up songs, translate choreography into music, and dance with music from various cultures and historical periods. The course emphasizes rhythm, terminology, and categories, meaning in music, and strategies for finding music. Students listen to varied musical styles and paradigms, formulate statements about music, study ethical questions about music and musicians, and distinguish between recorded and live music. Enrollment limited to 15. Credits: 4  
Michael M. Vargas  
Normally offered in alternate years

DAN 305 Advanced 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. Audition required. May be taken twice for credit. Prerequisite: Permission of the instructor. (A) Credits: 2  
Members of the department  
Normally offered each fall

DAN 309 Advanced 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 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: Permission of the instructor. (A) Credits: 4  
Alexander Bradford Springer  
Normally offered each fall

DAN 377 Advanced Studies in History and Aesthetics  
This course explores a specific idea, concept, period, person or event important in the history and/or aesthetics of dance. Topics vary depending on the instructor’s research and expertise. Enrollment limited to 20.  

Contact Improvisation Practice and History  
In this course students will engage throughout the semester both in the practice of contact improvisation (CI) and the study of its history from 1972 till the present. We will study how CI has become a world-wide phenomenon, how it has evolved on different continents and regions, and how its participants have navigated issues of power, sexuality, race, identity, and culture. We will consider the ecosystems of CI classes, jams, and performances; CI in academia; and CI in relationship to professional dance training, aesthetics, and performance. All levels. (A) Credits: 4  
Members of the department  
Expected to be offered in the next 3 years

Dancing Today: Aesthetics of Contemporary Dance  
This seminar examines current trends in contemporary dance such as intercultural choreography, queer performance, dance and eco-sustainability, stagings of hip hop, digital performance, dance dramaturgy, the body as archive, performance as research, interdisciplinary dance, conceptual dance, collaborative creative processes, audience participation and dancing in the museum. Taking these trends into account, students define their own positions as choreographers, performers, spectators, critics, or scholars of contemporary dance. Students attend performances, watch videos, discuss recent scholarship, lead seminar presentations and write artist statements. The course is open to all students interested in dance and contemporary art. (A) Credits: 4  
Members of the department  
Normally offered in alternate years

DAN 399 Senior Seminar  
Senior seminar is a capstone course that integrates 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) Credits: 4  
Rodger Fleming Blum  
Normally offered each spring

DAN 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. Credits: 1–4  
Members of the department  
Normally offered both fall and spring semesters
B. Production Courses

DAN 200 Dance Production
A laboratory dance 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 stage crew. It may not be used for performance or choreography. May be taken four times for credit, with a maximum of two credits per semester. (A) Credits: 1
Alexander Bradford Springer
Normally offered both fall and spring semesters

DAN 201 Dance Production
Same description as above (DAN 200). May be taken four times for credit, with maximum of two credits per semester. Can be taken with DAN 200. (A) Credits: 1
Alexander Bradford Springer
Normally offered both fall and spring semesters

C. Technique Courses

Technique Course Registration Policies
Registration is mandatory: auditing is not allowed. Students may register for the same technique course up to three times for credit. Nonmajors are allowed 12 credits of technique (six courses) for credit. After 12 credits, courses appear on transcripts, but grades are not averaged into your g.p.a. Students must continue to register for all technique courses. Dance majors are allowed 20 credits of technique (10 courses) for credit. After 20 credits, courses appear on transcripts, but grades do not average into your g.p.a. Students must continue to register for all technique courses. If a student wishes to receive credit for technique courses beyond the limit, she should speak to a faculty member about designing a special studies course. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department course schedule available online at www.fivecolleges.edu/sites/dance

Technique 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. Technique courses also require outside reading, video and film viewings, and/or concert attendance. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited. Placement exams for advanced levels are held the first weeks of classes.

DAN 101 Dance Studio
DAN 101 is a variable topics studio course which introduces students to the practice and study of diverse forms of movement and dance. These courses present and address physical, somatic, theoretical, and cultural practices in a variety of movement experiences. DAN 101 is designed as a mixed level course that includes the beginning mover as well as the more experienced mover. Students may register for DAN 101 up to three times for credit.

Strength and Flexibility Through Movement
This course provides students with a practical and theoretical understanding of the relationship between the strength, flexibility, and mobility of the body. Through experiential methods students will learn how the connective tissues of the body function both as an interconnected web which facilitates movement, alignment, and coordination, as well as proprioception. We will develop an individualized practice throughout the semester drawing from various movement systems and dance training methods. We will examine the relationship between strength, flexibility, and agility as applied to dancing. (E) (A) Credits: 1
Members of the department
Normally offered each academic year

The Gyrotonic Method Applied to Dance Technique
The Gyrotonic Expansion System® was created by a professional dancer, Julio Horvath, as a way for him to heal and regain strength and agility after suffering from debilitating injuries. This introductory course is designed for people of all movement ability. The class focuses specifically on application to dancing. Students will learn exercises designed to simultaneously lengthen and strengthen muscles, support joint stability and mobility, stimulate circulation, build core strength through breath support, enhance coordination, and promote a practice of mindful movement. The course will meet in group as well as private sessions to address the specific concerns of each student. (A) Credits: 1
Members of the department
Expected to be offered in the next 3 years

DAN 113 Beginning Contemporary Dance
Enrollment limited to 25.

Fundamentals
(A) Credits: 2
Members of the department
Normally offered both fall and spring semesters

Introduction to Modern Dance
(A) Credits: 2
Members of the department
Normally offered both fall and spring semesters

DAN 114 Advanced Beginning Contemporary Dance
For students who have taken Beginning Contemporary Dance or the equivalent.
(A) Credits: 2
Members of the department
Normally offered each spring

DAN 215 Intermediate Contemporary Dance 1
Prerequisite: 113 or previous dance experience. Enrollment limited to 30.
(A) Credits: 2
Alexandra Helen Burley
Normally offered each fall

DAN 216 Intermediate Contemporary Dance 2
Prerequisite: 215 or previous dance experience. Enrollment limited to 30.
(A) Credits: 2
Alexander Bradford Springer
Normally offered each spring

DAN 317 Advanced Contemporary Dance 1
By audition/permission only. Prerequisite: 216. (A) Credits: 2
Members of the department
Normally offered each fall

DAN 318 Advanced Contemporary Dance 2
Audition required. Prerequisite: 317. Enrollment limited to 25. (A) Credits: 2
Members of the department
Normally offered each spring

DAN 119 Beginning Contact Improvisation
A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation, outer awareness, and touch, to develop spontaneous fluidity of movement in relation to a partner. Enrollment limited to 25. May be repeated once for credit. (A) Credits: 2
Antonia Sommer Craige
Normally offered both fall and spring semesters

DAN 219 Intermediate Contact Improvisation
A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation, outer awareness, and touch, to
DAN 120 Beginning Ballet
Enrollment limited to 25. Offered both semesters each year at Smith and the Five Colleges. {A} Credits: 2
Members of the department
Normally offered both fall and spring semesters

DAN 121 Advanced Beginning Ballet
For students who have taken Beginning Ballet or the equivalent. Enrollment limited to 25. {A} Credits: 2
Members of the department
Normally offered both fall and spring semesters

DAN 222 Intermediate Ballet 1
Prerequisite: 121 or previous dance experience. Enrollment limited to 25. {A} Credits: 2
Rodger Fleming Blum
Normally offered each fall

DAN 223 Intermediate Ballet 2
Prerequisite: previous dance experience. Enrollment limited to 30. {A} Credits: 2
Onalie M. Aris
Normally offered each spring

DAN 324 Advanced Ballet 1
By audition/permission only. {A} Credits: 2
Rodger Fleming Blum
Normally offered each fall

DAN 325 Advanced Ballet 2
By audition/permission only. Enrollment limited to 30. {A} Credits: 2
Rodger Fleming Blum
Normally offered each spring

DAN 130 Beginning Jazz Dance
Enrollment limited to 30. {A} Credits: 2
Members of the department
Normally offered each academic year

DAN 131 Intermediate Jazz Dance
For students who have taken Beginning Jazz or the equivalent. Limited to 30. {A} Credits: 2
Members of the department
Expected to be offered in the next 3 years

DAN 142 Dance Forms of the African Diaspora
This studio course offers technique training in any of the dance forms from Africa and the African Diaspora. The physical study of the form is contextualized socially, culturally, and historically, favoring an interdisciplinary perspective. Through the course, students approach the study of dance as a catalyst for cultural empowerment and social change. Topics course. Enrollment limited to 30. {A} Credits: 2
Members of the department
Normally offered both fall and spring semesters

DAN 242 Dance Forms of the African Diaspora Intermediate
This studio course offers intermediate level technique training in any of the dance forms from Africa and the African Diaspora. The physical study of the form is contextualized socially, culturally and historically, favoring an interdisciplinary perspective. Through the course, students approach the study of dance as a catalyst for cultural empowerment and social change. Enrollment limited to 30. {A} Credits: 2
Members of the department
Normally offered each spring

DAN 149 Salsa Dance I
This course introduces the students to the New York mambo style of salsa (beginner-level). It also covers elements of the Cuban style of salsa, representative of an Afro-Caribbean dance aesthetic. Students master different variations of the salsa basic step, as well as turns, connecting steps and arm work. They learn how to dance in couples and also in larger groups known as ruedas (wheels). Toward the end of the semester, students are able to use their salsa vocabulary as basis for improvising and choreographing salsa combinations. We approach salsa as a social dance form expressive of Caribbean culture and Latino culture in the United States. Most of the work takes place in the studio but, in addition to learning the dance, students read selected articles and watch documentaries about the dance genre. Class discussions and brief writing assignments serve as an opportunity to reflect on salsa’s history and culture. {A} Credits: 2
Shakia Johnson
Normally offered both fall and spring semesters

DAN 146 Hip Hop Dance
Hip hop is a popular form of Afro-diasporic cultural production and, for many, a lifestyle. In this studio course for beginner dancers, student learn movements from the poppin’, lockin’, house and breakin’ dance techniques. This study of movement vocabulary is contextualized in analyses of hip hop’s history, culture and current trends. Enrollment limited to 30. {A} Credits: 2
Members of the department
Normally offered each spring

DAN 140 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 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 yoking 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. Enrollment limited to 20. {A} Credits: 2
Members of the department
Expected to be offered in the next 3 years

DAN 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 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 yoking 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. Enrollment limited to 20. {A} Credits: 2
Members of the department
Expected to be offered in the next 3 years

DAN 300 Study in Dance Technique and Performance
These one-credit topics are designed to give students a weekly study of a specific dance technique to augment their on-going training. Students registered for a topic in this course must have completed or be concurrently registered for a related two-credit technique class and are required to be at the high intermediate or advanced level in that technique. Dance faculty should be consulted concerning questions about level placement. The independent investigation section of this course requires permission of the department chair for registration and the mentorship of a member of the Dance faculty. As with regular technique courses, students may repeat any Study in Dance Technique and Performance course topic two times for credit. 1 credit per topic.
Contemporary Trends in Dance Technique and Performance
This studio dance course offers a series of contemporary dance technique master classes with Smith MFA teaching fellows and other dance artists. It is designed to augment students’ on-going dance training. Through this course students engage in a wide range of approaches and material in the contemporary dance realm. Each week will be a “deep-dive” into a different aesthetic and artistic philosophy. It aims to introduce students to a variety of perspectives on dance and its place in our culture. Credits: 3

Members of the department
Normally offered in alternate years

M.A. Graduate Courses

DAN 500 Graduate Seminar: Topics in Dance Theory
MFA students take this seminar four times as part of their coursework. Current topics include:

Topic: Dance, Video and the Camera
Credits: 3
Members of the department

Topic: The Pedagogy of Dance Technique
Credits: 3
Members of the department

Topic: Performance Improvisation
Credits: 3
Members of the department

Topic: Philosophies of Contemporary Dance
Credits: 3
Members of the department

Topic: Seminar in Music and Sound
Credits: 3
Members of the department

DAN 505 First-Year Performance
First-year MFA students enroll in this course to fulfill the graduate performance requirement. Enrollment in DAN 505 takes place in the same semester as the performance. The requirement is met by participating in the choreography of a Five College Dance Department faculty member (including guest artists) or an MFA thesis. Students must attend the respective auditions. Credits: 2

Rodger Fleming Blum
Normally offered both fall and spring semesters

DAN 507 Production and Management
First-year MFA students enroll in this course to fulfill the graduate dance production requirement (usually stage managing a dance concert). Enrollment in DAN 507 takes place in the semester when the student completes the dance production assignment, as scheduled by the faculty. Credits: 2

Rodger Fleming Blum
Normally offered both fall and spring semesters

DAN 515 Creative Process and Choreography I
First-year MFA students enroll in this course to accrue independent study credit for their grad event choreography, but only in the semester when their grad event piece is not created within a choreography course (DAN 521 or DAN 553). (E) Credits: 3

Members of the department
Normally offered in alternate years

DAN 521 Choreography and 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. Credits: 5

Members of the department
Normally offered in alternate years

DAN 540 History and Literature of Dance
This course seeks to expand the students’ knowledge of the literature in dance history and theory. It prompts discussions of historiography, writing, research methods, and cultural theory in dance studies. The readings trace the development of critical dance studies since the 1990s by surveying the field’s foundational texts as well as recent scholarship. These texts illuminate a variety of dance genres, time periods, and artists, while theorizing the body, movement, choreography, and performance from cultural, social, and ideological perspectives. Additionally, this course cultivates skills in dance research and writing. Students work in individual research projects throughout the semester. Credits: 5

Members of the department
Normally offered in alternate years

DAN 553 Choreography and Design
This class examines and engages the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. Choreographic ideas developed in this class are based on the premise that design elements can be used as source materials for choreographic intent. In addition to studies and projects, weekly writings are assigned. Credits: 5

Members of the department
Normally offered in alternate years

DAN 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. Credits: 4

Members of the department
Normally offered in alternate years

DAN 590 Second-Year Thesis: Process and Design
MFA students enroll in this course to obtain credit for the creative process of the thesis in the Fall semester of their second year in the program. Directions for the thesis are detailed in the MFA Handbook. Credits: 4

Members of the department
Normally offered each fall

DAN 591 Second-Year Thesis: Production and Analysis
Second-year MFA students enroll in this course in the Spring semester to obtain credit for the public presentation of the thesis choreography, the ensuing paper and the oral examination. Directions for the thesis are detailed in the MFA Handbook. Credits: 4

Members of the department
Normally offered each spring

DAN 570 Second-Year Summer Research
MFA students enroll in this course to conduct independent research for the thesis in the summer between their first year and second year in the program. Summer research indications are detailed in the MFA Handbook.
East Asian Languages and Literatures

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 studying 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.

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. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (two courses). Students who place into the third year or above will have this credit requirement waived (that is, such students need only nine courses or 36 credits for the major).
2. Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (two 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.
3. At least three EAL-prefix 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, 232, and/or 234 early, and they must take at least one of these three courses. Students focusing on Japan are strongly encouraged to take both EAL 241 and 242, but they must take at least one of the two.
4. At least one EAL-prefix course (4 credits) focusing principally on the literature of another East Asian country.
5. Three additional courses (12 credits), which 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 11 required courses, no more than five shall normally be taken in other institutions, such as through the Five Colleges, study 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. Students with native fluency of a language are encouraged to take another East Asian language.

Honors

Director: Kimberly Kono

EAL 430D Honors Project
Credits: 4–8
Normally offered each fall

EAL 431 Honors Project
Credits: 8
Normally offered each fall

Please consult the director of honors for specific requirements and application procedures.

The Minor in East Asian Languages and Literatures

Advisers: Members of the department

Course requirements are designed so that a student concentrates on one of the East Asian languages but has 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 101 and 102) is a prerequisite for admission to the minor.

Requirements: A total of six courses 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 for only one course counting toward the minor.

1. Chinese II (CHI 220 and 221) (10 credits), Japanese II (JPN 220 and 221) (10 credits) or Korean II (KOR 201 and 202) (8 credits).
2. Four courses, at least two of which must be EAL-prefix courses in the literature and culture of the student’s concentration.

Courses in English

FYS 150 Writing and Power in China
This course examines the many ways in which writing has been used to gain, maintain and overturn power throughout Chinese history, from the prognosticating power of oracle bone script to the activist potential of social media. We examine writing as a tactic of agency, a force for social change, and an instrument of state power; analyze the changing role of literature; and consider the physical forms of writing and the millennia-long history of
contemporary issues like censorship and writing reform. Finally, students work
to make their own writing as powerful as possible. No knowledge of Chinese
required. Enrollment limited to 16 first-year students. WI {L} Credits: 4
Jessica D. Moyer
Expected to be offered in the next 3 years

EAL 101 Introduction to Language and Culture in East Asia
Topics course.

Writing and Cultural Identity
An exploration of the connections among the Chinese, Japanese and Korean
languages and their respective cultures. Topics may include writing and cultural
identity; language, technology and popular culture; gender, language and the
literary arts. The topic of this semester is the written script of these languages,
including the aesthetics of writing (e.g., calligraphy), technology and com-
munication, and the politics of written language forms. The course introduces
the distinct characteristics of each of these languages, and traces interactions
among their writing systems in history and today’s world. We also discuss how
the written language influences cultural and national identity. Credits: 4
Members of the department
Expected to be offered in the next 3 years

EAL 228 The Creatively Voice in Chinese Fiction
Same as WLT 228. Do animals speak? Are there moments when we recognize
the creatively voice from our hearts? This course explores the human/nonhuman
relationship as it is represented in Chinese fiction over several centuries. We will
read the adventure of a magical beast, satires on Confucian “nerds,” a pioneer’s
call for progression, the memories of a normal tribe, and the burdens of
an ordinary life. Discussion topics include the shaping of Chinese modernity, the
relationship between nature and culture, and the human quest for a worthy
life. In this course, students will develop insights into the multiple layers of
modernity. (E) [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

EAL 231 The Culture of the Lyric in Traditional China
This course is an introduction to masterworks of the Chinese lyric tradition from its oral begin-
nings through the Qing dynasty. Through close, careful readings of folk songs,
poems, prose, and excerpts from the novel Dream of the Red Chamber, students
inquire into how spiritual, philosophical and political concerns dominating
the poets’ milieu shaped the lyric language through the ages. All readings are in
English translation; no knowledge of Chinese required. (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

EAL 232 Modern Chinese Literature
Same as WLT 232. Can literature inspire personal and social transformation?
How do modern Chinese writers pursue freedom, fulfillment, memory and
social justice? From short stories and novels to drama and film, we’ll explore
class, gender and the cultures of China, Taiwan, Tibet and the Chinese diaspora.
Readings are in English translation and no background in China or Chinese
is required. Open to students at all levels. (L) Credits: 4
Sabina Knight
Normally offered each fall

EAL 233 Chinese Travel Writing
Who travels in China and for what reasons? What does a traveler write about—
the scenery of a particular location or the experience of a journey itself; the
homesickness or the joy of traveling; the philosophical and spiritual insights
or the political implications? Much of Chinese literature is composed from the
perspective of one who is, or has been, on the road: whether as exile, pilgrim,
soldier, pleasure traveler, or even shaman. Through close reading of selected
poems, diary entries, essays, and fictional writings, and visual images selected
from across the centuries, we explore how various writers define such notions as
“place” and “home.” All readings are in English translation. (L) Credits: 4
Suzane Wu
Normally offered each fall

EAL 234 Self and Society in Chinese Fiction and Drama
This survey of traditional Chinese fiction and drama from roughly 800–1900
reading classical tales of the strange, vernacular stories, novels, zaju and
chuangyi drama alongside official narratives such as histories and biographies,
as well as popular genres like ballads, baqiyuan (precious scrolls) and fanchi
(plucking songs). We consider the ways individuals, family, community and
government appear in literature, along with the conflicting loyalties presented
by romance, family and the state. All readings are in English translation; no
previous knowledge of Chinese required. (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

EAL 235 Class, Gender and Material Culture in Late Imperial China
This class examines the continuum between subject and object in Chinese fiction,
drama, and poetry from the 16th through the 18th centuries, discussing how
individuals participate as agents and objects of circulation; how the structure
identity and articulate relationships; the body as object; and the materiality of
writing, illustration, and the stage. We analyze historical constructions of class
gender and reflect on how individuals constructed social identities vis-à-vis
objects and consumption. All readings in English translation. (L) Credits: 4
Jessica D. Moyer
Normally offered each fall

EAL 237 Chinese Poetry and the Other Arts
Poetry, painting, calligraphy and other visual and plastic arts are ways of expressing
oneself and forms of communication. In this course, we explore the relation-
ships between words and images 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? and how do poetry and painting inspire one another? How do they
respond to one another? All readings are in English translation. (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

EAL 239 Intimacy in Contemporary Chinese Women’s Fiction
Same as WLT 239. How do stories about love, romance and desire (including
extramarital affairs, serial relationships and love between women) challenge
our assumptions about identity? How do pursuits, successes and failures of
intimacy lead to personal and social change? An exploration of major themes
through close readings of contemporary fiction by women from China, Taiwan
and Chinese diasporas. Readings are in English translation and no background
in China or Chinese is required. (L) Credits: 4
Sabina Knight
Normally offered each spring

EAL 240 Japanese Language and Culture
This course introduces the historical, social and ideological background
of “standard Japanese” and the Japanese writing system. We look at basic
structural characteristics of the language and interpersonal relations reflected
in the language, such as politeness and gender. We also address fluidity and
diversity of linguistic and cultural practices in contemporary Japan. This course
is suitable for students with little knowledge about the language as well as
those in Japanese language courses. All readings are in English translation. Enroll-
ment limited to 30. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years
EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
A study of Japanese literature and its cultural roots from the eighth to the 19th century. The course focuses on enduring works of the Japanese literary tradition, along with the social and cultural conditions that gave birth to the literature. All readings are in English translation. (L) Credits: 4
Joannah Peterson
Expected to be offered in the next 3 years

EAL 242 Modern Japanese Literature
A survey of Japanese literature from the late 19th century to the present. Over the last century and a half, 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 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) Credits: 4
Kimberly Kono
Expected to be offered in the next 3 years

EAL 244 Japanese Women's Writing
This course focuses on the writings of Japanese women from the 10th century until the present. We examine the foundations of Japan’s literary tradition represented by such early works as Murasaki Shikibu’s Tale of Genji and Sei Shonagon’s Pillow Book. We then move to the late 19th century to consider the first modern examples of Japanese women’s writing. How do the existence of a “feminine literary tradition” in pre-modern Japan influence the writing of women during the modern period? How do these texts reflect, resist and reconfigure conventional representations of gender? We explore the possibilities and limits of the articulation of feminine and feminist subjectivities, as well as investigate the production of such categories as “race,” class and sexuality in relation to gender and to each other. Taught in English, with no knowledge of Japanese required. (L) Credits: 4
Kimberly Kono
Expected to be offered in the next 3 years

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 pays special attention to the role of “otherness” in the development of national and individual identities. In conjunction with these investigations, we 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. Credits: 4
Kimberly Kono
Expected to be offered in the next 3 years

EAL 250 Cinema in South Korea: Popular Imagination of Modern History
This course introduces the main issues, aesthetic characteristics, and representative film directors of South Korean cinema. From its first productions during the colonial period to contemporary mainstream hits, South Korean cinema has been a contested sphere of the popular imagination regarding gender issues, modern Korean history, and political change. Through an exploration of major films, students interrogate key problematic subjects in South Korea such as gender politics, the discourse of modernity, the representation of film and political trauma, and the practices of film culture and the film industry. (H) (L) Credits: 4
Irbe Sohn
Expected to be offered in the next 3 years

EAL 251 Modern Korean Literature
How have writers and film directors responded to the rapid transformation of Korean society? In what ways have their works shaped the experience of Koreans? This course examines Korean literature and film’s representation on the diverse political and social changes that have occurred on the Korean Peninsula in the modern era. Paying special attention to how gender, class, ethnicity, and generation construct one’s sense of the nation and the self, students will gain an understanding of the everyday lives of the Koreans under stressful modernization and tumultuous political shifts, and its literary and cinematic way of dramatization on them. (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

EAL 252 Women in Korean Cinema
How does Korea’s tumultuous history affect women’s lives on the Korean screen? This class aims to foster a comprehensive and critical understanding of the ways in which Korean women’s roles and representations have changed in cinema from the colonial era to the present. We will raise questions related to changed notions of womanhood, women’s sexuality, and political and national allegory surrounding the female body. Through the textual analyses, students will interrogate how female agency joins, challenges, rejects, or remains indifferent to the national concerns of Korea as it moves from being underdeveloped and traditional towards being modernized and globalized. (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years
EAL 262 Representation of Women in Chinese Culture
Representations of women are often defined by how men see women or by how society expects women to look and behave. Many representations of women are gendered, meaning they are focused on women's emotions and their sexuality. As a socially and historically defined group, images of women played a crucial role in defining Chinese modernity. In this class, we will study the representation of women in late imperial and modern China, exploring feminine and feminist literary ideology. (L) Credits: 4
Lingqian Kong
Normally offered each spring

EAL 271 Crafting the Self in Japan
This course considers the dynamics, aims and expectations in the act of self-writing. We explore the tradition of writing the self in Japanese literature. Starting with an examination of the poetic diaries of Heian courtiers and moving to work from the medieval period, we then explore the influence of these traditions upon Japanese writing throughout the 20th century and the emergence of the 1-novel. What are the motivations behind recording one's life experience? What are the conventions of self-writing? What is the role of memory and notions of the “truth” in self-writing? Credits: 4
Members of the department
Expected to be offered in the next 3 years

EAL 273 Women and Narration in Modern Korea
This class explores modern Korean history from women's perspectives. It charts the historical and cultural transformation in modern Korea since the 1920s by coupling key terms of modern history with specific female figures: (1) Colonial modernity with modern girls in the 1920s and 30s; (2) colonization and cold-war regime with “comfort women” and “western princesses” from the 1940s to the 1960s; (3) industrial development under the authoritarian regime in the 1970s with factory girls; and (4) democratization and multiculturalism with rising feminists in the new millennium. (H) (L) Credits: 4
Irbe Sohn
Normally offered each spring

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film
This colloquium explores how China and Taiwan recollects, reflects and reinterprets its past, and how Chinese history and its literary and cultural traditions are represented in a new light on the world stage through film and literature. We also examine closely how tradition and the past are integrated and transformed into modern Chinese society and life. Topics include literary texts and films about Confucius and the First Emperor of China; the Chinese concept of hero; the representation of Mulan; heroine Qiu Jin; and most recent Taiwan films. All readings are in English Translation. Enrollment limited to 20. (L) Credits: 4
Suyane Wu
Normally offered each spring

EAL 291 Writing Empire: Images of Colonial Japan
This course explores the development of Japanese and colonial identities in literature produced in and about Japan's colonies during the first half of the 20th century. We read literary works written during and about the Japanese empire by Chinese, Japanese, Korean, Okinawan and Taiwanese writers. By bringing together different voices from inside and outside of Japan’s empire, students gain a deeper understanding of the complexities of colonial hegemony and identity. Taught in English: no knowledge of Chinese, Japanese or Korean required. (L) Credits: 4
Kimberly Kono
Normally offered each spring

EAL 292 Topics in Japanese Popular Culture
This course examines different examples of Japanese popular culture such as anime, manga, film, popular music, television dramas, and popular fiction. Through readings, viewings, critical analysis and discussion, students analyze the texts within their specific cultural and historical contexts and gain a deeper understanding of Japanese society and culture. Students learn different theoretical frameworks for analyzing a variety of popular culture media. Students also develop a critical awareness of the influence of popular culture on national, regional and global levels. Enrollment limit 20.
The Shōjo (Girl) in Japanese Popular Culture
This course examines representations of the figure of the Shōjo (girl) in Japanese popular culture from the mid-1900s to the present. (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

Apocalyptic Narratives in Japanese Popular Culture
This course will examine apocalyptic narratives in Japanese popular culture from the medieval period to the present. Assigned texts will include zuihitsu (essays), fiction, anime, manga, and film. (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

Japanese Popular Culture and Its Traditional Context
This course will study features of contemporary Japanese popular culture by placing it in the context of tradition. Students will gain a working knowledge of traditional Japanese literature and culture in order to examine the ways in which this tradition is re-worked and re-invented in contemporary popular works of literature, manga, anime, and film. (L) Credits: 4
Members of the department
Normally offered each fall

EAL 360 Seminar: Topics in East Asian Languages and Literatures
Topics course
Honglou Meng: The Dream of the Red Chamber
This seminar is to explore the cultures of traditional China through a 120-chapter novel known variously as The Dream of the Red Chamber (Honglou meng) in Chinese. In modern times, the novel has also been frequently transformed into TV drama series, movies, plays, operas, and dance performances. In this seminar, we will study in depth the novel’s representations of both popular and high culture, from traditional society, arts, and poetry to garden, clothing, food, and other everyday customs. We will examine the diverse themes and issues displayed in the novel, such as fate and human will, the interplay of illusion (dream) and reality, love and enlightenment. Prerequisite: permission of the instructor. (L) Credits: 4
Members of the department
Normally offered each spring

EAL 400 Special Studies
For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. Credits: 1–4
Members of the department
Normally offered each academic year

EAL 431 Honors Project
Credits: 8
Members of the department
Normally offered each fall

EAL 430D Honors Project
Credits: 4–8
Members of the department
Normally offered each fall
East Asian Language Courses

A language placement test is required prior to registration 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. Credits: 5
Lu Yu, Ling Zhao
Normally offered each fall

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. {F} Credits: 5
Yalin Chen, Lu Yu
Normally offered each spring

CHI 220 Chinese II (Intensive)
Continued emphasis on the development of oral proficiency 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} Credits: 5
Ling Zhao
Normally offered each fall

CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. {F} Credits: 5
Ling Zhao
Normally offered each spring

CHI 301 Chinese III
Building on the skills and vocabulary acquired in Chinese I, students learn to read simple essays on topics of common interest and develop the ability to understand, summarize and discuss social issues in contemporary China. Readings are supplemented by audio-visual materials. Prerequisite: CHI 221 or permission of the instructor. {F} Credits: 4
Yalin Chen
Normally 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 complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. {F} Credits: 4
Yalin Chen
Normally offered each spring

CHI 310 Reading in Classical Chinese Prose and Poetry
This course introduces students to Classical Chinese or wenyan, the language of China’s ancient and medieval literature and of the foundational texts of Confucianism, Daoism and Chan (Zen) Buddhism. Classical Chinese served as a lingua franca throughout the pre-modern Asian world, so that the study of wenyan enhances understanding of the Japanese and Korean classics. It also improves students’ capacity to read modern Chinese literature, newspaper articles and academic writing. In this course, students encounter some of China’s most beautiful and influential texts, including the Analects and Mencius, the Daodejing, Tang poems and the Gateless Gate. Prerequisites: CHI 220, JPN 301, KOR 301 or permission of the instructor. {F} Credits: 4
Members of the department
Expected to be offered in the next 3 years

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 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 permission, advanced language courses may be repeated when the content changes. {F} Credits: 4
Members of the department
Expected to be offered in the next 3 years

CHI 352 Food for Thought: Chinese Language, Culture, Environment, and Health
This course focuses on Chinese food culture and its relationship with environment and health. This course is an advanced-high Chinese language course that contextualizes learning through textual-visual analysis of food-related topics. The materials integrate different disciplines and genres to help students speak and write in Chinese coherently and critically. Through activities in and out of class, this course aims to develop students’ deeper understanding of how language, along with food, both shapes and mirrors culture. Students explore cultural complexities and subtleties through literary-based online videos and compare with their own cultures on how flavors and tastes are used metaphorically. Prerequisites: CHI 302 and above at Smith College or its equivalent. Placement test and instructor’s permission required if a student has not taken CHI 302. {F} {L} Credits: 4
Sujane Wu
Normally offered each spring

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 acquire knowledge of basic grammatical patterns, strategies in daily communication, hiragana, katakana and about 90 Kanji. Designed for students with no background in Japanese. Credits: 5
Joannah Peterson, Atsuko Takabashi
Normally 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 are introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. (F) Credits: 5
Yuri Kumagai
Normally offered each spring

JPN 220 Japanese II (Intensive)
Course focuses on further development of oral proficiency, along with reading and writing skills. Students attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 111 or permission of the instructor. (F) Credits: 5
Maki Hirano Hubbard
Normally offered each fall

JPN 221 Japanese II (Intensive)
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. (F) Credits: 5
Atsuko Takahashi
Normally 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) Credits: 4
Yuri Kumagai
Normally offered each fall

JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or permission of the instructor. (F) Credits: 4
Yuri Kumagai
Normally offered each fall

JPN 350 Contemporary Texts I
This course focuses on contemporary texts from different genres including newspaper and magazine articles, fiction, and short essays, from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students’ understanding of various aspects of contemporary Japanese society. Students work on group and individual projects such as translation of a text from Japanese to English. Prerequisite: JPN 302 or permission of the instructor. With the instructor’s permission, advanced language courses may be repeated when the content changes. (F) Credits: 4
Yuri Kumagai
Normally offered each fall

JPN 351 Contemporary Texts II
Continued study of selected contemporary texts including fiction and short essays from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students’ understanding of various aspects of contemporary Japanese society. Prerequisite: JPN 302 or permission of the instructor. With the instructor’s permission, advanced language courses may be repeated when the content changes. (F) Credits: 4
Maki Hirano Hubbard
Normally offered each fall

Korean Language

KOR 101 Korean I
Beginning Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course improves students’ communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews and Korean film making. Prerequisite: KOR 101 or permission of the instructor. (F) Credits: 4
Suk Massey
Normally offered each fall

KOR 102 Korean I
Beginning Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course improves students’ communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews and Korean film making. Prerequisite: KOR 101 or permission of the instructor. (F) Credits: 4
Suk Massey
Normally offered each spring

KOR 201 Korean II
Intermediate Korean I is the first half of a two-semester intermediate course in spoken and written Korean for students who already have a basic knowledge of Korean. This course reinforces and increases students’ facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through such activities as expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, students mini-presentations, various types of writing, Korean film reviews, skits and Korean film making. Prerequisite: KOR 201 or permission of the instructor. (F) Credits: 4
Shihyun Kim, Suk Massey
Normally offered each spring

KOR 202 Korean II
Intermediate Korean II is the second part of a one-year intensive course for students who have already completed the intermediate-level Korean course. Intermediate Korean I, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, conversing in authentic contexts (conversation cafe), studying grammar intensively, reading stories and news articles, reviewing Korean films and Korean film making. Prerequisite: KOR 201 or permission of the instructor. (F) Credits: 4
Shihyun Kim, Irhe Sohn
Normally offered each fall

KOR 301 Korean III
This course helps students become proficient in reading, writing and speaking at an advanced level of Korean. This course is particularly appropriate for Korean heritage language learners, that is, those who have some listening and speaking proficiency but lack solid reading and writing skills in Korean. In addition, this course would fortify and greatly expand the skills of those who have studied Korean through the intermediate level or who have equivalent

Korean Language

KOR 101 Korean I
Beginning Korean I is the first half of a two-semester introductory course in
spoken and written Korean for students who do not have any previous knowledge
of Korean. This course improves students’ communicative competence in daily
life, focusing on the four language skills: speaking, listening, reading and
writing. Some of the activities include oral dialogue journals (ODJ), expanding
knowledge of vocabulary, conversation in authentic contexts, in-depth study of
grammar, listening comprehension, pronunciation practice, mini-presentations,
Korean film reviews and Korean film making. Prerequisite: KOR 101 or permission of the instructor. (F) Credits: 4
Suk Massey
Normally offered each fall

KOR 102 Korean I
Beginning Korean II is the second half of a two-semester introductory course in
spoken and written Korean for students who have some previous knowledge of
Korean. This course improves students’ communicative competence in daily
life, focusing on the four language skills: speaking, listening, reading and
writing. Some of the activities include vocabulary-building exercises, conversation
in authentic contexts, in-depth study of grammar, students mini-presentations,
various types of writing, Korean film reviews, skits and Korean film making. Prerequisite: KOR 101 or permission of the instructor. (F) Credits: 4
Suk Massey
Normally offered each spring

KOR 201 Korean II
Intermediate Korean I is the first half of a two-semester intermediate course in
spoken and written Korean for students who already have a basic knowledge
of Korean. This course reinforces and increases students’ facility with Korean
in the four language areas: speaking, listening, reading and writing. Students
are encouraged to expand their knowledge and take confidence-inspiring risks
through such activities as expanding knowledge of vocabulary, role play in
authentic contexts, in-depth study of grammar, students mini-presentations,
various types of writing, Korean film reviews, skits and Korean film making. Prerequisite: KOR 201 or permission of the instructor. (F) Credits: 4
Shihyun Kim, Irhe Sohn
Normally offered each spring

KOR 202 Korean II
Intermediate Korean II is the second part of a one-year intensive course for
students who have already completed the intermediate-level Korean course.
Intermediate Korean I, or who have the equivalent language competence in
Korean. Designed for students seeking to become bilingual (or multilingual),
this course provides numerous and varied opportunities to develop and practice
speaking, listening, reading and writing skills. Activities include expanding
vocabulary, conversing in authentic contexts (conversation cafe), studying
grammar intensively, reading stories and news articles, reviewing Korean films
and Korean film making. Prerequisite: KOR 201 or permission of the instructor. (F) Credits: 4
Shihyun Kim
Normally offered each fall

KOR 301 Korean III
This course helps students become proficient in reading, writing and speaking
at an advanced level of Korean. This course is particularly appropriate for
Korean heritage language learners, that is, those who have some listening and
speaking proficiency but lack solid reading and writing skills in Korean. In
addition, this course would fortify and greatly expand the skills of those who
have studied Korean through the intermediate level or who have equivalent
language competence in Korean. Class activities include (1) reading of Korean literature and current news sources; (2) writing assignments such as Korean-film responses, journal entries and letters; (3) expanding vocabulary knowledge; (4) practicing translation skills; (5) understanding Korean idioms; (6) learning basic Chinese characters. Prerequisite: KOR 202 or permission of the instructor. [F] Credits: 4
Suk Massey
Normally offered each fall

KOR 302 Korean III
Advanced Korean 302 is the second part of a one-year intensive course for students who have already completed the advanced-level Korean course, Korean 301, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, learning basic Chinese characters, conversing in authentic contexts, studying grammar intensively, reading stories and news articles, reviewing Korean soap operas and debating contemporary social issues. [F] Credits: 4
Suk Massey
Normally offered each spring

Cross-Listed Courses

WLT 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 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 also considers how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years
East Asian Studies

East Asian Studies Advisory Committee
Marnie S. Anderson, Ph.D., Associate Professor of History, Director, Spring 2020 *1
Ernest Benz, Ph.D., Associate Professor of History
Suzanne K. Gottschang, Ph.D., Professor of Anthropology and of East Asian Studies, Director Fall 2019
Kimberly Kono, Ph.D., Associate Professor of East Asian Languages and Literatures
Jessica D. Moyer, Ph.D., Assistant Professor of East Asian Languages and Literatures *1
Sujane Wu, Ph.D., Associate Professor of East Asian Languages and Literatures
Dennis Yasutomo, Ph.D., Esther Cloudman Dunn Professor of Government *2

Other East-Asianists at Smith College
Daniel K. Gardner, Ph.D., D.W. Morrow Professor of History
Jamie Hubbard, Ph.D., Professor of Religion, Yehan Numata Professor of Buddhist Studies, and Jill Ker Conway Chair in Religion and East Asian Studies †2
Maki Hirano Hubbard, Ph.D., Professor of East Asian Languages and Literatures
Sabina Knight, Ph.D., Professor of World Literatures
Margaret Sarkissian, Ph.D., Professor of Music *2

The Major

Advisers: Marnie Anderson, Ernest Benz, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Sujane Wu, Dennis Yasutomo

The major in East Asian studies 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 also offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region.

The program in East Asian studies is an interdisciplinary major that combines language study with courses in anthropology, art, economics, government, history, and religion. Majors graduate from the program with a firm grasp on the culture and history of the region, as well as a command of at least one language. Thus, the program prepares students for postgraduate endeavors ranging from graduate school to careers in the public and private sectors dealing with East Asia.

Requirements for the Major

I. Basis Courses
An East Asian language: The second year of an East Asian language, which can be fulfilled by CHI 220 and 221, JPN 220 and 221, or KOR 201 and 202, or any 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 or within the Five Colleges. 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
- One survey course on the premodern civilization of an East Asian country: HST 211, HST 212, HST 220, HST 221, HST 222, or HST 223
- HST 200 (formerly EAS 100) Modern East Asia (normally by the second year).

III. Electives
- Six elective courses, which shall normally be determined in consultation with the adviser from the list of approved courses. 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 (comparative modernization, religious traditions, women and gender, political economy, thought and art). Other concentrations may be formulated in consultation with an adviser.
- Electives must include courses in both the humanities and the social sciences.
- Electives must include courses on more than one East Asian country.
- One of the elective courses must be a Smith seminar on East Asia.
- One elective may be a non-seminar course, approved by the adviser, offering a broader comparative framework for East Asian Studies.
- At least half of the course credits toward the major must be taken at Smith.
- No more than two 100-level courses shall count as electives.
- No course taken for a satisfactory/unsatisfactory grade counts toward the major.
- Normally students with a second major may count a maximum of three (3) courses of the department of that other major toward the EAS major.

Study abroad programs are encouraged at college-approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China, and Ewha Womans University for Korea, among others (please consult the EAS website for the most current list of EAS recommended programs). Courses taken at study abroad programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions:
- The courses are reviewed and approved by the East Asian Studies Advisory Committee upon completion.
- The courses must not total more than half of the credits counted toward the major.

Study Abroad Adviser: Dennis Yasutomo

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 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 or careers related to East Asia.

Requirements:
1. The minor consists 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 HST 200 (formerly EAS 100) Modern East Asia (normally by the second year)
2. Five elective courses, which shall be determined in consultation with the adviser.
- 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.)
- No course taken for a satisfactory/unsatisfactory grade counts toward the minor.
Advisers: Marnie Anderson, Ernest Benz, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Sujane Wu, Dennis Yasutomo.

Honors

Ernest Benz, Honors Director

**EAS 430D Honors Project**
Special requirements. Please consult the director of honors, Ernest Benz, or the departmental website for specific requirements and application procedures.
Credits: 8
Members of the department
Normally offered each academic year

Approved Cross-Listed Courses in the Humanities

**ARH 200 China in Expansion**
Members of the department
Normally offered in alternate years

**ARH 280 Art Historical Studies**
*Meditation in Caves: Buddhist Grottoes in East Asia*
Members of the department
Expected to be offered in the next 3 years

*Playing With Ink and Brush (900 CE to Present): A Material, Cultural and Political History of East Asian Art*
Members of the department
Expected to be offered in the next 3 years

*Manga in A Thousand Years: Critical Approaches to Manga and Anime*
Members of the department
Normally offered in alternate years

**ARH 352 Studies in Art History**
*Naturalism and Amateurism: The Aesthetics of the Song Dynasty (960–1276)*
Paintings
Members of the department
Expected to be offered in the next 3 years

**BUS 240 Buddhism and Gender**
Members of the department
Expected to be offered in the next 3 years

**DAN 142 Dance Forms of the African Diaspora**
*Korean Traditional Dance*
Members of the department
Expected to be offered in the next 3 years

**EAL 228 The Creaturely Voice in Chinese Fiction**
Members of the department
Expected to be offered in the next 3 years

**EAL 231 The Culture of the Lyric in Traditional China**
Members of the department
Expected to be offered in the next 3 years

**EAL 232 Modern Chinese Literature**
*Sabina Knight*
Normally offered each fall

**EAL 233 Chinese Travel Writing**
*Sujane Wu*
Normally offered each fall

**EAL 234 Self and Society in Chinese Fiction and Drama**
Members of the department
Normally offered each spring

**EAL 235 Class, Gender and Material Culture in Late Imperial China**
Jessica D. Moyer
Normally offered each fall

**EAL 237 Chinese Poetry and the Other Arts**
Members of the department
Expected to be offered in the next 3 years

**EAL 239 Intimacy in Contemporary Chinese Women’s Fiction**
*Sabina Knight*
Normally offered each spring

**EAL 240 Japanese Language and Culture**
Members of the department
Expected to be offered in the next 3 years

**EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes**
Joannah Peterson
Normally offered each spring

**EAL 242 Modern Japanese Literature**
*Kimberly Kono*
Normally offered each fall

**EAL 244 Japanese Women’s Writing**
Members of the department
Expected to be offered in the next 3 years

**EAL 245 Writing, Japan and Otherness**
*Kimberly Kono*
Normally offered each spring

**EAL 250 Cinema in South Korea: Popular Imagination of Modern History**
Members of the department
Expected to be offered in the next 3 years

**EAL 251 Modern Korean Literature**
Members of the department
Expected to be offered in the next 3 years

**EAL 252 Women in Korean Cinema**
Members of the department
Expected to be offered in the next 3 years

**EAL 253 Korean Cinema: Cinema and the Masses**
*Irhe Sohn*
Normally offered each fall

**EAL 254 Modern Korean Literature in Translation**
*Irhe Sohn*
Normally offered each spring
EAL 261 Gender and Sexuality in Late Imperial Chinese Literature
Members of the department
Expected to be offered in the next 3 years

EAL 262 Representation of Women in Chinese Culture
Lingqian Kong
Normally offered each spring

EAL 271 Crafting the Self in Japan
Members of the department
Expected to be offered in the next 3 years

EAL 273 Women and Narration in Modern Korea
Irbe Sohn
Normally offered each spring

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film
Sujane Wu
Normally offered each spring

EAL 282 Writing Empire: Images of Colonial Japan
Kimberly Kono
Normally offered each spring

EAL 292 Topics in Japanese Popular Culture
The Shōjo (Girl) in Japanese Popular Culture
Members of the department
Expected to be offered in the next 3 years
Apocalyptic Narratives in Japanese Popular Culture
Members of the department
Expected to be offered in the next 3 years
Japanese Popular Culture and its Traditional Context
Members of the department
Normally offered each fall

EAL 360 Seminar: Topics in East Asian Languages and Literatures
Honglou Meng: The Dream of the Red Chamber
Members of the department
Normally offered each spring
The Tale of the Genji and The Pillow Book
Members of the department
Expected to be offered in the next 3 years
Book History and Print Culture in China and Japan
Members of the department
Expected to be offered in the next 3 years

FYS 150 Writing and Power in China
Jessica D. Moyer
Expected to be offered in the next 3 years

MUS 220 Topics in World Music
The Music of Japan
Members of the department
Expected to be offered in the next 3 years

PHI 112 Chinese Philosophy
Members of the department
Normally offered in alternate years

REL 110 Colloquia: Thematic Studies in Religion
Politics of Enlightenment
Members of the department
Expected to be offered in the next 3 years

REL 161 Introduction to Buddhist Thought
Members of the department
Normally offered each academic year

REL 264 Buddhist Meditation
Jamie Hubbard
Expected to be offered in the next 3 years

REL 270 Zen Buddhism and Japanese Culture
Jamie Hubbard
Normally offered in alternate years

REL 360 Seminar: Problems in Buddhist Thought
Enlightenment
Members of the department
Expected to be offered in the next 3 years

WLT 232 Modern Chinese Literature
Sabina Knight
Expected to be offered in the next 3 years

WLT 239 Intimacy in Contemporary Chinese Women's Fiction
Sabina Knight
Normally offered each fall

Approved Cross-Listed Courses in the Social Sciences

ANT 223 In Sickness and in Health: Biopolitics, Public Health and Medicine in East Asia
Suzanne K. Gottschang
Expected to be offered in the next 3 years

ANT 252 The City and the Countryside in China
Members of the department
Normally offered in alternate years

ANT 253 Introduction to East Asian Societies and Cultures
Members of the department
Expected to be offered in the next 3 years

ANT 342 Seminar: Topics in Anthropology
Biopower, Biopolitics, and Governance
Members of the department
Normally offered in alternate years

ECO 219 The Chinese Economy
Members of the department
Normally offered each academic year

ENV 230 Colloquium: Environment and Society in Contemporary China
Daniel K. Gardner
Expected to be offered in the next 3 years
FYS 183 Geisha, Wise Mothers, and Working Women
Members of the department
Expected to be offered in the next 3 years

GOV 228 Government and Politics of Japan
Dennis Yasutomo
Normally offered each fall

GOV 230 Chinese Politics
Sara A. Newland
Expected to be offered in the next 3 years

GOV 235 Government and Politics in East Asia
Members of the department
Expected to be offered in the next 3 years

GOV 251 Foreign Policy of Japan
Dennis Yasutomo
Normally offered each spring

GOV 253 Colloquium: Culture and Diplomacy in Asia
Dennis Yasutomo
Normally offered in alternate years

GOV 257 East Asian Politics Seminar
Members of the department
Expected to be offered in the next 3 years

GOV 258 Rising China
Members of the department
Expected to be offered in the next 3 years

GOV 259 Comparative Politics of Northeast Asia
Members of the department
Normally offered in alternate years

GOV 348 Seminar in International Politics
Conflict and Cooperation in Asia
Members of the department
Normally offered in alternate years

HST 200 (L) Modern East Asia
Ernest Benz
Normally offered each fall

HST 211 (L) The Emergence of China
Members of the department
Normally offered each academic year

HST 212 (L) China in Transformation, A.D. 750–1900
Members of the department
Normally offered each academic year

HST 213 History of Modern China
Members of the department
Expected to be offered in the next 3 years

HST 214 (C) Aspects of Chinese History
The World of Thought in China
Members of the department
Normally offered each academic year

HST 217 (L) World War Two in East Asia: History and Memory
Marnie S. Anderson
Normally offered in alternate years

HST 220 (C) Japan to 1600
Members of the department
Expected to be offered in the next 3 years

HST 221 (L) Samurai to Sony: The Rise of Modern Japan
Members of the department
Expected to be offered in the next 3 years

HST 222 (C) Aspects of Japanese History
The Place of Protest in Early Modern and Modern Japan
Members of the department
Expected to be offered in the next 3 years

HST 223 (C) Women and Gender in Japanese History
Women in Japanese History From Ancient Times to the 19th Century
Members of the department
Expected to be offered in the next 3 years

HST 213 Seminar: Problems in East Asian History
Writing Gender Histories of East Asia
Members of the department
Normally offered in alternate years
Economics

Professors
Randall K. Bartlett, Ph.D.
Deborah Haas-Wilson, Ph.D.
Roger T. Kaufman, Ph.D. 1
Mahnaz Mahdavi, Ph.D.
James Daniel Miller, Ph.D., J.D. 2
Roisin Ellen O’Sullivan, Ph.D., Chair
Charles P. Staelin, Ph.D. 3
Andrew S. Zimbalist, Ph.D. 1, 2

Assistant Professors
Simon Halliday, Ph.D.
Maggie Liu, Ph.D. 2
Vis Taraz, Ph.D.
Mariyana Zapryanova, Ph.D. 1

Lecturers
Thomas L. Bernardin, Ph.D.
Samantha Elaine Sterba, Ph.D. Candidate
Jorge Vasquez, Ph.D.

Associate Professor
Susan Stratton Sayre, Ph.D.

The Major in Economics or Quantitative Economics

Advisers: Randall Bartlett, Deborah Haas-Wilson, Simon Halliday, Roger Kaufman, Maggie Liu, Mahnaz Mahdavi, James Miller, Roisin O’Sullivan, Susan Stratton Sayre, Charles Staelin, Vis Taraz, Mariyana Zapryanova, and Andrew Zimbalist

Adviser for Study Abroad: Mahnaz Mahdavi

Basis for the major: 150 and 153.

Economics Track: The five courses in the core—150 and 153 or their equivalent, 220, 250 and 253—plus five other courses in economics including one seminar. ECO 220 may be replaced in the core with either MTH 220 or MTH 291. In the case of MTH 220, the students will be required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 190, SOC 204, SDS/MTH 201, PSY 201 or MTH 220 may not receive college or major credit for 220. MTH 111 or its equivalent is a prerequisite for 250 and 253.

Quantitative Economics Track: The six courses in the core—150 and 153 or their equivalent, 220, 240, 250 and 253—plus five other courses in economics, including two upper-level courses (254-299) and one seminar. ECO 220 may be replaced in the core with either MTH 220 or MTH 291. In the case of MTH 220, the students will be required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 190, SOC 204, SDS/MTH 201, PSY 201 or MTH 220 may not receive college or major credit for 220. MTH 111 or its equivalent is a prerequisite for 250 and 253.

Students who pass the department’s placement examination in microeconomics or macroeconomics, or who pass the AP examination in microeconomics or macroeconomics with a score of 4 or 5, or who have the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of 150, 153 or both. Course credit toward the major will be granted as long as the overall number of economics credits recorded on the transcript is at least 36. Students with AP, A-level or IB credit are urged to take the placement exams to ensure correct placement.

With prior permission of the instructor, economics credit will be given for Public Policy, Environmental Science and Policy, and for Middle East Studies 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 their junior year abroad if they meet the college’s requirements. Only 4 semester course credits (and no more than 2 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 also participate in the Jean Picker 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, 220, and three other courses in economics or 150, 153, a statistics course taken outside of the department, and four other courses in economics. Credit procedures are the same as for the major.

Honors

Director: TBA

Please consult the director of honors and the departmental website at www.smith.edu/economics/honors.php for specific requirements and application procedures.

A. General Courses

ECO 125 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 are examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. [S] Credits: 4
James Daniel Miller
Normally offered each academic year

ECO 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 non-economics 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 125. (E) (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

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 is produced and decide who gets the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. (QS) (S) Credits: 4

Deborah Haas-Wilson, James Daniel Miller, Paul Kurtz Newlin, Susan Stratton Sayre, Jorge A. Vasquez

Normally offered both fall and spring semesters

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 focuses 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) Credits: 4

Randall K. Bartlett, Mabnaz Mabdavi, Jorge A. Vasquez

Normally offered both fall and spring semesters

ECO 220 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: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 190, SOC 201, MTH 201, PSY 201 MTH 220. Course limited to 55 students. (M) (QS) (S) Credits: 5

Maggie Y. Liu

Normally offered each academic year

B. Economic Theory

ECO 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: ECO 150, ECO 153, MTH 111 and either ECO 220, MTH 220 or MTH 291. (M) (S) Credits: 4

Members of the department

Normally offered each academic year

ECO 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. Prerequisites: ECO 150 and MTH 111 or its equivalent. Enrollment limited to 55 students. (S) Credits: 4

Deborah Haas-Wilson, Simon Halliday

Normally offered both fall and spring semesters

ECO 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. Prerequisites: ECO 153 and MTH 111 or its equivalent. Enrollment limited to 55 students. (S) Credits: 4

Roisin Ellen O'Sullivan

Normally offered both fall and spring semesters

ECO 254 Behavioral Economics
An examination of the combination of economists’ models and psychologists’ understanding of human behavior. This combination fosters new understanding of consumers’ and firms’ decision making. Topics include decisions motivated by issues of fairness or revenge (rather than self-interest); decisions based on the discounting of future happiness; decisions based on individuals’ incorrect beliefs about themselves (such as underestimating the power of bad habits or cravings). This new understanding has implications for economic, political, legal and ethical issues. Prerequisites: ECO 220 and ECO 250. (E) Credits: 4

Simon Halliday

Normally offered in alternate years

ECO 255 Mathematical Economics
Review of mathematical techniques required for a rigorous study of economics. Extensive instruction on applications of these techniques to economic problems will be provided. Emphasis will be put on static and dynamic optimization and comparative statics. Applications to microeconomics, macroeconomics, and financial economics will be discussed. The course pre-requisites are ECO 250, ECO 253, MTH 211, and MTH 212 or permission of the instructor. (M) (S) Credits: 4

Jorge A. Vasquez

Expected to be offered in the next 3 years

ECO 256 Topics in Applied Microeconomic Theory
This course prepares students to understand and construct mathematical models for applied microeconomic analysis. The course covers both mathematical techniques and their economic applications. Emphasis particularly on the use of constrained optimization and comparative statics to undertake positive and normative analysis of selected government policies. Prerequisites: MTH 111, 112, 211, 212 and ECO 250 or permission of instructor. (M) (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 258 Applied Market Design
In 2012, the Nobel Memorial Prize in Economics Sciences was awarded to Alvin Roth and Lloyd Shapley for their theoretical and practical work on the design of markets. This course provides an introduction to the field of market design, focusing on the functioning of specific markets and market mechanisms. Applications include but are not limited to: auctions, kidney exchange, medical match, school choice, course allocation, and trading on the stock market. In addition, we will study the market design aspects of new technologies that facilitate new types of marketplaces, such as cryptocurrencies and taxi-ride platforms. Prerequisite: ECO 250 or permission of the instructor. (S) Credits: 4

Jorge A. Vasquez

Expected to be offered in the next 3 years

ECO 271 The Economics of Climate Change
Climate change has been recognized as “the major, overriding environmental issue of our time, and the single greatest challenge facing environmental regulators” by the United Nations Secretary General. In this class we use the tools of economics to analyze and understand the many challenges of climate change. Topics covered include climate damages, market failure and externalities,
emissions standards and taxes, cap and trade, discounting, risk and uncertainty, mitigation and integrated assessment models, adaptation, development, and gender. Prerequisites: ECO 220 and ECO 250. (E) [S] Credits: 4

Vis Taraz

Normally offered in alternate years

ECO 272 Law and Economics
An economic analysis of legal rules and cases. Topics include property law, contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: ECO 250. [S] Credits: 4

Members of the department

Normally offered in alternate years

ECO 360 Economics of Crime
This course is designed with two central goals. First, use microeconomic and econometric tools to explore and understand crime and incarceration. Relevant topics include but are not limited to: Are criminals rational economic actors? What policies most efficiently mitigate the social costs associated with criminal activity? What role does incarceration play in deterrence incapacitation, and rehabilitation? Second, develop the key tools for economic work including analytical thinking and writing as well as research and presentation skills. [S] Credits: 4

Mariyana Zapryanova

Expected to be offered in the next 3 years

ECO 362 Seminar: Population Economics
Topics course.

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 study these questions and more from both microeconomic and macroeconomic perspectives. Prerequisites: ECO 250, ECO 253 and ECO 220. Enrollment limited to 15. [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 363 Seminar: Inequality

Members of the department

Expected to be offered in the next 3 years

C. The American Economy

PPL 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] Credits: 4

Members of the department

Normally offered in alternate years

ECO 224 Environmental Economics
The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods and common property resources. Prerequisite: ECO 150. [S] Credits: 4

Susan Stratton Sayre

Normally offered each academic year

ECO 230 Urban Economics
Economic analysis of the spatial structure of cities—why are they 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: ECO 150. [S] Credits: 4

Randall K. Bartlett

Normally offered each academic year

ECO 234 Partisan Economic Issues
An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues include health care; Social Security and other entitlement programs; taxes, government spending and budget deficits; immigration; and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. Credits: 4

Members of the department

Expected to be offered in the next 3 years

PPL 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 220 or a course in American government. [S] Credits: 4

Randall K. Bartlett

Normally offered in alternate years

ECO 260 Public Economics and Finance
Why does the government intervene in the economy? What are the responses of private agents to government’s actions? What are optimal government policies? This course focuses on the role of the government in the economy and uses tools of microeconomic analysis to study the taxing and the spending activities of the government. The course covers tax policy, inequality, social insurance programs, public goods, environmental protection, and education. Special emphasis is on current policy issues in the U.S., such as income inequality, poverty, healthcare reform, income tax reform, and crime. Prerequisite: ECO 250. [S] Credits: 4

Mariyana Zapryanova

Normally offered in alternate years

ECO 263 Labor Economics
This course applies economic principles and elementary statistics to the study of labor markets. Topics include labor force participation, unemployment, immigration, wage determination, income distribution and labor market discrimination. Students examine the rationale for and consequences of many economic policies such as a statutory minimum wage, unemployment compensation, child care policies and public pension programs. The class investigates these issues through readings of recent economic research and by analyzing labor market data. Prerequisites: ECO 153, 220 and 250. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 265 Economics of Corporate Finance
An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager, and the methods of analysis employed by them are
emphasized. This course offers a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: ECO 250, ECO 220 and MTH 111. [S] Credits: 4

**Mabnaz Mabdalvi**

Normally offered each fall

**ECO 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: ECO 253 or permission of the instructor. [S] Credits: 4

**Samantha Elaine Sterba**

Normally offered in alternate years

**ECO 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: ECO 250. [S] Credits: 4

**Deborah Haas-Wilson**

Normally offered each academic year

**ECO 324 Seminar**

Topics course.

**Economics of the Environment and Natural Resources**

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use including climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. [S] Credits: 4

**Members of the department**

Normally offered in alternate years

**ECO 331 Seminar: The Economics of Future Technology**

Brain implants, embryo selection, self-driving cars, nanotechnology, robot nurses, virtual teachers, cognitive enhancing drugs and artificial general intelligences are among the technologies that might have a large impact on our economy over the next few decades. This seminar uses the tools of microeconomics to explore the potential effects of these and other possible technologies and to explain how economic incentives shape the types of technologies businesses develop. Prerequisite: ECO 250. [S] Credits: 4

**Members of the department**

Expected to be offered in the next 3 years

**ECO 351 Seminar: The 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. The course emphasizes empirically testing economic hypotheses using several databases. Prerequisites: ECO 250 and ECO 220. [S] Credits: 4

**Members of the department**

Expected to be offered in the next 3 years

**D. International and Comparative Economics**

**ECO 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 increasing globalization of production and finance. Prerequisites: ECO 150 and ECO 153. [S] Credits: 4

**Simon Halliday**

Normally offered each academic year

**ECO 219 The Chinese Economy**

This course offers an analysis of the recent development of the Chinese economy, its rapid transformation in the post-Mao period, and the implications of this transformation for the welfare of Chinese households. Topics to be discussed include economic reform, trade liberalization, demography, inequality, health and environmental challenges. Fundamental topics in principles of economics will be covered in an intuitive way through topics pertaining to China. Course performance will be assessed through participation, in-class quizzes, literature critiques, and a final paper plus presentation. Prerequisite: ECO 150 and ECO 153. [S] Credits: 4

**Members of the department**

Expected to be offered each academic year

**ECO 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 investigates such questions by analyzing the ongoing integration of European countries from an economic perspective. While
the major focus is on the economics of integration, account is 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. Enrollment limit of 36. (S) Credits: 4

Members of the department

Normally offered in alternate years

ECO 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: ECO 250. (S) Credits: 4

Members of the department

Normally offered each academic year

ECO 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: ECO 253. (S) Credits: 4

Mahmuz Mohdazi

Normally offered each spring

ECO 311 Seminar: Topics in Economic Development
Topics course.

The Political Economy of Development in Africa
Since postcolonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. (S) Credits: 4

Members of the department

Normally offered in alternate years

The Economic Development of India
This seminar applies and extends microeconomic theory to analyze selected topics related to the India's economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India's growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Topics and assignments may be changed in response to the class's particular interests. (S) Credits: 4

Members of the department

Normally offered in alternate years

ECO 319 Seminar: Economics of Migration
Who migrates? Why do they move? Where do they leave from and move to? What are the economic impacts? This course offers an overview of historical and current migration patterns, and examines the main theories and empirics behind the economics of migration -- its causes and consequences. The course concludes with a discussion of the policy implications, drawing examples from internal migration reform in China and current immigration policy debates in the U.S. Prerequisite: ECO 250, 253 and 220. (M) (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 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 explores 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 are then examined. Much of the analysis focuses 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: ECO 220, ECO 253 and a course in either international finance or money and banking such as ECO 275 or ECO 296. (S) Credits: 4

Roisin Ellen O'Sullivan

Normally offered in alternate years

ECO 395 Seminar: Topics in International Trade
The globalization of the world economy has contributed to both boom and crisis. This seminar explores selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. For 2017, the seminar will pay special attention to the impact of globalization on income inequality and national identity. In particular, we will examine whether international trade, immigration and emigration play a significant role in the growth of income inequality, both within and among nations, over the past several decades and, if they do, what, if anything, might be done to attenuate or reverse these trends? Prerequisites: ECO 250, and one 200-level course in international economics or the equivalent. (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 396 Seminar: International Financial Markets
This seminar focuses on four aspects of international financial markets: (1) International Portfolio Diversification with an emphasis on the role of the emerging economies; (2) Global Financial Crises and their impact on the economy; (3) Global Economic Imbalances provides an analysis of comparison of saver economies such as China, Germany and Japan with that of the borrowing economies such as the United States; (4) The Foreign Exchange Market focuses on currency crises and international disputes about China’s exchange rate policy. In studying each topic, both theoretical frameworks and empirical analyses are considered. Prerequisites: ECO 265 and ECO 296; Recommended: ECO 240. (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

E. Special Studies

Admission to Special Studies is by permission of the department, normally for majors who have had at least four semester courses in economics above the introductory level. Students contemplating a Special Studies should read the guidelines for Special Studies on the department's Web page at www.smith.edu/economics.

ECO 400 Special Studies
Admission to special studies is by permission of the department. (E) S/U only. Credits: 1

Normally offered each academic year
ECO 404 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. Credits: 4
Normally offered each academic year

ECO 408D Special Studies
Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. This is a full-year course. Credits: 8
Normally offered each academic year

F. Honors
Please consult the director of honors and the departmental website for specific requirements and application procedures at www.smith.edu/economics/honors.php.

ECO 430 Honors Project
Honors project. Credits: 4
Members of the department
Normally offered each academic year

ECO 430D Honors Project
Credits: 8
Members of the department
Normally offered each academic year
Education and Child Study

The Major

At the Smith College Department of Education and Child Study, we believe teaching, the study of how people learn, and the diverse contexts and institutions where learning takes place—both in school and out-of-school—are central to the health and future of our rapidly changing and diverse society. Students majoring in EDC will select one of three strands to organize the focus of their course work and learning:

- Teaching and Learning
- International/Global Education
- Youth, Community and Policy Studies

Requirements

Each student, with the approval of their major adviser, elects a carefully planned program of course selections designed to meet the following requirements: ten education courses including three foundations courses (breadth), three courses in a single curricular strand (depth), three elective courses, and the senior capstone.

- The Foundations
  - The Science of Learning (EDC: 238 or 240)
  - Human Development (EDC: 231, 235, 239, 342)
  - Settings and Contexts (EDC 200, 226, 232, 327, 343, 235, 239, 342)
- The Three Curricular Strands (three courses in a single curricular strand)
- Electives (three courses)
- Capstone Course

Licensure requirements: See below.

Courses required for the major or minor in Education and Child Study may not be taken S/U. Students may major by completing either a licensure or non-licensure program. Those pursuing the licensure track will graduate with all necessary requirements to teach in Massachusetts public schools. Those taking the non-licensure track can design their major around their particular interests in the field, working in consultation with their major adviser.

Advisers: Members of the department

The Minor

The education and child study minor requires six courses. Minors are student initiated and decided with counsel from a departmental adviser. All minors must be approved by a department vote. Students interested in pursuing a minor should contact a faculty member in the department as soon as possible.

Study Abroad

Adviser for Study Abroad: Lucy Mule

Honors

Director: Shannon Audley

Please consult the director of honors or the departmental website for specific requirements and application procedures. It is important to begin this process junior year.

Graduate Program

Adviser: Members of the department

Requirements for graduate degrees can be found in the Graduate and Special Programs section and at www.smith.edu/education/mat.php.

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. We offer licensure in the following fields and levels:

Elementary 1–6 Baccalaureate and Post-baccalaureate
Biological 8–12 Baccalaureate and Post-baccalaureate
Chemistry 8–12 Post-baccalaureate
English 5–12 Baccalaureate and Post-baccalaureate
General Science 5–8 Post-baccalaureate
History 5–12 Baccalaureate and Post-baccalaureate
Humanities 5–8 Baccalaureate and Post-baccalaureate
Students must 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 a minimum of nine credits of math. All students seeking educator licensure must also take and pass the Massachusetts Tests for Educator Licensure (MTEL).

Students interested in obtaining educator licensure and in preparing to teach should contact a member of the Department of Education and Child Study or schedule an appointment with Gina Wyman, Coordinator of Teacher Education, 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.

Teaching and Learning Strand

The foundational ideas of the Teaching and Learning strand are about how people learn, how they develop, and how this knowledge should influence teaching and the design of learning environments. Learning environments include classrooms and also less formal settings such as museums, after-school and summer programs. Inclusion, individual differences, and the demands of different subject matter are important considerations in all decisions about learning environments. Core ideas about teaching and learning inform public policy and the creation of educational standards. Students interested in any of the diverse topics related to learning and teaching should find a home in this strand. The Teaching and Learning Strand is well suited for students who are preparing to teach, and licensure requirements are embedded in this strand.

EDC 110 Introduction to American Education

This course is an introduction to educational foundations. It is designed to introduce students to the basic structure, function and history of American education, and to give them 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. Credits: 4

Chris Marblo

Normally offered each academic year

EDC 212 Linguistics for Educators

Knowledge of linguistics is a valuable tool for educators. Understanding the linguistic underpinnings of language, variation between spoken and written language, and sociolinguistic variation that exists in the classroom is beneficial in teaching reading and writing to all students and in understanding classroom discourse. Knowing how language works allows educators to recognize the linguistic issues they may encounter, including delays in reading; the effects of multilingualism on writing, speaking, and reading; and differences due to dialectical variation. This course provides a basic understanding of linguistic concepts, how written and spoken language interact and vary, and sociolinguistic variation in the classroom. (Can also count for the International/Global Education Strand) (E) (S) Credits: 4

Miranda K. McCarvel

Normally offered each fall

EDC 231 Foundations and Issues of Early Childhood Education

This course explores and examines 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 leads students to consider, compare and contrast a variety of programs and models in early childhood education. (S) Credits: 4

Bona Kang

Normally offered each spring

EDC 238 Introduction to the Learning Sciences

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors, such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year students and sophomores. Enrollment limited to 30. (N) (S) Credits: 4

Bona Kang

Normally offered both fall and spring semesters

EDC 240 How Do We Know What Students Are Learning

This course serves as an introduction to the theories, strategies and techniques that form the bases for assessing learning in classrooms. The focus is on the assumptions, strengths and weaknesses associated with various approaches. Students encounter a variety of instruments and methods used for collecting educational data, including classroom tests, norm-referenced and criterion-referenced standardized achievement tests, portfolios, attitude and self-report scales, observational systems and interview protocols. Students also develop authentic assessment tools as they work through evaluation problems associated with particular curriculum programs and instructional techniques. Enrollment limited to 20. (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

EDC 246 Colloquium in the Practice of Teaching

This course is a comprehensive introduction to the intersections of learning science and the practice of teaching. It is designed for students who are seeking an opportunity to explore education in a guided, practical context. You will build on your knowledge of learning science as you observe in classroom and after school program settings. At the end of the course, you will design and deliver a series of lessons at the Campus School’s after school program. (E) (S) Credits: 4

Graham Rebecca Dodd

Normally offered each spring

EDC 311 Rethinking Equity and Teaching for English Language Learners

Students who speak languages other than English are a growing presence in U.S. schools. These students need assistance in learning academic content in English as well as in developing proficiency in English. This course is designed to provide an understanding of the instructional needs and challenges of students who are learning English in the United States. This course explores a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It also provides an overview of the historic and current trends and social issues affecting the education of English language learners. Enrollment limited to 35. Priority given to students either enrolled in or planning to enroll in the student teaching program. This course requires weekly fieldwork in public school classrooms. Credits: 4

Renata Pienkowska

Normally offered each spring
EDC 336 Seminar in American Education
Topics course.

Research Methods in Education
Students will be provided an introduction to educational research methods through two main activities in this weekly seminar. They will (1) discuss texts pertaining to analytical approaches and theoretical models in educational research inspired by constructivist and sociocultural theories, and (2) participate in research projects guided by Campus School teachers’ inquiries about learning. Students will be paired with teachers as research teams and regularly engage in providing and receiving feedback on their collaborative projects. Student research teams will support their teacher collaborators by constructing research plans, and observing, documenting, analyzing, and reporting on aspects of classroom learning throughout the semester. Credits: 4

Members of the department
Normally offered each fall

EDC 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: 238. Open to seniors and graduate students only, with permission. (S) Credits: 4

Carol Berner
Normally offered each fall

EDC 343 Multicultural Education
This course examines the multicultural approach in education, its roots in social protest movements and its 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. This course has a community-based learning requirement. (Can also count for the International/Global Education Strand) Enrollment limited to 35. (S) Credits: 4

Lucy W. Mule
Expected to be offered in the next 3 years

EDC 345D Elementary Curriculum and Methods
A study of the elementary school 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. (S) Credits: 6

Alan N. Rudnitsky, Gina B. Wyman
Normally offered both fall and spring semesters

EDC 346 Clinical Internship in Teaching
Full-time practicum in middle and high schools. Open to seniors only and to those students who completed the prerequisite courses (238, 232, 342 and 347). Admission by permission of the department. Preregistration meeting scheduled in April. (S) Credits: 8

Carol Berner
Normally offered each spring

EDC 347 Individual Differences Among Learners
Examination of individual differences and their consideration in the teaching-learning process. Research and prepracticum required. Prerequisites: EDC 238. (S) Credits: 4

Members of the department
Normally offered each fall

EDC 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. Designed as a companion seminar for students doing a full-time practicum at the middle or high school level. Admission by permission of the department. Preregistration meeting scheduled in April. Credits: 4

Carol Berner
Normally offered each spring

EDC 390 The Teaching of Science, Engineering and Technology
Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course focuses on providing you with the skills and knowledge needed to bring this excitement into the classroom. We 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 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) Credits: 4

Glenn William Ellis
Normally offered each spring

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 undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. (L) Credits: 4

Samuel Scheer
Normally offered each fall

HST 390 Seminar: 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) Credits: 4

Peter T. Gunn
Normally offered each fall

Youth, Community and Policy Strand
The Youth, Community, and Policy strand within the major is intended to equip students with the knowledge and skills needed to design, lead, research, evaluate, and work in youth settings. Courses within the strand provide a theoretical grounding in learning science, development, youth policy, and leadership while teaching applicable skills for working with and for youth in school and out-of-school settings. Students pursuing this strand are required to have a school and out-of-school experience as part of the major, through community service learn-
ing placements, summer work (including PRAXIS), Urban Education Initiative, Project Coach or other course-based placements. The Youth, Community and Policy strand is well suited for students who are preparing to work in research, policy, social work, out-of-school programming, counseling, as well as teaching.

**EDC 200 Critical Perspectives in Urban Education**

This 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: 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 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. Fieldwork opportunities are available for students. Enrollment limited to 35. Credits: 4

*Members of the department*

*Normally offered each fall*

**EDC 201 Case Study of Education in Western Massachusetts**

This course explores the question: Why has it proven so difficult in the United States to create more schools and districts where educational opportunity is distributed fairly? How can a close study of the educational systems of Western Mass help us understand how educators and policy makers attempted to provide a quality educational experience for students when issues associated with their social and economic environment often present significant obstacles to teaching and learning? This course will serve as a companion experience for students who participate in the Urban Ed Fellows program, which places students in teaching internships during January. (E) (S) Credits: 1

*Members of the department*

*Expected to be offered in the next 3 years*

**EDC 206 Statistical Literacy in Educational Research and Policy**

Same as MTH 206. Education is increasingly data driven—data is used to evaluate classroom pedagogy, student achievement, teacher efficacy and school failure. It is important for educators then, to be able to interpret complex data and make research-based decisions. This course fosters student’s ability to critically interpret education-related data by concentrating on the application of critical thinking skills to arguments involving statistics in education. The student emerges as a knowledgeable consumer of statistics rather than a producer of statistical calculations. Course activities focus on the interpretation, evaluation and communication of statistics in educational research literature, standardized tests, and real-world situations. Prerequisites: MTH 107, MTH 201 or equivalent. (E) (M) Credits: 4

*Shannon Audley*

*Normally offered in alternate years*

**EDC 232 The American Middle School and High School**

A study of the American secondary and middle school as a changing social institution. Provides an analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. This course includes a weekly service learning commitment. Enrollment limited to 35. (S) Credits: 4

*Bona Kang*

*Normally offered each fall*

**EDC 235 Child and Adolescent Growth and Development**

This course is a study of the theories of growth and development of children, from prenatal development through adolescence; looks at basic considerations of theoretical application to the educative process and child study. Involves directed observations in a variety of child-care and educational settings. Enrollment limited to 55. (S) Credits: 4

*Shannon Audley*

*Normally offered both fall and spring semesters*

**EDC 239 Counseling Theory and Education**

This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. (S) Credits: 4

*Janice C. Gatty*

*Normally offered each fall*

**EDC 331 The Stories Children Tell**

This course will focus on examining children’s social and moral development through the use of narrative methodology. We will examine how the uses of cultural tools such as narratives and social media allow us investigate how contexts, such as schools and youth organizations, influence children’s understanding of and response to (in)justice. In particular, we will focus on the role of teachers and peers as agents of socialization by examining children’s stories about their experiences in classrooms. Enrollment limit of 15. (E) Credits: 4

*Members of the department*

*Normally offered in alternate years*

**EDC 336 Seminar in American Education**

Topics course.

*Youth Development and Social Entrepreneurship*

This course is 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. Our goal is to provide you with experiences that will: (a) help you to appreciate and understand the complexity of organizing and operationalizing urban youth development programs, and (b) facilitate the development of a skill set that will allow you to take a leadership role in the emerging field of after-school. This is a course with a service learning commitment. You will be required to work in and/or observe a youth development program for at least 10 hours this semester. Credits: 4

*Members of the department*

*Expected to be offered in the next 3 years*

**EDC 341 The Child in Modern Society**

What does it mean to be a successful child or have a successful childhood in modern society today? This interdisciplinary course helps students develop a theoretically, historically and culturally informed perspective on childhood and child development and use this knowledge to think about and address the dilemmas that confront children and families in modern societies. Students examine how the experience of childhood is shaped by the interplay of family, schooling and wider culture by drawing on directed field observations and experiences. Prerequisite: 235 or permission of the instructor. (S) Credits: 4

*Shannon Audley*

*Normally offered in alternate years*

**EDC 342 Growing Up American: Adolescents and Their Educational Institutions**

The institutional educational contexts through which adolescents move can powerfully influence their growth and development. Using a cross-disciplinary approach, this course examines these educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-
based organizations and cyber-communities. We investigate what theoretical and socio-cultural perspectives shape these educational institutions and how these institutions serve or fail the diverse needs of American youth. This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35. Credits: 4

Members of the department

Normally offered each spring

EDC 343 Multicultural Education
This course examines the multicultural approach in education, its roots in social protest movements and its 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. This course has a community-based learning requirement. (Can also count for the International/Global Education Strand) Enrollment limited to 35. {S} Credits: 4
Lucy W. Mule
Expected to be offered in the next 3 years

MUX 119 Museums in Society
Museums are multi-layered institutions with complex histories. Their role in society reflects contemporary perspectives on the ways knowledge is produced, categorized, and communicated. This half-semester course introduces students to key topics reflecting the history of collecting institutions, their evolving public mission, and critical issues central to their work today. (H) Credits: 1
Margaret Lind Newey

Normally offered each fall

International/Global Education Strand
The Global strand within the major is intended for students who have a particular interest in international and/or comparative theories, practices, and policies in education. Courses within this strand are focused on teaching and learning policies and practices outside the United States, on the history and philosophy of education in other countries, and on the status of teaching and schooling worldwide. Students pursuing this strand are required to have an international experience as part of the major, either through study abroad, internships, or short term FLEX programs. Advisors will point majors towards programs abroad that are especially suited to the study of global education. Some second language experience is encouraged.

EDC 226 The Making of a School
This course will consider the historical, political, and practical forces that go into the making of school, both in the United States and in the developing world. Students will work with field-based practitioners to create a model alternative school in Kenya. Enrollment limited to 30. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EDC 237 Comparative Education
In this course, students are introduced to the field of comparative and international education. Students survey general features of educational systems and examine key contemporary issues affecting educational policies, practices, and reforms in select countries. They also explore a variety of theoretical approaches and research methods for understanding educational issues. Issues examined in this course include culture; educational access, quality, and equity; teacher professionalism; educational reform; and globalization. Enrollment limited to 35. {S} Credits: 4
Lucy W. Mule
Expected to be offered in the next 3 years

EDC 278 Race and Education
This course will examine the centrality of race in education mainly in the United States but also in other parts of the world. Using interdisciplinary lenses, we explore an array of theories of race and intersectionality as they relate to education and examine related empirical research and personal narratives. Among the topics to be explored are the history of the concept of race; complexity of race and the intersections of race, ethnicity, gender, class, nationality and identity; stratification by race; everyday racism and in educational contexts; racialized educational policies and practices; and strategies for teaching about race in educational contexts. Enrollment limited to 35. {S} Credits: 4
Lucy W. Mule
Expected to be offered in the next 3 years

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. WI Credits: 4
Rosetta Marantz Cohen
Expected to be offered in the next 3 years

IDP 203 Women and Work in Saudi Arabia
This course addresses key issues affecting women in the workplace in Saudi Arabia. We will begin the course with a look at the state of women’s education in the country, followed by an overview of the concept of gender equality in Islam. We will also examine public policy initiatives such as the proposed cancellation of the ‘wakeel’ requirement and other efforts to promote equal opportunity in the workplace and business environment. Special attention will be given to the the global context and local national traditions that shape the role of women in Saudi society. Finally, the challenges facing female entrepreneurs in Saudi Arabia will be discussed. Credits: 2

Members of the department

Normally offered each interterm

Capstone Course

EDC 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} Credits: 4
Carol Berner

Normally offered each spring

Graduate Program Courses

EDC 511 Rethinking Equity and Teaching for English Language Learners
The focus of this course is to prepare teachers to shelter their English language instruction by increasing their knowledge of student variation and cultural considerations, second language acquisition theory, English language arts/literacy, English language development standards and assessments, and effective practices in English language learner (ELL) instruction. Participants learn to tailor their instruction for ELLs by including rigorous academic language
and vocabulary development, readings of complex grade-level informational and literary texts, and discussion and writing in response to texts, and also by developing content standards for various academic disciplines. Credits: 4

**Members of the department**

**EDC 548 Student Diversity and Classroom Teaching**

An examination of diversity in learning and background variables, and their consideration in promoting educational equity. Also, a look at special needs as factors in classroom teaching and student learning. Research and pre-practicum required. $S$ Credits: 4

**Members of the department**

Normally offered each fall

**EDC 552 Perspectives on American Education**

Required of all candidates for the M.A., and the M.A.T. degrees. Credits: 4

**Rosetta Marantz Cohen**

Normally offered each spring

**EDC 554 Knowing, Thinking and the Design of Learning Environments**

This course examines current theoretical perspectives about learning and teaching that are emerging from the learning sciences. Central to these theories are ideas about how people learn, both independently and in groups, in ways that facilitate critical thinking and the development of meaningful knowledge. Theories are applied to the design of curriculum, instruction and assessment. Open to seniors by permission of the instructor. Credits: 4

**Alan N. Rudnitsky**

Normally offered each fall

**EDC 556 Learning in Classrooms**

What makes a good teacher? What makes a good student? This course combines perspectives on child and adolescent development with cognitive science to examine how principles of educational psychology can be applied to the classroom. Students will critically read educational research and apply major course concepts to case studies. This course requires fieldwork. Credits: 4

**Members of the department**

Normally offered each spring

**EDC 559 Clinical Internship in Teaching**

Offered both semesters each year for students pursuing educator licensure at the elementary level. Offered spring semester for students pursuing educator licensure at the middle and secondary school levels. Credits: 4

**Carol Berner, Alan N. Rudnitsky, Gina B. Wyman**

Normally offered each academic year

**EDC 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. Credits: 4

**Janice C. Gatty**

Normally offered each spring

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**Special Studies and Honors**

**EDC 400 Special Studies**

Credits: 1–4

**Members of the department**

Normally offered both fall and spring semesters

**EDC 432D Honors Project**

Credits: 6

**Members of the department**

Normally offered both fall and spring semesters

**EDC 580 Advanced Studies**

Credits: 4

**Members of the department**

Normally offered both fall and spring semesters
To adequately address the challenges facing society in the 21st century, there is a critical need for broadly educated engineers who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets. Engineers must have the understanding needed to address the cultural, political, and economic realities of our times, along with the technical depth to appropriately frame complex problems using ethical reasoning. The preparation for such a path is argued to be effectively achieved in a liberal arts setting.

At Smith, the engineering degrees offered are based on rigorous plans of study integrated with the liberal arts and sciences. There are two possible paths for the study of engineering at Smith College. The first is the ABET-accredited bachelor of science (S.B.) in engineering science, and the second is the bachelor of arts (A.B.) in engineering arts. More detailed information about both degree options can be found below.

The Picker Engineering Program’s educational objectives are to produce graduates who, within a few years of graduation, will:

1. incorporate their knowledge and understanding of the natural sciences, humanities, and social sciences in the application of their engineering education;
2. apply their engineering education in service to humanity;
3. enter the engineering profession or graduate school if they choose one of those pathways;
4. consider the impact of their professional actions on society;
5. demonstrate leadership in their personal and professional endeavors; and
6. have advanced their professional development by acquiring new skills and knowledge.

Prior to graduation, all students majoring in engineering science are strongly encouraged to take the Fundamentals of Engineering Exam (the FE), administered by the National Council of Examiners for Engineering and Surveying.

The Majors

Engineering Arts, Bachelor of Arts

Advisers: Members of the Picker Engineering Program

The Importance of the Liberal Arts. The possibilities of coupling the bachelor of arts in engineering arts with other disciplines are many. The bachelor of arts coupled with a focused set of studies in the liberal arts is a particularly well-suited course of study for preparing students to address the complexities of the world in which we live.

Requirements for the Major in Engineering Arts

Math / Basic Science
- MTH 111
- MTH 112
- MTH 212
- PHY 210
- PHY 117 or PHY 119
- CHM 111

Required Engineering Courses

- EGR 100, 110, 220, 270, and 290

Engineering Technical Depth

In consultation with their adviser, students choose two 300-level or higher engineering courses. Course substitutions require approval of the student’s adviser and assistant director or director of the engineering department.

Liberal Arts Breadth

As with all BA degrees at Smith, the Engineering Arts degree requires 64 credits outside of the major.

The major requires a total of 13 courses (or the equivalent).

Engineering Science, Bachelor of Science

Advisers: Members of the Picker Engineering Program

Smith offers an undergraduate curriculum leading to an ABET-accredited degree in engineering science, the broad study of the foundational scientific and engineering principles that govern the practice of all engineering disciplines. The bachelor of science degree program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. 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 capstone design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate and/or research internship to complement 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. Many engineering courses offered at Smith incorporate elements of teamwork and oral/written communication.
Math / Basic Science
- 8 credits from: MTH 111, MTH 112, MTH 211, MTH 264
- MTH 212
- MTH / SDS 220
- PHY 210
- PHY 117 or PHY 119
- CHM 111
- 5 credits (must be lab-based) from: PHY 118, PHY 119, CHM 118, CHM 222, BIO 130/131, BIO 132/133

Note: Engineering science majors with PHY 119 credit are not eligible to take PHY 118. PHY 119 can fulfill the introductory physics requirement or the 5 credit lab-based science course requirement but not both.

Computer Science
CSC 111

Required Engineering Courses
100, 110, 220, 270, 290, 374 and 410D.

Capstone Design
In their senior year, every student is required to participate in a year-long capstone design project that draws on their fundamental engineering coursework, as well as broad-based societal considerations relevant to the particular project. Students may choose one of the following: 421D, 422D, or 431D.

Engineering Technical Depth
In consultation with their adviser, students choose five additional EGR courses to develop technical depth in an area of interest. At least four out of the five courses must be at the 300-level or higher. Special studies and honors credits can be counted toward this category only by petitioning the department.

It is strongly recommended that students complete all math, science, and 100- and 200-level EGR requirements by the end of the first semester junior year.

Liberal Arts Breadth
- Students are required to demonstrate breadth in their curriculum by completing one of the following: Fulfills the Latin Honors distribution requirements;
- Fulfills the requirements for another major or minor within Division I (humanities) or Division II (social sciences and history); or
- Submitting a cogent proposal describing an alternative approach including all courses the student will take to acquire curricular breadth, for consideration and approval by the engineering faculty.

Book of Evidence Requirement
Bachelor of science in engineering science majors must complete a book of evidence with a minimum of 20 approved artifacts. These artifacts serve as evidence of the performance indicators that are linked to the program’s ABET student outcomes and mapped to the curriculum.

Honors
Director: Sarah Moore

There are three distinct pathways to honors within engineering. A student may earn honors through only one of these pathways.

EGR 430D Honors Project
Credits: 8
Normally offered each academic year

EGR 431D Honors Capstone Design with Faculty
Credits: 0–8
Normally offered each academic year

EGR 432 Design Clinic Honors Extension
Credits: 1
Normally offered each academic year

Both 430D and 431D are completed as independent work with a faculty member for a total of 8 credits. The third pathway is in conjunction with the 6-credit design clinic 422D.

While in 422D, students may seek honors through 431D. These students take a 1-credit Special Studies course during the fall semester; submit a thesis proposal to the engineering department by December 1; and, if approved, are enrolled in 432 for the spring semester, concurrent with 422D.

Additional information can be found online.

Introductory Courses

EGR 100 Engineering for Everyone
EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Students 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 present their ideas through oral and written reports. Reading assignments and in-class discussions challenge students to critically analyze contemporary issues related to the interaction of technology and society. Organized around different themes, multiple sections. Engineering majors are required to take this course. Those students considering majoring in engineering are strongly encouraged to take EGR 100 during their first year. Enrollment limit of 20. Credits: 4

How We Engineer the Environment
We will search, query, examine, discuss, debate (agree and disagree) - and through the process, learn about the pressing issues related engineering and our environment. We will grapple with the urgent, pressing and complex challenges and potential engineering solutions for the sustainable stewardship of our environment. [N]

Members of the department

Expected to be offered in the next 3 years

Energy and the Environment
Through readings, discussion, labs, and lectures students learn about human activity related to energy usage and the consequences to Earth’s environment. This knowledge is applied to motivate, design and build scale models of net-zero energy buildings. Through simple lab exercises, students learn to program microcontrollers that measure temperatures and control features within their model buildings, and corresponding analyses enable students to demonstrate how energy from the sun can be utilized in design to reduce carbon-based energy sources. [N]

Members of the department

Expected to be offered in the next 3 years

Challenges in Human Health
We will explore broadly how engineering design approaches can be used to address a variety of challenges in human health. Through readings, discussions, lab experiences, short design assignments, and a semester-long team design project, we will work to identify open or unmet biomedical needs, and learn a process for how to develop solutions to meet those needs. The emphasis will
Core Courses

All Engineering core courses are restricted by permission of the program. All of these courses are required for the major in Engineering Science (EGR). All but fluid mechanics are required for the major in Engineering Arts (EGN).

EGR 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, and frequency-selective networks. Required laboratory taken once a week. Prerequisite: MTH 212. Enrollment limit of 20. [N] Credits: 5
Judith B. Cardell, Kristen Dorsey
Normally offered both fall and spring semesters

EGR 270 Engineering Mechanics
This course introduces the basic theoretical concepts, procedures and methodologies needed to understand the mechanical behavior of objects in static equilibrium. Topics to be covered include 2d and 3d particle and rigid body equilibrium; analysis of frames, trusses, beams and machines; centroids; distributed loading; moment of inertia; internal forces and moments; and an introduction to stress and strain. In addition to developing competence in applying standard problem-solving procedures, students will also apply their understanding in real world contexts. Prerequisites: PHY 117 and MTH 112 (or the equivalent). Required laboratory taken once a week. Enrollment limit of 20. [N] Credits: 5
Glenn William Ellis
Normally offered both fall and spring semesters

EGR 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 nonideal mixtures, conductive, convective and radiative heat transfer. Prerequisite EGR 110, CHM 111 or 118; corequisite MTH 212. Enrollment limit of 20. [N] Credits: 4
Niveen S. Ismail, Michael I. Kinsinger
Normally offered both fall and spring semesters

EGR 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 aerodynamics, open-channel flow, and the use of fluid mechanics in the design process. Required concurrent laboratory. Prerequisites: EGR 270 and MTH 212. Enrollment limit of 20. [N] Credits: 5
Paul B. Voss
Normally offered both fall and spring semesters

Technical Depth Courses

Engineering majors (EGR and EGN) receive priority registration in these courses.

EGR 312 Seminar: Atmospheric Processes
The atmosphere is among the most critically important parts of our environment. Atmospheric processes control our weather and climate, provide the nutrients for nearly all life on earth, and determine the quality of the air we breathe. This seminar explores key topics including atmospheric circulation, global warming, stratospheric depletion and urban air pollution. How does ground-level ozone form and why is it harmful to people and agriculture? What are high-pressure systems and why are they associated with fair weather? How do clouds form and what impact do they have on our climate? What instruments are being used to measure the properties of the atmosphere and how do these instruments work? This course is recommended for anyone with a strong grounding in math and science and will be of interest to all students who want a better understanding of the atmosphere. Prerequisites: CHM 111, EGR 110, and EGR 374 (corequisite) or permission of the instructor. Enrollment limit of 12. [N] Credits: 4
Members of the department
Normally offered in alternate years
EGR 315 Seminar: Acoustics
This seminar 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 addresses characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course introduces students to the Pioneer Valley, the cloud forests of Costa Rica, and African savannas. Prerequisites: MTH 112 and MTH/SDS 220. Enrollment limit of 12. [M] Credits: 4

Susan Elizabeth Voss

Normally offered each academic year

EGR 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, etc.) and the design of feedback systems (e.g., in automobiles, power plants, etc.). This course introduces 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 are utilized from electrical, mechanical, biomedical, environmental and chemical engineering. The course includes several short laboratory experiences to help understand the relevant concepts. Prerequisites: EGR 220 and PHY 210. Enrollment limit of 20. [M] Credits: 4

Susan Elizabeth Voss

Normally offered each academic year

EGR 322 Seminar: Acoustics
Acoustics describes sound transmission through solids and fluids; the focus here is on sound transmission through air. This seminar 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 or permission of the instructor. Enrollment limit of 12. [M] [N] Credits: 4

Susan Elizabeth Voss

Normally offered in alternate years

EGR 323 Seminar: Introduction to Microelectromechanical Systems (MEMS)
Miniature and micro-scale electromechanical systems (MEMS) have applications ranging from navigation systems in your phone to disease diagnosis at your doctor’s office. This course asks and answers questions related to MEMS fabrication, design and modeling. Application including inertial sensors, biological and chemical sensors, microfluidics and wearable devices are discussed. Students complete a final project by applying a MEMS sensor to an application of their choice. Prerequisites: EGR 220/220L: Circuit Theory and EGR 270: Engineering Mechanics. Enrollment limit of 12. [N] Credits: 4

Kristen Dorsey

Normally offered in alternate years

EGR 324 Fundamentals of Microelectronics
Our electronic world relies on transistors, amplifiers, and other microelectronic circuits. This course introduces the principles required to analyze and design basic microelectronic circuits. Topics will include the device principles of diodes, bipolar junction transistors, and field effect transistors, the design of simple analog and digital circuits, and microelectronic circuit analysis using simulation software (SPICE). Prerequisite: EGR 220. [N] Credits: 4

Members of the department

Normally offered in alternate years

EGR 325 Seminar: Electric Power Systems
Wind and solar energy? Power generation from coal and nuclear fuel? What are our options for maintaining the high standard of living we expect, and also for electrifying developing regions? How can we make our energy use less damaging to our environment? This seminar introduces students to the field of electric power, from energy sources, generating technologies (renewable, hydro, nuclear and fossil), electricity transmission and ultimate end-use by us. Topics include analysis and simulation of power systems, discussions of emerging smart grid technologies (home automation), as well as policy, environmental and societal aspects of energy use. A short project allows students to select and explore individual technologies or a small power system in more depth. Prerequisite EGR 220. Enrollment limit of 12. [N] Credits: 4

Members of the department

Expected to be offered in the next 3 years

EGR 326 Dynamic Systems and Introduction to Control Theory
Dynamic systems are systems that evolve with time, such as plants growing, populations migrating, systems storing energy (RLC circuits, rolling carts, heated building), national economy behavior, etc. 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 PHY 210 or MTH 211. Enrollment limit of 20. [N] Credits: 4

Members of the department

Normally offered in alternate years

EGR 328 Seminar: Wireless Sensor Networks
Our world is being transformed by Internet connected devices, home, car, and building automation, environmental monitoring, and pervasive data gathering. Underlying this transformation are four major technologies: microprocessors, computer networks, wireless communications and sensors. This seminar will introduce students to the theory and implementation of these technologies, including the use of basic sensors, microprocessors, and wireless transmitters. Students will analyze privacy and security concerns raised by these technologies, including their social, political and economic benefits. Students will participate in designing and implementing a small wireless sensor network of their choosing, using this test bed as the means to gain a deeper understanding of the technologies and the issues they raise. Students will also select an existing sophisticated system to research in depth and present to their classmates. Prerequisites: CSC 111 and EGR 220 or CSC 231, or permission of the instructor. Enrollment limit of 12 students. [N] Credits: 4

Members of the department

Expected to be offered in the next 3 years
EGR 340 Seminar: Geotechnical Engineering
What is quicksand and can you really drown in it? Why is Venice sinking? In this seminar students are introduced to the engineering behavior of soil within the context of a variety of real-world applications that include constructing dams, roads and buildings, protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics covered include soil classification, permeability and seepage, volume changes, effective stress, strength and compaction. We use a variety of approaches to learning including discussion, hands-on activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241 or permission of the instructor. Enrollment limit of 12. (N) Credits: 4
Glenn William Ellis
Normally offered each academic year

EGR 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: EGR 374 or permission of the instructor. Enrollment limit of 20. Credits: 4

EGR 350 Seminar: Engineering and Cancer
The understanding, diagnosis and treatment of human disease all increasingly rely on contributions from engineering. In this course, we study some of the ways in which engineering is contributing to the study and clinical management of cancer. Students gain an understanding of the molecular, cellular and genetic basis of cancer, and use that perspective to consider ways that engineering approaches have been and can be used to study and treat cancer. Prerequisites: EGR 220 or 270 or 290, BIO 132 or permission of instructor. Enrollment limit of 12. (N) Credits: 4

EGR 351 Seminar: Introduction to Biomedical Engineering
There are countless challenges in medicine that engineering can help to address, from the molecular scale to the level of the entire human body. This course introduces students to engineering problem solving approaches to explore important biomedical questions. We integrate our learning of underlying biological systems with developing engineering thinking to examine those systems. We use mathematical tools to interpret and model the behavior of various biological phenomena. Upon completion of this course, students are able to identify open medical needs and propose ways in which engineering can contribute to understanding and meeting those needs. Prerequisites: PHY 210 or permission of instructor. Enrollment limit of 12. Credits: 4

Sarah Jean Moore
Normally offered in alternate years

EGR 360 Seminar: Advanced Thermodynamics
Significant challenges underlie our ability to effectively harness, convert and distribute energy. This course builds on a fundamental knowledge of thermodynamics to understand the operating principles behind, and characterize the limits of, energy generation and conversion technologies. Methods of power generation are examined, including combustion engines, nuclear reactors and hydrogen fuel cells. Topics covered in this course include: exergy, advanced cycle analysis, ideal gas mixtures, thermodynamic relations and energy analysis of reacting systems. Prerequisites: CHM 111, EGR 290 and MTH 212. Enrollment limit of 12. (N) Credits: 4

Denise Annette McKahn
Normally offered in alternate years

EGR 363 Mass and Heat Transfer
This upper-level course introduces the processes and accompanying mathematical representations that govern the transport of heat and mass, including advection, dispersion, adsorption, conduction, convection and radiation. Applications include environmental transport and mixing, cooling and heat exchange, and separation processes. Prerequisites: EGR 290 and EGR 374. Enrollment limit of 20. (N) Credits: 4
Michael J. Kinsinger
Normally offered in alternate years

EGR 375 Strength of Materials
This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior is analyzed, along with the material and geometric contributions to this behavior. Lecture topics are complemented with hands-on project work designed to help students make connections between the theoretical and experimental behavior of materials. Prerequisite: EGR 270. (N) Credits: 4

Aaron J Rubin
Normally offered each academic year

EGR 377 Seminar: 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, raise complex ethical and policy issues. This seminar introduces the rapidly growing field of aerial vehicle design and the ways in which engineering is contributing to the study and clinical management of cancer. Students gain an understanding of the molecular, cellular and genetic basis of cancer, and use that perspective to consider ways that engineering approaches have been and can be used to study and treat cancer. Prerequisites: EGR 220 or 270 or 290, BIO 132 or permission of instructor. Enrollment limit of 12. Credits: 4

EGR 378 Seminar: Photovoltaic and Fuel Cell System Design
This seminar applies fundamental principles of thermodynamics, electrochemistry and semiconductor physics to the design, modeling and analysis of renewable energy power systems. Concepts 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 or permission of instructor. Enrollment limit of 12. (N) Credits: 4

EGR 389 Seminar: Techniques for Modeling Engineering Processes
The goal of this seminar is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches covered are based upon probability and statistics and include auto-regressive moving average (ARIMA) processes. Although students learn about the theory behind these approaches, the emphasis of the course is 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 also investigate the possibilities of machine consciousness. Enrollment limit of 12. (N) Credits: 4

Members of the department
Normally offered each academic year
EGR 390 Advanced Topics in Engineering
Advanced Topics in Engineering is designed as a technical depth course for engineering majors. Course topics can adapt to new technologies and opportunities and build on the engineering fundamentals developed through 100- and 200-level coursework. Permission of the instructor required. Not open to first-years and sophomores.

Environmental Engineering Systems and Processes
This seminar applies mass and energy concepts to global problems facing environmental engineers. We will study various natural and engineered systems and quantitatively analyze dominant physical, chemical and microbiological processes in these systems. Topics covered include environmental measurements, water chemistry and microbiology, environmental risk, and water treatment. We will apply the concepts covered to evaluate environmental resource use and sustainability. Prerequisites: CHM 111 and EGR 290 or permission of the instructor. (N) Credits: 4
Members of the department
Normally offered each academic year

Honors, Capstone Design, & Special Studies

EGR 400 Special Studies
Members of the department
Normally offered each academic year

EGR 410D Engineering Design and Professional Practice
This two-semester course focuses on the engineering design process and associated professional skills required for careers in engineering. Topics include a subset of the following: the engineering design process, project definition, design requirements, project management, concept generation, concept selection, engineering economics, design for sustainability, design for safety and risk reduction, design case studies, teamwork, effective presentations, professional ethics, networking, negotiation and intellectual property. This course is required of all senior engineering students pursuing the B.S. in engineering science and must be taken in conjunction with EGR 421D, EGR 422D, or EGR 431D. Credits: 1 per semester
Members of the department
Normally offered each academic year

EGR 421D Capstone Design with Faculty
This two-semester course leverages students’ previous coursework to address an engineering design problem. Students work on a design project sponsored by an individual member of the engineering faculty. Regular design meetings, progress reports, interim and final reports, and presentations are required. Prerequisites: Senior standing in engineering, EGR 220, 270, 290, 374 and at least one additional 300-level engineering course, plus a clear demonstration of intent and a faculty sponsor. Corequisite EGR 410D. Credits: 3 per semester
Members of the department
Normally offered each academic year

EGR 422D Design Clinic
This two-semester course leverages students’ previous coursework to address an engineering design problem. Students collaborate in teams on real-world projects sponsored by industry and government. Regular team design meetings, weekly progress reports, interim and final reports, and multiple presentations are required. Prerequisites: Senior standing in engineering, EGR 100, EGR 220, 270, 290, 374 and at least one additional 300-level engineering course, or permission of instructor. This course requires an ability to work on open-ended problems in a team setting. Corequisite EGR 410D. Enrollment limit of 36.
Members of the department
Normally offered each academic year

EGR 430D Honors Project
Independent work in any area of engineering with a faculty member for a total of 8 credits. This pathway is separate from the capstone design experience required for the B.S. degree. Requires permission of the department. Credits: 4 per semester
Members of the department
Normally offered each academic year

EGR 431D Honors Capstone Design with Faculty
Honors version of EGR 421D. Corequisite EGR 410D. Requires permission of the department. Credits: 4 per semester
Members of the department
Normally offered each academic year

EGR 432 Design Clinic Honors Extension
Independent work extending from a student’s Design Clinic project. Co-requisite EGR 422D. Requires permission of the department. Credits: 1
Members of the department
Normally offered each academic year
English Language and Literature

Professors
Douglas Lane Patey, Ph.D. "1
Michael E. Gorra, Ph.D. "2
Richard H. Millington, Ph.D., Chair "2
Craig R. Davis, Ph.D. "1
Nancy Mason Bradbury, Ph.D.
Naomi J. Miller, Ph.D.
Cornelia D.J. Pearsall, Ph.D. "2
Michael T. Thurston, Ph.D. "1, "2
Gillian Murray Kendall, Ph.D.
Ambreen Hai, Ph.D.
Floyd D. Cheung, Ph.D. "2
Ruth Ozeki, A.B. "1

Elizabeth Drew Professor
Carole DeSanti

Grace Hazard Conkling Writer-in-Residence
Ellen Dore Watson, M.F.A.

Joan Leiman Jacobson Visiting Non-Fiction Writer
Susan C. Faludi
Russell G. Rymer

Kennedy Professor in Renaissance Studies
Mary Baine Campbell, Ph.D.

Lucille Geier Lakes Writer-in-Residence
Amy Ellis Nutt

Associate Professors
Andrea Stephanie Stone, Ph.D. "2
Lily Gurton-Wachter, Ph.D. "1

Assistant Professor
Jina Boyong Kim, Ph.D.

Visiting Assistant Professor
Jessica Beckman, Ph.D.

Adjunct Professor
William Henry Hagen, Ph.D.

Lecturers
Julio Alves, Ph.D.
T. Susan Chang
Nancy Eve Cohen
Matt Donovan, M.F.A.
Sara A. Eddy, Ph.D.
Fadia Hasan
Maya Smith Janson, M.F.A.
Miranda McCarvel, Ph.D.
Naila E. Moreira, Ph.D.
Pamela Petro, M.F.A.
Peter Sapira, M.F.A.
Samuel Scheer, M.Phil.
Morgan Adair Sheehan Bubla, M.F.A.
Pamela K. Thompson, M.F.A.

The Major

Advisers: Members of the department

Major Requirements

The English major requires at least ten semester courses. The following requirements aim to provide majors with a broad understanding of literatures in English, acquaint them with the key questions and intellectual strategies that shape the discipline of literary study, and offer them the opportunity to work independently at an advanced level.

I. Major in English with a Literary Emphasis

1. Majors take two gateway courses: English 199 (Methods of Literary Study) provides foundational methodological training in interpretation; English 200 (The English Literary Tradition I) offers an historical survey of English literature from its origins through the 18th century.
2. Because their writing has been so crucial to the history of literary study and so generative for later writers, we require at least one course wholly devoted to works by Chaucer, Shakespeare, or Milton.
3. Because multiple racial formations in North America have generated different ethnic American and diasporic literatures, we require at least one course at the 200-level or above with a focus on the global/racial.
4. As capstone experiences, one 300-level seminar in literature and one of the following: a four-credit special studies course, a second seminar, an honors thesis, a long-term Kahn Institute project, or a relevant four-credit concentration capstone course.
5. At least four additional courses, one of which may be in creative writing.

II. Major in English with a Creative Writing Emphasis

1. Two gateway courses: English 199 (Methods of Literary Study) and English 200 (The English Literary Tradition I).
2. At least one course wholly devoted to works by Chaucer, Shakespeare, or Milton.
3. At least one course at the 200-level or above with a focus on the global/racial as a central category of analysis.
4. At least three writing workshops, two of which must be at the 200 or 300 level.
5. At least one additional course in literature.
6. As capstone experiences, one 300-level seminar in literature and one of the following: a 4-credit special studies, a second seminar, a year-long Kahn Institute project, a relevant concentration capstone, or a thesis in creative writing, to be completed in the senior year; and
7. Completion of ENG 395 (Creative Writing Capstone), submission of a portfolio of published work (2-3 pieces or about 25 pages of fiction or nonfiction prose or 10-12 poems), and participation in public reading by creative writing seniors. (Seniors writing a thesis in creative writing are exempt from this requirement.)

Students in the classes of 2019 and 2020 may complete the creative writing emphasis by taking three writing workshops, at least two at the advanced level, and by fulfilling the capstone requirement with a literature seminar plus a third advanced workshop (or any of the alternatives listed in the major requirements) and may choose not to take ENG 395. Beginning with the class of 2021, only the requirements above will be in effect.

The Minor

The minor in English consists of six courses to be distributed as follows: two gateway courses (ENG 199, 200); three additional English courses (no more than two of which can be writing workshops) chosen in consultation with the minor adviser; one seminar. Only one elective course may be at the 100 level (ENG 120 or a FYS in literature). No course counting toward the minor may be taken for an S/U grade.

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, film and theatre.

Most students begin their study of literature at Smith with a first-year seminar before proceeding to one of the courses—199 or 200—that serves 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. 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.

Because multiple racial formations in North America have generated different ethnic American and diasporic literatures, we require at least one course at the 200-level or above with a focus on the global/racial.

Because the spread of the British Empire has made English a global language with a rich array of divergent postcolonial literary traditions, and because multiple racial formations in North America have generated different ethnic American and diasporic literatures, we require at least one course at the 200-level or above with a focus on the global/racial.

To encourage our students to move toward independence and sophistication as they pursue their studies, we require, as capstone experiences, one 300-level seminar in literature and one of the following: a four-credit special studies course, a second seminar, an honors thesis, a long-term Kahn Institute project, or a relevant four-credit concentration capstone course.

At least four additional courses, one of which may be in creative writing.

The English major requires at least ten semester courses. The following requirements aim to provide majors with a broad understanding of literatures in English, acquaint them with the key questions and intellectual strategies that shape the discipline of literary study, and offer them the opportunity to work independently at an advanced level.

I. Major in English with a Literary Emphasis

1. Majors take two gateway courses: English 199 (Methods of Literary Study) provides foundational methodological training in interpretation; English 200 (The English Literary Tradition I) offers an historical survey of English literature from its origins through the 18th century.
2. Because their writing has been so crucial to the history of literary study and so generative for later writers, we require at least one course wholly devoted to works by Chaucer, Shakespeare, or Milton.
3. Because multiple racial formations in North America have generated different ethnic American and diasporic literatures, we require at least one course at the 200-level or above with a focus on the global/racial.
4. As capstone experiences, one 300-level seminar in literature and one of the following: a four-credit special studies course, a second seminar, an honors thesis, a long-term Kahn Institute project, or a relevant four-credit concentration capstone course.
5. At least four additional courses, one of which may be in creative writing.

II. Major in English with a Creative Writing Emphasis

1. Two gateway courses: English 199 (Methods of Literary Study) and English 200 (The English Literary Tradition I).
2. At least one course wholly devoted to works by Chaucer, Shakespeare, or Milton.
3. At least one course at the 200-level or above with a focus on the global/racial as a central category of analysis.
4. At least three writing workshops, two of which must be at the 200 or 300 level.
5. At least one additional course in literature.
6. As capstone experiences, one 300-level seminar in literature and one of the following: a 4-credit special studies, a second seminar, a year-long Kahn Institute project, a relevant concentration capstone, or a thesis in creative writing, to be completed in the senior year; and
7. Completion of ENG 395 (Creative Writing Capstone), submission of a portfolio of published work (2-3 pieces or about 25 pages of fiction or nonfiction prose or 10-12 poems), and participation in public reading by creative writing seniors. (Seniors writing a thesis in creative writing are exempt from this requirement.)

Students in the classes of 2019 and 2020 may complete the creative writing emphasis by taking three writing workshops, at least two at the advanced level, and by fulfilling the capstone requirement with a literature seminar plus a third advanced workshop (or any of the alternatives listed in the major requirements) and may choose not to take ENG 395. Beginning with the class of 2021, only the requirements above will be in effect.
We also ask students to develop a deliberative plan for their major in consultation with their advisers, to be revised and updated every semester. Students may if they wish design a special focus within the major by choosing three courses related by genre (such as poetry, fiction, drama), historical period, methodological approach or any other category of interest.

Courses that fulfill requirement number 2 above include but are not limited to ENG 250, 256, 257, 260, 353; courses that fulfill requirement number 3 include but are not limited to ENG 222, 229, 230, 236, 239, 241, 246, 248, 249, 267, 277, 278, 282, 309, 312, 319, 334, 387, 391, AFR 209, 360, AMS 230, WLT 205, 266.

One course in film, a foreign or world literatures, or dramatic literature offered through the theatre department may count toward the major; courses in any of these categories that are cross-listed in English do not count against this limit. While only one course in creative writing may count toward the ten required courses for the literature emphasis, we encourage majors with interests in creative writing to choose additional courses in this area. Only one elective first-level course (e.g., ENG 120, ENG 135) or one FYS taught by a member of the English Department may count toward the major. ENG 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 sequence: ENG 200, 201; ENG 202, 203; or ENG 231, 233, 235.

Students interested in graduate school in English literature would be well advised to take a course in literary theory and should be aware that most doctoral programs in English require a reading knowledge of two foreign languages. Students interested in high school teaching would be well advised to take both the English (200, 201) and the American (231, 233) literature surveys and a course in literature in English outside Britain and America. Those considering an MFA program in creative writing would be well advised to take literature courses in their chosen form or forms and to consult with their advisers about building a portfolio of selected writings.

**Honors**

**Director:**
Naomi Miller (2019-2020)

**ENG 430D Honors Project**
Credits: 4

Applicants to honors 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.

**Graduate**

**ENG 580 Graduate Special Studies**
Independent study for graduate students. Admission by permission of the chair. Credits: 4

**ENG 580D Graduate Special Studies**
This is a yearlong course. Credits: 8

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 100–170: 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.

**ENG 110 Writers on Writing: An Introduction to the Craft and Business of Writing Narratives**

In a series of seven lectures, writers—creative nonfiction authors, playwrights, novelists, screenwriters, documentarians and short story writers—provide an overview of the practice of creating narratives from specific disciplinary perspectives. Editors, publishers, agents and producers reflect on the publication and production process. Speakers discuss researching, revising, publishing and producing texts and read from their work to provide examples. They also explore questions of style, voice and genre. S/U only. Only meets during the first half of the semester (Jan. 30–Mar. 13). {A} Credits: 1

Julio Alves

**Expected to be offered in the next 3 years**

**ENG 118 Colloquia in Writing**

In sections limited to 15 students each, this course primarily provides systematic instruction in the craft of writing, 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. Particular sections of this course are designed to support nonnative speakers and bilinguals, who are strongly encouraged to consider those sections. Priority is given to incoming students in the fall-semester sections. Course may be repeated for credit with another instructor.

**The Aims of Education**

Because we have all been in school for many years, many of our experiences and roles in the classroom may appear natural or inevitable. This writing-intensive course invites students to examine the aims of education, to reflect on their experiences and roles as students, and to consider the potential limits (and failures) of educational systems. We closely explore what is at stake in how we design schools and educational opportunities, and take a closer look at how our exposure to educational institutions might play a role in how students develop a sense of identity. WI Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Youth Activism, New Media and Social Change**

Reading and writing analytical essays about the topic of global youth activism, new media technologies and social change. Topics include analysis of international youth activist movements in diverse social and political contexts and the ways in which the use of new media technologies has impacted a multitude of social change efforts. WI Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Bad History**

George Santayana famously wrote, “Those who cannot remember the past are condemned to repeat it,” but can anyone remember all the past? Which past should I remember? Whose past? Maybe history isn’t one memorizable narrative, but billions of individual stories and perspectives. Even if you told your own life
story, which events would you include or leave out? Would you tell it as a tragedy? Comedy? Coming-of-age story? In this class, we consider the distance between history and myth, story and storyteller, the event and how it’s remembered. We uncover histories, doubt histories, and write our own. (E) WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

The Peaceable Kingdom: Red in Tooth and Claw

In “Nature,” Emerson writes, “Go forth to find it, and it is gone: ‘tis only a mirage as you look from the windows of diligence.” We look diligently out of windows to explore the contradictory nature of nature and write works evinced by our investigations into the literature of nature. With a special attention to the New England landscape, its chroniclers and the artists inspired by it, we explore a number of subjects, including our relationship with animals and our animal selves, the notions of natural and artificial, and preservation and exploitation. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

The Space in Our Identity: Writing About Home

Home is more than the physical structure where we reside. Home is where we live in every sense: the physical sense, yes, but also the spiritual, romantic, ideal and maybe even mythical. All of these aspects of home, hometown, home country, or adopted home serve to shape our identities. In this course, we explore the importance of these spaces, be they physical or metaphysical, to the construction of “home” and how these terms, whether we accept them wholly, shun them entirely or experience them via travel, dictate to us and others a sense of self and identity. Can be repeated for credit with a different topic. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

Writing About Science

Reading and writing about current scientific topics. Readings will include examples of excellent science writing in the popular press and professional journals. Writings will include scholarly essays, Op/Ed pieces, and data analysis. Oral presentation and library research. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

What is Happiness?

This course explores the scientific and philosophical expressions of our deepest emotions. Our discussion will center on Daniel Gilbert’s Stumbling on Happiness, and will include essays by scientists, neurologists, philosophers and psychologists—all of whom engage meaningfully and surprisingly with the interplay of our senses, emotions and acculturation. By the end of the course, students will have a deeper, more nuanced understanding of the ways emotionality affects our lives and decisions. (E) WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

On the Road

When we leave the places we call home, we become travelers. How much of ourselves do we take with us? How much do we leave behind? These questions confront the adventurer and the immigrant, the philosopher and the rogue. Readings focus on various forms of travel and their effects on the traveler as well as on the new lands she inhabits. (E) WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

No, Seriously... What’s so Funny? Writing About Humor

Nietzsche called maturity the rediscovered seriousness of a child at play. What is the meaning of comedy, in light of this “seriousness of the child at play?” Why do we laugh, at what and in what way? How do we distinguish silly comedy from serious comedy? This course examines such questions on comic platforms including film, music, videos, short stories and cartoons. We explore the “structure” of the comic moment as viewer or listener encounters surprise, transgression or enchantment, especially in 20th-century comedy, and the affectivity of the comic encounter from pure “clowning” to savage social commentary. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

Worth a Thousand Words

This course explores and analyzes the popular saying, “a picture is worth a thousand words.” The saying is generally interpreted to suggest that a complex idea can be expressed in just one picture. But it also raises questions about the complex meanings of pictures and the complex process of interpreting them. We analyze images and discuss essays about the politics of interpretation. There may be opportunities to bring some of your own pictures into the course. Bilingual students and nonnative English speakers are especially invited to register for this section. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

To Hell and Back: Trauma and Transformation

How does trauma force us to grow? Why does it seem that in order to undergo a transformation, we must first “go through hell” of one kind of another. Readings focus on various explorations of trauma and how the experiences shaped the authors. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

All the World’s a Stage

We live in a world where everybody seems to be performing. We see this in the political arena and on reality TV shows. We see it on websites like YouTube and on social media platforms like Facebook and Twitter. In this class, we look at how our lives have grown more performative in the advent of new concepts like “reality,” “sincerity,” “self” and “friend,” and what that means for us as individuals and as a society. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

Water: Science and Politics

The management of global water resources presents a major challenge for the 21st century. Water defines the boundaries of the livable world. It’s crucial for drinking, energy, travel, irrigation and food. But water can also transmit disease, flood homes and spread contamination. Students in this course hone their science-writing skills while exploring contemporary problems related to water. They focus on presenting scientific data, reasoning and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources include scientific research papers, government reports, newspaper articles, and op-ed pieces. May be repeated once for credit with a different instructor. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

Consumer Culture

Reading and writing analytical essays about the pervasive effects of consumerism in American culture. Topics include analysis of advertisements, consideration of the impoverished in a consumer society, the use of advertising in schools, the marketing of fast food in American culture and the meaning of consumer goods in our daily lives. Enrollment limited to 15. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years
The Politics of Language
Reading, thinking and writing about the forces that govern and shape language. A series of analytical essays focus on issues such as political correctness, obscenity, gender bias in language and censorship. Bilingual students and non-native speakers are especially encouraged to register for this section. Enrollment limited to 15. WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

How to Live
Through wide-ranging readings from ancient philosophy to contemporary memoirs, we engage this most essential question: How are we to live our lives? Philosophers and artists, farmers and writers, religious leaders and political activists have given us a rich variety of approaches to this question, envisioning utopias both large and farm-small, proposing maxims to live by, conducting private and public experiments, condensing hard-won knowledge into prose. The range of forms of these provocative writings leads to this class's second question: How are we to write about matters? Can be repeated for credit with a different topic. WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

Language and Gender
How we speak—the words we choose, the way we structure our sentences, the pitch of our voices, even our gender while speaking—is constantly judged by those around us. Examining the interaction of gender and language leads to questions, such as how does gender shape the way we use language, how does our gender affect others' perceptions of our speech (both written and verbal), what variation occurs across cultures with regards to gender and language? This course uses the topic of language and gender to expand upon and improve rhetorical and writing skills. Enrollment limit of 15. (E) WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

Unpacking the Library: Mediation, Book History and Writing in the Digital Age
This course explores the relationship between the technologies we use and our communication and culture. Students research how books and formats alter behavior and the reception and interpretation of content. They explore the myriad of ways in which material objects and digital mediums both influence our everyday lives and affect social, political, and scientific change. Because the consideration of mediation is inseparable from writing as a self-reflective process, and because writing, too, is a form of technology, examining this subject promotes habits of critical reflection vital for effective communication in a rapidly changing world. Enrollment limit of 15. (E) WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

Technology and Gender
Given that the majority of Americans depend on technology to work, to socialize, and in many ways to even exist, how do women and non-binary individuals create space for themselves in the digital world? In this course, students answer this question both individually and collectively as they read both traditional and multimodal texts and use contemporary approaches to write essays discussing the intersection between gender and technology. Students learn to write in forms that will prepare them for academic, professional, and personal writing for a digital audience and improve their arguments, responses, and research through constraint-based exercises and activities. Enrollment limit of 15. (E) WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

The Art of the Steal: Remixing, Originality and Identity
This writing intensive class explores our contemporary “remix culture” as we ask pressing questions about creativity, originality, and identity. We explore the remix as a necessary tool for cultural transformation and look at our own experience of race, gender, sexual orientation, and ability as an opportunity to reimagine and transform old ideas. We will make a case for the remix as a place for critical updates to our culture, and discuss the possibilities of how remixing contributes to a richer production of cultural ideas. Our work will combine academic writing with multimedia “remix” projects and class discussion. Enrollment limit of 15. (E) WI Credits: 4
Members of the department
Normally offered each academic year

Map My Words: Writing About Borders and Belonging
This course is designed to get you thinking about maps to generate ideas for your writing. Our main focus will be learning to write logical, complex academic essays, and assignments will include four essays, blog posts, and a presentation, accompanied by lessons on rhetoric, revision, structure, grammar, and research basics. Questions addressed in discussions, readings, and essays will include: Is a map a rhetorical document? Is there bias in the language of maps? How do maps and essays hide the process of creation? What histories of exploration and exploitation are communicated (or silenced) by the act of mapping? (E) WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 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.

What's for Dinner? Writing About Food
Michael Pollan writes in Omnivore's Dilemma that the United States “suffers from a national eating disorder”—that essentially, we don’t know what to eat. This course examines that confusion, considering which of the many diets available to us—vegan, slow food, locavore—is truly healthy; what roles ethnicity, gender and class play in our choices; and how pervasive hunger is in the United States. Students read from the spectrum of food writing and hone their own writing in a variety of genres ranging from academic essays to restaurant reviews. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

Language and Power
The power of language is evident everywhere in our lives. This course examines language and power in three areas: politics, media, and art. In this course, students write a variety of essays on these topics, read both academic and popular pieces, and visit the Smith College Museum of Art. Students hone the writing
skills developed in a previous WI course, focusing on refining and developing personal style and voice; exploring other genres, especially those involving public discourse; and expanding upon and improving rhetorical and organizational skills. This course is designed for multilingual writers, including non-native speakers of English and bilinguals. (E) WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

Writing About the Senses
Sight, sound, touch, smell, taste: Everything we know reaches us through our senses. We share a world filtered through a million sensibilities - finding the words to convey what we hear, see, smell, taste, and feel is one of the most fundamental skills a writer can develop. In this class, we will hone our descriptive powers to go beyond the obvious and uncover language that delights and surprises us even as we write. We will learn to use one sense to write about another, combine them in powerful metaphors, and explore how our senses shape the narratives that drive us. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 136 Journalism: Principles and Practice
In this intellectually rigorous writing class, students will learn how to craft compelling “true stories,” using the journalist’s tools. They will research, report, write, revise, source, and share their work—and, through interviewing subjects firsthand, understand how other people see the world. We will consider multiple styles and mediums of journalism, including digital storytelling. Prerequisite: One WI course. Students should focus their attention and effort on academic exposition and argumentation before learning other forms of writing. Enrollment limit of 16. (E) Credits: 4

Nancy E. Cohen

Expected to be offered in the next 3 years

First-Year Seminars
For course descriptions, see First-Year Seminars section.

FYS 122 Eden and Other Gardens
Nancy Mason Bradbury

Expected to be offered in the next 3 years

FYS 128 Ghosts
Cornelia D.J. Pearsall

Expected to be offered in the next 3 years

FYS 160 The End of the World as We Know It: The Post-Apocalyptic Novel
Gillian Murray Kendall

Expected to be offered in the next 3 years

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel
Michael E. Gorra

Expected to be offered in the next 3 years
FYS 167 Viking Diaspora
Craig R. Davis
Expected to be offered in the next 3 years

FYS 175 Love Stories
Ambreen Hai
Expected to be offered in the next 3 years

FYS 181 Screening Shakespeare
Members of the department
Expected to be offered in the next 3 years

First-Level Courses in Literature

ENG 100 Nature's Nation? American Literature of the Environment
Historian Perry Miller once argued that America was “nature’s nation”—that is, a nation whose virtues were reflected in the bounty and beauty of its natural landscape. In what ways does this thesis still ring true, and in what ways can it be challenged? What is the relationship between environment and nation today? How have American writers characterized this relationship over time? In this lecture-series course, members of the English department will use the work of American writers to think through these questions in light of climate change. [L] Credits: 1
Members of the department
Expected to be offered in the next 3 years

ENG 112 Reading Contemporary Poetry
This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. On five selected Tuesdays, the course also includes Tuesday Q&As with the poets, which meet from 4–5 p.m. Students with class, lab or required work conflicts are excused from Q&As. Graded Satisfactory/Unsatisfactory only. Course may be repeated. [L] Credits: 2
Matthew R. Donovan
Normally offered both fall and spring semesters

ENG 120 Colloquia in Literature
Each colloquium is conducted by means of directed discussion, with emphasis on close reading and writing. Priority is given to incoming students in the fall-senior sections of the colloquia. Other students should consult the course instructor about possible openings. Enrollment in each section limited to 20.

Shakespeare and Film
A study of the way filmmakers edit, distort, clarify, and otherwise interpret Shakespeare’s plays, the process of metamorphosing theatre into film, imagery into image. Works to be studied may include Henry V, Richard III, Romeo and Juliet, Hamlet, The Merchant of Venice, and The Tempest. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 125 Introduction to Creative Writing
This course familiarizes students with key aspects of structure and form in poetry, fiction, and creative nonfiction. We focus in turn on such elements of creative writing as imagery, diction, figurative language, character, setting, and plot. Students draft, workshop, and revise three pieces of writing over the course of the semester, one each in the genres of poetry, fiction, and creative nonfiction. Enrollment limited to 12. [L] Credits: 4
Maya Smith Janson, Sara B. London
Normally offered both fall and spring semesters

ENG 170 History of 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 learn about editing, proofreading and page layout; the course also entails a comprehensive review of grammar and punctuation. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 172 Grammar and Stylistics for Writers
How do writers exploit the structure of English? This course seeks to answer this question by examining the linguistic structure of English, various types of spoken and written texts (both formal and informal), and how grammar and style interact. We explore what rules are inherent to the language and what rules have been imposed upon the language. We also discuss the beliefs people have about and the values associated with the English language in a variety of settings and the impact this has on writing. Enrollment limited to 40.

Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 184 Survey of African American Literature 1746–1900
Same as AFR 170. An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Works include poetry, prose and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnutt, Frederick Douglass, Phillis Wheatley. [L] Credits: 4
Flavia Santos De Araujo
Expected to be offered in the next 3 years

Level II

Courses numbered 199–249. Open to all sophomores, juniors and seniors, and to qualified first-year students.

Gateway Courses

These courses 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. Beginning with the class of 2019, English majors must take ENG 199 and ENG 200. 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, or by permission of the instructor.

ENG 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 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 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 vary, but all involve active discussion and frequent writing. Enrollment limited to 20 per section. [L] Credits: 4
Ambraven Hai, Jina Boyong Kim, Andrea Stephanie Stone
Normally offered both fall and spring semesters

ENG 200 The English Literary Tradition I
A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for sophomores. Enrollment limited to 20 per section. [L] Credits: 4
Nancy Mason Bradbury, Douglas Lane Patey
Normally offered both fall and spring semesters
Level II Electives

ENG 201 The English Literary Tradition II
In this course we journey from the Romantics to the Victorians to the Modernists, reading a wide variety of poetry, plays, and novels from the nineteenth century to the twenty-first. We read some of the most important, strange, beautiful, and complex texts of the English literary tradition, while considering the formations and deformations of that tradition, with its inclusions and exclusions, its riches and its costs, its ceaseless attention to radical deviations from what is past or passing, or to come. Authors may include Blake, Conrad, Dickens, Eliot, Equiano, Keats, Joyce, Rossetti, Tennyson, Walcott, Wilde, Woolf, and Wordsworth. WI (L) Credits: 4

Michael E. Gora

Normally offered each spring

ENG 202 Western Classics in Translation, from Homer to Dante
Same as WLT 202. Texts include The Iliad; tragedies by Aeschylus, Sophocles and Euripides; Plato’s Symposium; Virgil’s Aeneid; Dante’s Divine Comedy. Lecture and discussion. WI (L) Credits: 4

Robert Ellis Hosmer, Nancy J. Shumate

Normally offered each fall

ENG 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy
Same as WLT 203. Chrétien de Troyes’s Yvain; Antony and Cleopatra; Cervantes’ Don Quixote; Lafayette’s The Princesse de Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Lecture and discussion. WI (L) Credits: 4

Robert Ellis Hosmer

Normally offered each spring

ENG 204 Arthurian Legend
Same as WLT 215. Medieval legends of Arthurian Britain as they developed in Wales, France and England, and more recent retellings. Readings include early Welsh tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, the Gawain-poet Malory, Tennyson, and Ishiguro’s The Buried Giant. Enrollment limited to 40. (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 207 The Technology of Reading and Writing
Same as HSC 207. 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 is 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; the fundamentally transformative effects of electronic communication. (L) Credits: 4

Douglas Lane Patey

Normally offered in alternate years

ENG 210 Old English
A study of the language of Anglo-Saxon England (ca. 450–1066) and a reading of Old English poems, including The Wanderer and The Dream of the Rood. We also learn the 31-character Anglo-Frisian futhorc and read runic inscriptions on the Franks Casket and Ruthwell Cross. (F) (L) Credits: 4

Members of the department

Normally offered in alternate years

ENG 211 Beowulf
A reading of Anglo-Saxon England’s most powerful and significant poem, invoking the world of barbarian Europe after the fall of Rome. (F) (L) Credits: 4

Members of the department

Normally offered in alternate years

ENG 217 Studies in Medieval Literature
Topics course.

Old High German and Old Saxon
An introduction to the vernacular literatures of early medieval Europe with readings from the Old Saxon Héliand "Savior", as well as the Old Saxon Héliand "Savior", a powerful retelling of the gospel in the style of ancient Germanic alliterative verse like the Old English Beowulf. The Héliand offers a unique glimpse into how the new Christian religion with its Jewish spirituality and Mediterranean civic ethos was processed by the tribal peoples of Northern Europe. We also compare selections from the Old English Dream of the Rood and Middle High German Lay of the Nibelungs. Enrollment limited to 20. (F) (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 220 The Voyage Within: The Novel in England From George Eliot to Virginia Woolf
What it would be like to hear the squirrel’s heartbeat, to open one’s mind fully to the sensations and impressions of the world around us? The image belongs to George Eliot, who in Middlemarch suggested we couldn’t hear it; we would die of a sensory overload, the “roar on the other side of silence.” The novelists of the generations that followed tried to live in that roar: to explore the stream of consciousness, to capture the way we make sense of experience and order out of our memory’s chaos. Readings in George Eliot, Henry James, Virginia Woolf and others. (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 222 Spirometers, Speculums and the Scales of Justice: Medicine and Law in 19th-Century African Diasporic Literature
During a time of rapid professionalization, medicine and law profoundly influenced New World ideas about what it means to be a human, a person, and a citizen, and how such definitions determined the rights of people of African descent. This course surveys 19th-century African diasporic authors’ and orators’ engagements with medical and legal theories on issues of slavery, emigration, crime and revolution. Supplementing our readings of slave literature, crime narratives, emigration writings, poetry and fiction, we study contemporary and current theories of race and racial science, the human, non-human, and post-human, environmentalism, colonization, pain, disability, gender, sexuality and legal personhood. Our literary travels take us from colonial West Indies, Jamaica, and the antebellum U.S. to colonial Canada, Cuba and the Bahamas. (L) Credits: 4

Andrea Stephanie Stone

Expected to be offered in the next 3 years

ENG 223 Contemporary American Gothic Literature
This course traces the emergence of a 21st-century gothic tradition in American writing through texts including novels, films and television shows. We analyze the shifting definitions and cultural work of the Gothic in contemporary American literature in the context of political and cultural events and movements and their relation to such concerns as race, gender, class, sexuality and disability. From the New Mexican desert to the rural south, from New York City, San Francisco and the suburbs of Atlanta to cyberspace, these literary
Members of the department

ENG 224 Frankenstein: The Making of a Monster
At the age of 19, Mary Shelley began writing the first science fiction novel. Frankenstein not only describes fears about monstrosity and accelerating technology; it also sets the stage for continuing discussions about gender, reproduction, race, ethics, and disability. To celebrate this groundbreaking novel’s 200th anniversary, this co-taught class will explore the making of the text, alongside its monstrous legacy in contemporary culture. We will look at the novel’s influences and afterlives—from the Frankenstein collection in Smith’s rare book room to a range of films, electronic novels, and comics that reveal the enduring role of gothic monstrosity today. Meets on alternating days at Smith and Amherst College. Enrollment limit of 36. (E) (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 228 Children’s Literature
Shapes speak to us. Prose shapes us. From the picture book to the chapter book, we will explore the ways in which literature for children invents the child reading that literature. And we will attempt to break through our natural nostalgia for works we know to rediscover their innovative and experimental nature. In so doing, we will see these works work their magic on themes that will become familiar throughout the semester: identity, nostalgia, interiors and exteriors, authority, independence and dependence and, of course, the nature of wild things. Works may include Peter Rabbit, Where the Wild Things Are, Winnie-the-Pooh, Alice in Wonderland, Peter Pan, The Lion, the Witch and the Wardrobe, The Secret Garden, The Giver. (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation
“Not as good as the book,” is a frequent response to film adaptations of novels. Adaptation studies, an interdisciplinary field that combines literary and film studies, rejects this notion of “fidelity” (how faithful a film is to its source) and instead reads literature and film as equal but different artistic and cultural forms, where the film may translate, transmute, critique, or re-interpret the novel. This course will look closely and analytically at some paired fiction and film adaptations that focus on issues of imperialism, race, class, and gender. We’ll begin with some classics (Austen’s Mansfield Park, Forster’s Passage to India), move to international postcolonial fiction and film (Tagore’s Home and the World, Ondaatje’s The English Patient), and end with U.S. texts about non-white, hyphenated citizens (Lahiri’s Namesake, Stockett’s The Help). We will also read some critical and theoretical essays to frame our key concepts and conversations. Prerequisites: At least one college level course in literature or film. (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 230 African American Literature 1900 to the Present
Same as AFR 175. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AAS 170, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paula Marshall. (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 231 Inventing America: Nation, Race, Freedom
This course will focus on the extraordinary burst of literary creativity that coincided with the emergence of a new American nation. From its conflicted founding episodes to the crisis of the Civil War, American writers interpreted and criticized American life with unmatched imaginative intensity and formal boldness, taking as their particular subject both the promise of freedom implicit in the nation’s invention—and the betrayals of that promise: in the horrors of slavery, and in the subtler entrapments of orthodox thinking, constricted vision, a self-poisoning psyche, and a repressive or unjust social life. (L) Credits: 4

Richard H. Millington

Normally offered in alternate years

ENG 232 London Fog: Victorian Secrets, Sensations and Subversions
The deadly fog that hung over London throughout the 19th century was both a social reality and a pungent metaphor for a metropolis in which it seemed that almost anything could be hidden: secrets, crimes, identities. But sometimes the fog parts—and then comes scandal. We’ll begin with Dickens’ anatomy of the city in Bleak House; move on to sensation novels by Wilkie Collins and Mary Elizabeth Braddon, which contest and subvert the period’s gender roles; look at murder with Sherlock Holmes and Dr. Jekyll; urban bombings with Joseph Conrad’s The Secret Agent; and end with a neo-Victorian novel by Sarah Waters. (L) Credits: 4

Michael E. Gorra

Normally offered in alternate years

ENG 233 Re-forming America: Region, Race and Empire
Re-forming the nation after the Civil War was no easy feat. During the period between 1865 and 1914, how did regions recently at war with one another view America differently? How did people of different races, classes, genders, and other identities define their relationship to the nation? What role did empire-building, science, and industrialization play in the re-forming of America into the superpower that it would become in the twentieth century? This course engages American writers as they explore these and other questions of meaning, value, and power—with an emphasis on writers who shaped, critiqued, and stood apart from their rapidly changing society. (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 234 Environmental Poetry and Ecological Thought
This course considers how literature represents environmental change and crisis, and shapes our understanding of the natural world. How can poetry provide new ways for thinking through extinction, conservation, and environmental justice? We explore these issues by reading a selection of environmental poetry in conversation with key texts from the environmental humanities. Central to the discussions: the sublime and the aesthetics of landscape and wilderness; garbage and the poetics of waste; the ethics of representing animal and plant life; the relation between landscape, labor, and power; and how ecopoetry intervenes in debates about climate change. (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years
ENG 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 conclude by reading several novels by Austen—including one she wrote when 13 years old. {L} Credits: 4
Members of the department
Normally offered in alternate years

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.” {L} Credits: 4
Members of the department
Normally offered in alternate years

ENG 241 The Empire Writes Back: Postcolonial Literature
Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers’ ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories, and address dominant notions of race, class, gender, and sexuality; women writers’ distinctiveness and modes of contesting patriarchal and colonial ideologies; global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Gosh, Lahiri, Hamid, among others. {L} Credits: 4
Ambreen Hai
Expected to be offered in the next 3 years

ENG 243 The Victorian Novel
An exploration of the worlds of the Victorian novel, from the city to the country, from the vast reaches of empire to the minute intricacies of the drawing room. Attention to a variety of critical perspectives, with emphasis on issues of narrative form, authorial voice, and the representation of race, class, gender and disability. Novelists will include Brontë, Collins, Dickens, Eliot and Kipling. {L} Credits: 4
Cornelia D.J. Pearseall
Expected to be offered in the next 3 years

ENG 247 Race, Suburbia, and the Post-1945 U.S. Novel
This course aims to identify, analyze, and complicate the dominant narrative of U.S. suburbia vis-à-vis the postwar American novel. While the suburb may evoke a shared sense of quaint, U.S. fiction Migration, globalization and U.S. credit. {L} Credits: 4
Cornelia D.J. Pearseall
Expected to be offered in the next 3 years

ENG 249 Literatures of the Black Atlantic
Visiting the pulpits, meeting houses and gallows of British North America to the colonial West Indies and docks of Liverpool to the modern day Caribbean, U.S., Canada, U.K. and France, this course analyzes the literatures of the Black Atlantic and the development of black literary and intellectual history from the 18th to the 21st century. Some key theoretical frameworks, which help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism and cosmopolitanism. Readings range from early African diasporic sermons, dying words, poetry, captivity and slave narratives to newspapers, essays, novels, drama and film. {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

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.

ENG 250 Chaucer’s Canterbury Tales
A contextualized close reading of Geoffrey Chaucer’s ambitious and enduring literary project, The Canterbury Tales, with attention to language change, narrative technique, the representation of varied and distinctive medieval voices, and the poem as vivid introduction to life and thought in the later Middle Ages. Not open to first-year students. {L} Credits: 4
Nancy Mason Bradbury
Normally offered each academic year

ENG 255 What Makes a Tale Worth Telling: Reading the 19th Century Story
Same as WLT 255. How did the modern short story emerge — why, where, when? What is its relation to other forms of short fiction such as the fairy tale or the German Novelle? Why are they so often 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 fantastic and unlikely events — and how, by the end of the century, did the short story come to concentrate instead on the mundane and the ordinary? What, in short, makes a tale worth telling? Readings in Goethe, Hawthorne, Gogol, Maupassant, Chekhov, Jewett and others. {L} Credits: 4
Ambreen Hai
Not open to first-year students.

ENG 256 Shakespeare
A Midsummer Night’s Dream, As You Like It, Henry IV, Measure for Measure, King Lear, Macbeth, The Tempest, and Shakespeare’s sonnets. Enrollment in each section limited to 25. Not open to first-year students. {L} Credits: 4
Gillian Murray Kendall
Normally offered each academic year

ENG 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. Enrollment limited to 25. {L} Credits: 4
Gillian Murray Kendall
Normally offered each academic year

ENG 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 regicide and advocate of human dignity, committed revolutionary and Renaissance humanist, and a poet of enormous creative power and influence, whose epic, Paradise Lost, changed subsequent English Literature. Not open to first-year students. {L} Credits: 4
Members of the department
Normally offered each academic year
ENG 264 Faulkner
The sustained explosion of Faulkner's work in the dozen-odd years between *The Sound and the Fury* and *Go Down, Moses* has no parallel in American literature. He explored the microtones of consciousness and conducted the most radical of experiments in narrative form. At the same time he relied more heavily on the spoken vernacular than anyone since Mark Twain, and he made his “little postage stamp of native soil” in northern Mississippi stand for the world itself. We read the great novels of his Yoknapatawpha cycle along with a selection of short stories, examining the linked and always problematic issues of race, region and remembrance in terms of the forms that he invented to deal with them. {L} Credits: 4
Michael E. Corra
Expected to be offered in the next 3 years

ENG 267 Asian American Literature
Although we sometimes think only of modern-day authors like Amy Tan or Jhumpa Lahiri when we think of Asian American literature, in fact Asian Americans have been writing and publishing in English since at least 1887. In this course, we read selected Asian American poetry, novels, short stories, plays and films produced from the late 19th century until the present. We consider how works engage with issues that have always concerned Asian Americans, like identity development and racism. Also, we pay attention to how works speak to concerns specific to their period, such as the exclusion acts of the 1880s, the proletarian movement of the 1930s, the decolonization of South Asian and Southeast Asian countries since the 1940s, and the increasing size and diversity of the Asian American population in the late 20th century. At all times, we attend closely to matters of language and form. {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 271 Imagining Evil
Same as GER 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil — how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of fantasy and history. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A., Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arndt. In English. {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 273 Bloomsbury and Sexuality
Members of the Bloomsbury movement led non-normative (what many now call queer) lives. The complexity and openness of their relationships characterized not only the lives but also the major works of fiction, art, design, and critical writings its members produced. “Sex permeated our conversation,” Woolf recalls, and in Bloomsbury and Sexuality we’ll explore the far-reaching consequences of this oscillative removal of discursive, social, and sexual inhibition in the spheres of literature, art, and social sciences. The course will draw from the art of Vanessa Bell and Duncan Grant, the writings of E. M. Forster, Virginia Woolf, Radclyffe Hall, Lytton Strachey, John Maynard Keynes and others, along with contemporary queer theory. {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 274 The Pleasures of Not Thinking: Romanticism and the Irrational
Romantic writers were obsessed with uncertainty, ignorance, and the irrational, unthinking mind. Concerned with the unusual ideas that surface when we are sleeping or spaced out, absorbed or intoxicated, Romanticism embraced reason’s alternatives: forgetting, fragmentation, stupidity, and spontaneous, uncontrollable emotion. From Wordsworth’s suggestion that children are wiser than adults to Keats’s claim that great writers are capable of remaining uncertain without reaching for fact or reason, Romantic poets and novelists suggested that we have something to learn from not thinking. We will read texts by Austen, Blake, Burke, Coleridge, Cowper, De Quincey, Freud, Kant, Keats, Locke, and Rousseau. {L} Credits: 4
Lilly Garston-Wachter
Expected to be offered in the next 3 years

ENG 277 Postcolonial Women Writers
A comparative study of 20th-century women writers in English from Africa, the Caribbean, South Asia and Australia. We 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, Thirii Umrigar, Deepa Mehta, Ama Ata Aidoo, Bessie Head, Nawal el Saadawi, Jamaica Kincaid, Michelle Cliff, Zadie Smith, Sally Morgan. Prerequisite: a WI course. {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 278 Asian American Women Writers
The body of literature written by Asian American women over the past 100 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, Sue Sin Far, Mitsuye Yamada, M. Evelina Galang, Trinh T. Minh-ha, Marilyn Chin, Paisley Rekdal, Lynda Barry, Jhumpa Lahiri, Bharati Mukherjee and Ruth Ozeki. {L} Credits: 4
Floyd D. Cheung
Expected to be offered in the next 3 years

ENG 282 The Harlem Renaissance
Same as AFR 245. A study of one of the first cohesive cultural movement in African-American history. This class focuses 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 include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes, and Nella Larsen among others. Enrollment limited to 40. {L} Credits: 4
Daphne M. Lamotte
Expected to be offered in the next 3 years

ENG 283 Victorian Medievalism
19th-century revivals and transformations of medieval literature, arts and social institutions; the remaking of the Middle Ages in the image of Victorian desires and aspirations. Arthurian legend in medieval and 19th-century England, the Gothic revival in British art and architecture, the cult of Chaucer, controversies over women’s education, and the idealization of medieval communities in Victorian social theory. {L} Credits: 4
Nancy Mason Bradbury, Cornelia D.J. Pearsall
Expected to be offered in the next 3 years
ENG 285 Introduction to Contemporary Literary Theory
What do we do when we read literature? Does the meaning of a text depend on the author's intention or on how readers read? What counts as a valid interpretation? Who decides? How do some texts get canonized and others forgotten? How does literature function in culture and society? How do changing understandings of language, the unconscious, class, gender, race, history, sexuality or disability affect how we read? “Theory” is “thinking about thinking,” questioning common sense, critically examining the categories we use to approach literature or any discursive text. This course introduces some of the most influential questions that have shaped contemporary literary studies. We start with New Criticism but focus on interdisciplinary approaches such as structuralism, poststructuralism, Marxism, psychoanalysis, New Historicism, postcolonialism, feminism, queer, cultural, race and disability studies with some attention to film and film theory. Strongly recommended for students considering graduate work. (L) Credits: 4
Andrea Stephanie Stone
Normally offered in alternate years

ENG 293 The Art and History of the Book
Same as ARH 247. Will books as material objects disappear in your lifetime? Or will the book, a remarkably long-lived piece of communication technology, continue to flourish and develop alongside its electronic counterparts? This course surveys the artistry and history of books from the ancient world through medieval manuscripts, hand press books, and machine press books to the digital media of today. We discover how books were made, read, circulated and used in different eras, and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture. Admission limited to 12 by permission of the instructor. Group A, Group B. (A) (L) Credits: 4
Members of the department
Normally offered each academic year

ENG 299 Colloquium: Literary Research Methods
Literary research starts with choosing the lens to investigate a passion—telescope or microscope? Does one want to explore constellations (an array of texts) or atoms (words/themes in a single text)? This course offers advanced literature majors hands-on experience supporting the development of a research project of their choice, including question definition, choice of methodology and critical framework, and evidence evaluation. Potential projects might include developing a special studies or thesis proposal. This is the chance to identify and explore a chosen topic in depth, while mastering widely useful research skills. Prerequisites: ENG 199, ENG 200 and two 200-level literature courses. Enrollment limit of 15. (L) Credits: 4
Naomi J. Miller
Normally offered each fall

Intermediate/Advanced Creative Writing Courses
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 is admitted to a section until she has submitted appropriate examples of her work and received permission of the instructor. The deadline for submitting a writing sample is by the last day of registration in April for a fall course and the last day of registration in November for a spring course. Please contact the department assistant with any questions.

ENG 206 Intermediate Fiction Writing
A writer’s workshop that focuses on sharpening and expanding each student’s fiction writing skills, as well as broadening and deepening her understanding of the short and long-form work. Exercises will concentrate on generative writing using a range of techniques to feed one’s fictional imagination. Students will analyze and discuss each other’s stories, and examine the writings of established authors. Writing sample and permission of the instructor are required. Writing sample and permission of the instructor are required. Enrollment limited to 12.

ENG 216 Intermediate Poetry Writing
In this course we read as writers and write as readers, analyzing the poetic devices and strategies employed in a diverse range of contemporary poetry; gaining practical use of these elements to create a portfolio of original work; and developing the skills of critique and revision. In addition, students read and write on craft issues, and attend Poetry Center readings/Q&As. Writing sample and permission of the instructor are required. Enrollment limited to 12. (A) (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 245 Worldbuilding: Topics in Reading and Writing Creative Fiction
Whether in fantasy or more mainstream narratives, storylines evolve in a carefully constructed world space. Imaginary settings—whether they be Narnia or New York — involve the creation of spatially coherent locations, a backstory and a world that is peopled. In this course, students examine fictional worlds and learn to build those worlds themselves. This class is not limited to but is recommended for students interested in fantasy, science fiction or speculative fiction. Writing sample and permission of the instructor are required. Enrollment limited to 12.

ENG 290 Crafting Creative Nonfiction
A writer’s workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Writing sample and permission of the instructor are required. Enrollment limited to 12.

ENG 291 Lakes Writing Workshop
An intermediate-level workshop in which writers develop their skills through intensive reading, writing, revising, and critique. Topic changes annually. Emphasis on narrative writing, broadly defined to include a variety of genres, depending on the interests of the current holder of the Lakes writing residency. Writing sample and permission of the instructor are required. Enrollment limited to 12.
Tell Me a Story: The Power and Purpose of Narrative Writing
What are the principles of great narrative writing? Who are the great narrative nonfiction writers and why does their work matter? In this course, students read and write narrative nonfiction and hear from some of the country’s best narrative writers. Among the journalists, essayists, novelists and poets we will read: Susan Orleans (The New Yorker), Stephanie McCrummen (The Washington Post), Dan Barry (New York Times), Rebecca Solnit, Marilynne Robinson, Mary Oliver, and Louise Gluck. Four reported stories will be required, the last a long-form narrative developed throughout the semester. [L] Credits: 4

Members of the department

Normally offered each spring

ENG 295 Advanced Poetry Writing
Taught by the Grace Hazard Conkling Poet in Residence, this advanced poetry workshop is for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poets who are reading at Smith during the semester, and students gain expertise in reading, writing and critiquing poems. Writing sample and permission of the instructor are required. Enrollment limited to 12. [A] [L] Credits: 4
Ellen Dore Watson

Normally offered both fall and spring semesters

ENG 296 Advanced Fiction Writing Workshop
The goal of this workshop is to help more advanced fiction-writing students become stronger writers in a supportive context that encourages experimentation, contemplation, and attention to craft. The workshop will include all the traditional elements of a fiction writing workshop, focusing on writing skills and technique, close reading, and the production of new work. In addition, the workshop will include instruction in mindfulness meditation to help students cultivate their powers of concentration, observation, imagination, and creative expression on the page. Students will be asked to submit manuscripts for discussion in class, to revise and edit their work, and to keep a process journal about their writing practice. They will be asked to read fiction by established authors in a range of genres and to lead a class forum discussion on a published short story of their choosing. Reading Like A Writer by Francine Prose, will be a required text for the class. The workshop will also include occasional writing exercises focusing on aspects of craft. A writing sample and permission of the instructor are required. Enrollment limited to 12.

[A] [L] Credits: 4
Rub Ozeki

Normally offered both fall and spring semesters

ENG 384 Writing About American Society
Topics course. Same as AMS 351. A writing sample and permission of the instructor are required. Enrollment limited to 12.

Writing About Women and Gender
Women have historically exerted their voice and power through writing, even as the professional writing trades of journalism and publishing have historically been unwelcoming of their presence. This class examines reporting and writing by and about women, and engages students in the practice of writing about gender, feminism, and women’s lives. This is a workshop class where students produce their own researched and reported magazine-style writing, while simultaneously inspecting how the media represents women’s issues and learning the history of women writers in American journalism. As we examine these works, we grapple with questions of interviewing, structure, ethics, fair representation and more. This critical approach also informs the course’s workshop component, in which students compose and revise their own stories, receiving feedback from peers as well as the instructor. Permission of the instructor is required. Enrollment limited to 12. [A] [L] [S] Credits: 4

Members of the department

Normally offered each academic year

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 above the 100-level. Other interested students need the permission of the instructor.

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 undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. [L] Credits: 4
Samuel Scheer

Normally offered each fall

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 contact the instructor by the last day of the preregistration period. The instructor selects the students admitted from these applicants. Enrollment limited to 12.

ENG 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. Course may be repeated once for credit with different topic and instructor. Permission of the instructor required. Enrollment limited to 12.

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. [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 310 Studies in Early Modern Literature and Culture
Topics course by the visiting Kennedy Professor

Vision, Creation, Delusion: The Literary History of Dream
This seminar studies the pre-modern history of dream as a narrative, metaphorical, and prophetic genre, created in sleep and recreated in speech and writing. We focus on the 14th to 17th centuries, which saw the dream’s loss of prestige and credibility in the gradual turn from spirit to brain, inspiration to induction. Readings include several genres of dream record, including poetic and prose dream vision and drama (“Flandare’s Vision,” Dante’s Inferno, Chaucer’s Parliament of Fowls, Shakespeare’s Midsummer Night’s Dream, Anna Trapnel’s Cry of a Stone) and influential theories of dream-readers, philosophers, physicians, and shamans — pagan, Muslim, Jewish, Christian, Huron and Iroquois — including Aristotle, Macrobius, Descartes and Freud. [A] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years
ENG 312 Seminar: Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860

This seminar explores the varied publications produced by the people of the African diaspora in the U.S., Canada, the Caribbean, and England — early sermons and conversion narratives, criminal confessions, fugitive slave narratives and the black press. We consider these works in terms of publishing history, editorship (especially women editors), authorship, readership, circulation, advertising, influence, literacy, community building, politics and geography. We examine their engagements with such topics as religion, law economics, emigration, gender, race and temperance. Smith’s manuscript and periodical holdings offer us a treasure trove of source materials. Permission of the instructor is required. Enrollment limited to 12. [L] Credits: 4

Flavia Santos De Araujo
Expected to be offered in the next 3 years

ENG 323 Seminar: Toni Morrison

Same as AFR 360. This seminar focuses on Toni Morrison’s literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language and theory; and her study of love. [L] Credits: 4

Flavia Santos De Araujo
Expected to be offered in the next 3 years

ENG 327 Robin Hood: Legendary Outlaw

In this seminar, we trace the evolution of the legend of the greenwood outlaw with his merry men and (later) his intrepid ladylove, through medieval popular tale, ballad, drama, lyric, novel, and film — from first mention in the late Middle Ages to recent works and current events. Everyone knows the social bandit who robs from the rich and gives to the poor, hated by the authorities and loved by the people, but few have read the early formative texts that first inspired this unceasingly popular legend. We also explore and add to the rich legacy of Robin Hood criticism. Permission of the instructor required. Enrollment limited to 12. [L] Credits: 4

Members of the department
Expected to be offered in the next 3 years

ENG 333 Seminar: A Major British or American Writer

J. R. R. Tolkien
J. R. R. Tolkien was an Oxford don and professor of Old and Middle English literature who used fantasy fiction as a technique of moral philosophy and historical analysis, a way of pondering the meaning of human life on earth and the trajectory of human experience through time. We will explore Tolkien’s Middle-earth in The Hobbit (1936), The Lord of the Rings (1965) and The Silmarillion (2001) with special attention to the medieval and early modern sources of Tolkien’s literary imagination as intimated in his essays, “Beowulf: The Monsters and the Critics” (1936) and “On Fairy-Stories” (1947). Permission of the instructor is required. Enrollment limited to 12. [L] Credits: 4

Members of the department
Expected to be offered in the next 3 years

ENG 334 Servants in Literature and Film

Crucial but often invisible, servants in English literature have served as comic relief, go-betweens, storytellers, or sexual targets, yet rarely as central protagonists. What roles do they play in contemporary literature and film that challenges this tradition? What can we learn from (imagined) servants about modernity, class, power relations, gender, sexuality, intimacy across difference, marriage or family? This seminar explores how narratives from various cultures and times call upon the figure of the domestic servant, and how a view from (of) the margins can change how and what we see. Writers/filmmakers include Shakespeare, Richardson, Collins, Ishiguro, Umringer, Adiga, Cuaron. By permission of the instructor. Enrollment limited to 12. [L] Credits: 4

Ambreen Hai
Expected to be offered in the next 3 years

ENG 339 Calderwood Seminar in Public Writing

You hear it all the time: The humanities are in crisis! Literature is in crisis! English is in crisis! If the peculiar pleasures and potentials of literary study are to become known so that English might be valued rather than derided, our defenses are going to have to go public, to reach broader non-specialist and non-academic audiences. This seminar will help you to develop skills for communicating to the public about the specific values of literature, literary analysis and scholarship, English, and the humanities. [L] Credits: 4

Richard H. Millington
Normally offered each spring

ENG 353 Seminar: Advanced Studies in Shakespeare

Topics course.
Shakespeare’s Women, Women’s Shakespeare
This seminar explores the significance of women’s voices in Othello, King Lear and The Tempest, viewed in conjunction with reimagining of these plays by women playwrights, producers, and directors, as well as women poets and novelists. The course explores how women artists have engaged with and transformed Shakespeare’s women at different cultural moments, exploring questions of adaptive appropriation across global and temporal boundaries as well as race and gender. The course will consider the voices of women of the early modern period, as well as modern women authors including Margaret Atwood, Toni Morrison, Suniti Namjoshi, Elizabeth Nunez and Jane Smiley. [L] Credits: 4

Members of the department
Expected to be offered in the next 3 years

ENG 361 Poetry of War

This course studies a range of poetic representations of war. After reviewing some of the writings of Homer, Virgil and Shakespeare that were most influential for British poets of the 19th and 20th centuries, the course moves from Tennyson, Hardy and Kipling to the poets of the first and second world wars (Rupert Brooke, Wilfred Owen, Siegfried Sassoon and others). We situate the poetry with relevant historical and theoretical materials, as well as prose responses to war by authors such as Vera Brittain and Virginia Woolf. We end by reading poems who did not see combat (W.B. Yeats, W. H. Auden, Ted Hughes, Sylvia Plath) but whose work is nevertheless profoundly concerned with the complex relation of the martial to the lyrical, the destructive to the creative. By permission of the instructor. Enrollment limited to 12. [L] Credits: 4

Members of the department
Expected to be offered in the next 3 years

ENG 363 Race and Environment

What is the role of literature and culture in the face of global environmental crisis? How do writers, artists, and filmmakers represent the toxic ecologies of a globalized world? And in what ways do the categories of race, gender, class and ability determine one’s vulnerability to environmental degradation? Through literary and cultural analysis, this course explores these questions as they intersect with issues of environmental racism, racialized disablement, neo/
colonialism, ecofeminism, food justice, globalization, and urban ecologies. We examine literary and cultural engagement with diverse environmental topics: nuclear waste sites, slum ecologies, petro-capitalism, industrialized food production, and indigenous rights. Enrollment limited to 12. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 387 Seminar: Asian American Autobiography

Anti-Memoir

Like many ethnic American groups, Asian Americans first entered the U.S. publishing marketplace by offering works in the genre of autoethnography, or self-cultural writing. While many writers have valued this genre as a gateway, others have viewed it as a prison. While some see it as an opportunity to express themselves, others feel constrained by mainstream expectations. Hence, a few Asian American writers have played with the genre, sometimes in radical ways, in order to do new kinds of aesthetic and cultural work. Memoirs and anti-memoirs for consideration include those by Maxine Hong Kingston, Agha Shahid Ali, Paisley Rekdal, AmandaNgoho Reavey, Trinh T. Minh-ha, Thi Bui, Bao Phi, and Lynda Barry. Permission of the instructor required. Enrollment limited to 12. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 391 Modern South Asian Writers in English

We study key texts in the diverse tradition of 20th- and 21st-century South Asian literature in English, from the early poet Sarojini Naidu to internationally acclaimed contemporary global and diasporic writers from India, Pakistan, Sri Lanka, Nepal. Topics include: the postcolonial fashioning of identities; Independence and Partition; women’s interventions in nationalist discourses; the crafting of new English idioms; choices of genre and form; the challenges of historiography, trauma, memory; diaspora and the (re)making of “home”; life post-9/11 Islamophobia. Writers include: Anand, Narayan, Manto, Rushdie, Attia Hosain, Arundhati Roy, Jhumpa Lahiri, Kiran Desai, Naqvi, Adiga, Upadhyay. Supplementary readings on postcolonial theory and criticism. By permission of the instructor. Enrollment limited to 12. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 395 Capstone in Creative Writing

This one-credit course focuses on the preparation and presentation of creative work for broad and public audiences. Craft talks by creative writing faculty supplement readings on organizing and polishing manuscripts, submitting work for publication, and reading work for audiences. Students will meet individually with writers in their chosen genre and will rehearse, with feedback, for the required public presentation of their work to complete the capstone requirement for the Creative Writing Emphasis in the English major.

Prerequisites: Students should have completed most other requirements for the English major with creative writing emphasis. {A} Credits: 1

Members of the department

Normally offered each academic year

Special Studies

ENG 400 Special Studies

Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

ENG 408D Special Studies

This is a full-year course. Credits: 4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed and Interdepartmental Courses

AFR 202 Topics in Africana Studies

Topics course.

Black Literature and the Urban Experience

This course begins with the presumption that studying “blackness” entails the pursuit of questions of space, place and belonging. Students will engage primarily literary, and also visual and musical, texts that explore the complexities of city life and urban relations. The intersectional analysis of race, gender, class, and sexuality will inform discussions of black representational texts; which will also be placed in conversation with their historical and social contexts. Through the study of literary figurations of the city, we will explore blackness as an idiom of place, and the city as a site of belonging, abjection and freedom dreams. (E) {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AMS 230 Colloquium: The Asian/Pacific/American Experience

Topics course. This course is open to anyone particularly interested in learning about Asian/Pacific/American (A/P/A) history. The objective of the course is two-fold. The first 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 Asian/Pacific region. The second is to introduce them to the various themes as well as methodological and theoretical frameworks used by scholars in the field of A/P/A Studies in order to encourage them to either work toward a Five College A/P/A Studies Certificate or pursue further studies in the field.

Narratives of Internment.

During World War II, over 120,000 Japanese and Japanese American residents and citizens of the United States and Canada were forcibly removed from their homes and incarcerated in government-run facilities that were euphemistically called internment camps and relocation centers. Since the 1940s, historians, novelists, poets, filmmakers, visual artists, psychologists and many others have narrated the experience of internnees. These narratives seek not only to tell stories, but also to investigate the ironies, contradictions, and paradoxes that led to incarceration, oversaw its execution, and continue to linger. This course will engage meditatively and critically with selected narratives of internment - truly, incarceration - such as novels by Julie Otsuka, poetry by Mitsuye Yamada and Lee Ann Roripaugh, art by Munio Makuuchi and Miné Okubo, photographs by Ansel Adams, films by the U.S. Office of War Informatics and Cynthia Fujikawa, psychological studies by Donna Nagata, and histories by Michi Weglyn and Roger Daniels. Enrollment limited to 25. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years
AFR 249 Black Women Writers
How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Ntozake Shange and Alice Walker. (L) Credits: 4
*Daphne M. Lamothe*
Expected to be offered in the next 3 years

THE 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 are considered for staging. L and P with writing sample required, best submitted weeks prior to registration. (A) Credits: 4
*Leonard Berkman, Andrea D. Hairston*
Normally offered both fall and spring semesters

THE 262 Writing for the Theatre
Intermediate and advanced script projects. Prerequisite: 261. L and P. (A) Credits: 4
*Leonard Berkman, Andrea D. Hairston*
Normally offered both fall and spring semesters

WLT 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 consider how such writers as Ngũgĩ 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) Credits: 4
*Dawn Fulton*
Expected to be offered in the next 3 years

WLT 300 Literary Theory and Literary Practice: Conflicts and Consensus
This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. 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, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabha, Butler, Said, Ngũgĩ wa Thiong’o, Žižek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. (L) Credits: 4
*George P. Katsaros*
Normally offered each fall

SWG 360 Memoir Writing
How does one write a life, especially if it’s one’s own? This writing workshop addresses the profound complexities, challenges, and pleasures of the genre of the memoir, through intensive reading, discussion, and both analytical and creative writing. Our readings will be drawn from a range of mostly contemporary memoirists with intersectional identity locations—and dislocations—drawing from a range of voices, experiences, and representations, pursuing what the class comes to identify as our own most urgent aesthetic and ethical questions. Our attention will be to craft, both in the memoirs we read and those we write. Writing sample and permission of the instructor required. Enrollment limited to 12. (H) (L) Credits: 4
*Corinna D.J. Pearsall*
Expected to be offered in the next 3 years
Environmental Concentration: Climate Change

Directors: James Lowenthal, Joanne Benkley

Advisory Committee
Jesse Bellenare (Biology)
Nathanael Alexander Fortune (Physics)
Daniel K. Gardner (History)
Danielle Denise Ignace (Biological Sciences) *1
James Daniel Lowenthal (Astronomy)
Denise Annette McKahn (Engineering)
Amy Larson Rhodes (Geosciences) 13
Susan Stratton Sayre (Economics)
Gregory Whayne White (Government) 21

The mission of the Center for the Environment, Ecological Design and Sustainability (CEEDS) is to graduate women who excel at integrating knowledge in support of environmental decisions and actions. A concentration, that links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS offers two environmental concentrations with topics that change every four years.

Many world leaders, scientists and analysts of all types agree that global climate change is perhaps the most significant challenge confronting human life and well-being and the stability of life on Earth. The climate change concentration builds on strong student and faculty interest, pulling together the many diverse fields and disciplines that bear on this complex subject.

Students and faculty participating in the climate change concentration can explore connections among such themes as:
• socioeconomic and historical factors affecting climate change including the Industrial Revolution, the environmental movement, global fossil fuels industries, national and global financial institutions, world economic models, and the military-industrial complex;
• political and governmental aspects of climate change such as the Kyoto Protocol, the relative balance between developing and developed nations of responsibility for causing and for responding to climate change, the ongoing debate in the United States over “cap and trade” and carbon tax systems, and the IPCC;
• psychological factors affecting personal behavior including political affiliation, education and perceived normative decisions among peer groups; and
• cultural reflections of and influences on global climate change including literature, film, theater, and visual arts;
• the science of global climate change including atmospheric physics and radiative transfer, sources of greenhouse gases, biological system responses to climate change, and the prehistoric geologic climate record

For more information, see www.smith.edu/climate.

Requirements

The environmental concentration in climate change has four components: a gateway course, an academic core, practicum experiences and a capstone.

1. Gateway Course (choose one)

ENX 100 Environment and Sustainability: Notes from the Field
This 1-credit lecture series introduces students to theory and practice in fields related to the environment, sustainability and climate change. Students gain insight into how their liberal arts education and skills in critical thinking and analysis apply to a variety of environmental issues and sustainability contexts. Speakers, including distinguished alums, are drawn from the five colleges, the Pioneer Valley and beyond. Graded S/U only. This course can be repeated for credit. Credits: 1
Normally offered each fall

LSS 100 Landscape, Environment and Design
Through readings and a series of lectures by Smith faculty and guests, we examine the history and influences out of which landscape studies is emerging. We look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological 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. Credits: 2
Normally offered each spring

2. Academic Core (four courses)

In consultation with their advisers, students choose four courses from among the many climate-related courses offered within the Five Colleges. (See examples listed in the courses section.) The four courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering).

3. Practicum Experiences

The concentration requires students to pursue two practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course (required)

This course (below) will be offered in the fall 2017, 2018, 2019 and 2020. Students wishing to pursue the environmental concentration must have clear plans to ensure that they can take this capstone course.

ENX 301 Environmental Concentration Capstone
Topics course.

Climate Change
This capstone course for the environmental concentration in climate change brings together students to work on team-based projects related to climate change. Project work is complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. (E) Credits: 4
Members of the department
Normally offered each fall
Example Courses for the Academic Core

Example courses for the academic core offered by the Five Colleges follow. Other relevant courses offered at Smith, within the Five College Consortium or in study abroad programs may be used to satisfy the core requirement of the concentration with consultation and approval of the concentration adviser.

Amherst College
BIOL 440 Conservation Biology
ECON 210 Environmental and Natural Resource Economics
ENST 230 An Introduction to Economics with Environmental Applications
ENST 250 Environmental Politics and Policies
ENST 252 U.S. Environmental Policy
ENST 260 Global Environmental Politics
ENST 265 Climate Change Policy and Politics
ENST 310 Conservation Social Science
ENST 320 Knowledge, Politics and the Environment
ENST 330 Environmental Justice
GEOL 106 Earth +2 Degrees Celsius
GEOL 109 Climate Change, Global Warming and Energy Resources
HIST 105 Global Environmental History of the Twentieth Century
HIST 265 Environmental History of Latin America
POSC 200 International Relations
SOCI 226 Unequal Footprints on the Earth: Understanding the Social Drivers of Ecological Crises and Environmental Inequality
SOCI 341 Ecology, Justice, and the Struggle for Socio-Ecological Change: Environmental Movements and Ideas
PHIL 225 Environment Philosophy
PHYS 109 Energy

Hampshire College
CSI 0129 Indians and Environmentalism in the US
CSI 0144 Telling Stories about Climate Change: Energy, Empire, and the History of the Anthropocene
CSI 0244 Media Studies and the Environment
CSI 0261 Oceans of Change: Ocean and Human Protection in the Face of Climate Change
CSI 0273 Making Space: The Role of the Built Environment in Social Transformation
HACU 0275 Sustainable Design: Principles, Practice, Politics
NS 0130 Forests in Transition
NS 0150 Agriculture, Ecology and Society
NS 0157 Sustainable Water Resources
NS 0211 Climate Change: Exploring the Science and Solutions
NS 0264 Environmental Microbiology
NS 0393 Biogeochemical Consequences of Global Change

Mount Holyoke College
BIOL 326 Oceans Blues: State of the World’s Oceans
ENST 104 Renewable Energy
ENST 200 Environmental Science
ENST 210 Political Ecology
ENST 233ET Topics in Environmental Studies: Environmental Ethics
ENST 240 The Value of Nature
ENST 241 Environmental Issues
ENST 317 Perspectives on American Environmental History
ENST 321HC Human Health & Climate Change
ENST 341 Science and Power in Environmental Governance
GEOL 107 Environmental Geology
GEOL 203 Surface Processes
GEOL 240 Geological Resources and the Environment
HIST 301HE Colloquium: History of Energy
HIST 244 European Public Policy; West and East
POLIT 242 Oil and Water Don’t Mix: Geopolitics, Energy and the Environment

Smith College
ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
ANT 229 Africa and the Environment
AST 214 Astronomy and Public Policy
BIO 390 Seminar: Topics in Environmental Biology
CHM 108 Environmental Chemistry
ECO 224 Environmental Economics
ECO 271 Economics of Climate Change
ECO 324 Seminar: Economics of the Environment and Natural Resources
EGR 312 Seminar: Atmospheric Processes
ENG 118 Colloquia in Writing: Water, Science and Politics
ENG 118 Colloquia in Writing: Writing About Science
ENV 101 Environmental Integration I: Perspectives
ENV/GEO 150 Modeling Our World: An Introduction to Geographic Information Systems
ENV 230 Environment and Society in Contemporary China
ENV 275 Decoding the Experts: Modeling the Impact of Climate Change
ENV 323 Climate and Energy Policy
ENV 326 Seminar: Natural Resource Management and Environmental Justice in the US and the Global South
GEO 101 Introduction to Earth Processes and History
GEO 104 Global Climate Change
GEO 106 Extraordinary Events in the History of Earth, Life and Climate
GEO 108 Oceanography: An Introduction to Marine Environment
GOV 347 Seminar in International Politics and Comparative Politics
PHI 304 Colloquium: Applied Ethics
PHY 110 Energy, Environment, and Climate Change
PSY 374 Psychology of Political Activism
PSY 268 The Human Side of Climate Change
SOC 232 World Population
SOC 233 Environment and Society
SOC 237 Gender and Globalization

University of Massachusetts
ANTANTHRO 208 Human Ecology
CE-ENGIN 671 Environmental Biological Processes
ECO 691E Eco Responses/Climate Change
ECON 308 Political Economy of the Environment
ENVIRSCI 101 Introduction to Environmental Science
ENVIRSCI 213 Intro to Environmental Policy
ENVIRSCI 214 Ecosystems, Biodiversity, & Global Change
ENVIRSCI 390A Environmental Soil Science
ENVIRSCI 445 Sustainability and Problem Solving
GEOGRAPH 493M Migration, Diaspora, Refugees
GEO-SCI 150 The Earth Transformed: World Environmental Issues
MANAGMNT 366 Foundations of Sustainable Enterprise
MIDEAST 290C Environmental History/MidEast
NATSCI 189H Global Challenges, Scientific Solutions
NRC 100 Environment and Society
NRC 590TP  Adapting to Climate Change
PUBHLTH 303  Intro Environmental Health Science
REGIOPL 585  Planning for Climate Change
RES-ECON 121  Hunger in Global Economy
SOCIOLO 392  Food and Society
STOCKSCH 115  Environmental Biology
WGSS 220  Gender, the Global Environment, and Sustainability
HRO 208  Human Ecology
CE-ENGIN 671  Environmental Biological Processes
ECON 308  Political Econ. of the Environment
ENVIRSCI 101  Introduction to Environmental Science
ENVIRSCI 390A  Environmental Soil Science
ENVIRSCI 445  Sustainability and Problem Solving
GEO-SCI 150  The Earth Transformed: World Environmental Issues
MANAGMNT 366  Foundations of Sustainable Enterprise
NRC 100  Environment and Society
RES-ECON 121  Hunger in Global Economy
SOCIOLO 392  Food and Society
STOCKSCH 115  Environmental Biology
WGSS 220  Gender, the Global Environment, and Sustainability
Environmental Concentration: Sustainable Food

Director: Joanne Benkley

Advisory Committee:
Giovanna Bellesia (Italian Studies) 12
Barbara Brehm-Curtis (Exercise and Sport Studies)
May George (Middle East Studies)
Michelle Joffroy (Spanish and Portuguese) 11
Ann Leone (French Studies and Landscape Studies) 11
Patricia Mangan (Anthropology)
Denise Annette McKahn (Engineering)
Paul Robert Wetzel (Environmental Concentration)

The mission of the Center for the Environment, Ecological Design and Sustainability (CEEDS) is to graduate women who excel at integrating knowledge in support of environmental decisions and actions. A concentration, that links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS offers two environmental concentrations with topics that change every four years.

Through 2020, one environmental concentration topic will be sustainable food, building on current student and faculty interest in this subject and capitalizing on Smith’s location in the heart of the Pioneer Valley. This concentration enables students and faculty to engage in interdisciplinary explorations of food and the many issues involved in sustainability, such as food production, food distribution systems, the economics of agriculture, food cultures around the world, agricultural policy, and various questions pertaining to gender and food. For more information, see www.smith.edu/food/

Requirements

The environmental concentration in sustainable food has four components: a gateway course, an academic core, practicum experiences and a capstone.

1. Gateway Course (choose one)

ENX 100 Environment and Sustainability: Notes from the Field
This 1-credit lecture series introduces students to theory and practice in fields related to the environment, sustainability and climate change. Students gain insight into how their liberal arts education and skills in critical thinking and analysis apply to a variety of environmental issues and sustainability contexts. Speakers, including distinguished alumnae, are drawn from the five colleges, the Pioneer Valley and beyond. Graded S/U only. This course can be repeated for credit. Credits: 1

Normally offered each fall

LSS 100 Landscape, Environment and Design
Through readings and a series of lectures by Smith faculty and guests, we examine the history and influences out of which landscape studies is emerging. We look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological 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. Credits: 2

Normally offered each spring

2. Academic Core (four courses)
In consultation with their advisers, students choose four courses from among the many food-related courses offered by the Five Colleges (see examples listed in the Courses section). The four courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering).

3. Practicum Experiences
The concentration requires students to pursue two practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course
This course (below) will be offered through the fall of 2020. Students wishing to pursue the environmental concentration in sustainable food must have clear plans to ensure that they can take this capstone course.

ENX 301 Environmental Concentration Capstone
Topics course.
Sustainable Food
This capstone course for the environmental concentration in sustainable food brings together students to work on team-based projects related to sustainable food. Project work is complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. Credits: 4

Members of the department
Normally offered each fall

Example Courses for the Academic Core

Example courses for the academic core offered by the Five Colleges are listed below. Other relevant courses offered at Smith, within the Five College Consortium or in study abroad programs may be used to satisfy the core requirement of the concentration with consultation and approval of the concentration adviser.

Amherst College

AMST 111 Global Valley
AMST 280 When Corn Mother Meets King Corn: Cultural Studies of the America
ANTH 204 Living with Animals
ANTH 339 The Anthropology of Food
ARHA 383 The Tea Ceremony and Japanese Culture
BIOL 104 Food, Fiber, and Pharmaceuticals
CHM 100 Molecular Gastronomy
ECON 212 Public Economics: Environment, Health, and Inequality
ENST 160 The Politics of Food
ENST 401 Wine, History and the Environment
HIST 339 Making of Market Society
SOC 341 Ecology, Justice, and the Struggle for Socio-Ecological Change: Environmental Movements and Ideas
PSYC 217 Psychology of Food and Eating Disorders
### Hampshire College

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Global Poverty: Theories and Practices</td>
</tr>
<tr>
<td>CSI 158</td>
<td>The Global Economy: What Rules Serve the Public Interest?</td>
</tr>
<tr>
<td>CSI 223</td>
<td>&quot;...You are what you eat?&quot;: Critically Examining Food, Consumption, and Environment in the Contexts of South Asian Modernity, Culture and Politics</td>
</tr>
<tr>
<td>CSI 243</td>
<td>Global Justice: Rights, Reparations, and Peace</td>
</tr>
<tr>
<td>CSI 299</td>
<td>Critical Ethnography: Following the Chinese Food</td>
</tr>
<tr>
<td>CS 194</td>
<td>Environmental Education</td>
</tr>
<tr>
<td>IA 278</td>
<td>Art and Ecology: Understanding Changing New England Environments</td>
</tr>
<tr>
<td>NS 129</td>
<td>Health and Wealth</td>
</tr>
<tr>
<td>NS 132</td>
<td>Sustainable Water Use/Reuse</td>
</tr>
<tr>
<td>NS 150</td>
<td>Agriculture, Ecology, Society</td>
</tr>
<tr>
<td>NS 195</td>
<td>Pollution and Our Environment</td>
</tr>
<tr>
<td>NS 233</td>
<td>Anthropology of Food and Nutrition</td>
</tr>
<tr>
<td>NS 294</td>
<td>Sustainable Agriculture and Organic Farming</td>
</tr>
</tbody>
</table>

### Mount Holyoke College

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFCNA 241AW</td>
<td>African Women's Work</td>
</tr>
<tr>
<td>ANTHR 212</td>
<td>Shopping and Swapping: Cultures of Consumption and Exchange</td>
</tr>
<tr>
<td>ANTHR 216NF</td>
<td>The Anthropology of Food</td>
</tr>
<tr>
<td>COLL 115EQ</td>
<td>Global-Local Inequality and Social Change</td>
</tr>
<tr>
<td>CST 249FD</td>
<td>Topics in Critical Social Thought: Asian American Food in Literature/Culture</td>
</tr>
<tr>
<td>ECON 213</td>
<td>Economic Development</td>
</tr>
<tr>
<td>ECON 218</td>
<td>International Economics</td>
</tr>
<tr>
<td>ENVS 321CF</td>
<td>Feeding Nine Billion People</td>
</tr>
<tr>
<td>ENVS 321HC</td>
<td>Human Health &amp; Climate Change</td>
</tr>
<tr>
<td>GEOL 227</td>
<td>Groundwater</td>
</tr>
<tr>
<td>HIST 296</td>
<td>Women in History: African Women: Food and Power</td>
</tr>
<tr>
<td>HIST 301FH</td>
<td>Colloquium: Food and Hunger in the Modern World</td>
</tr>
<tr>
<td>HIST 389</td>
<td>Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat</td>
</tr>
<tr>
<td>RELIG 265</td>
<td>Holy Feast, Holy Fast: Sacred Food and Eating in Judaism</td>
</tr>
</tbody>
</table>

### Smith College

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 200</td>
<td>Colloquium in Anthropology: Food</td>
</tr>
<tr>
<td>ANT 226</td>
<td>Archaeology of Food</td>
</tr>
<tr>
<td>ANT 229</td>
<td>Africa and the Environment</td>
</tr>
<tr>
<td>ANT 248</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANT 347</td>
<td>Seminar: Prehistory of Food</td>
</tr>
<tr>
<td>BIO 103</td>
<td>Economic Botany Plants and Human Affairs</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Botany for Gardeners</td>
</tr>
<tr>
<td>BIO 123</td>
<td>Botany for Gardeners—Lab</td>
</tr>
<tr>
<td>ECO 224</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>ENG 119</td>
<td>Colloquia in Writing: Water, Science and Politics</td>
</tr>
<tr>
<td>ENG 135</td>
<td>Introduction to Writing Creative Nonfiction: Writing about the Senses</td>
</tr>
<tr>
<td>ENV 326</td>
<td>Seminar: Natural Resource Management and Environmental Justice in the US and the Global South</td>
</tr>
<tr>
<td>ESS 250</td>
<td>Nutrition and Health</td>
</tr>
<tr>
<td>FRN 365</td>
<td>Francophone Literature and Culture</td>
</tr>
</tbody>
</table>

### University of Massachusetts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ANTHRO 256</td>
<td>Bizarre Foods</td>
</tr>
<tr>
<td>ANTHRO 297</td>
<td>Native American Foodways and Plant Medicine</td>
</tr>
<tr>
<td>FD SCI 150</td>
<td>The Science of Food</td>
</tr>
<tr>
<td>FD SCI 102</td>
<td>World Food Habits</td>
</tr>
<tr>
<td>FD SCI 190I</td>
<td>Introduction for the Future Food Scientist</td>
</tr>
<tr>
<td>FD SCI 270</td>
<td>Biology of Food in Human Health</td>
</tr>
<tr>
<td>FD SCI 466</td>
<td>Nutritional Microbiology</td>
</tr>
<tr>
<td>FD SCI 541</td>
<td>Food Chemistry (FD SCI 544 Lab)</td>
</tr>
<tr>
<td>FD SCI 567</td>
<td>Food Microbiology (FD SCI 566 Lab)</td>
</tr>
<tr>
<td>FD SCI 575</td>
<td>Elements of Food Process Engineering</td>
</tr>
<tr>
<td>FD SCI 580</td>
<td>Food Borne Diseases</td>
</tr>
<tr>
<td>HISTORY 397T</td>
<td>What's on Your Plate?</td>
</tr>
<tr>
<td>ITALIAN 297K</td>
<td>Food, History, and Culture</td>
</tr>
<tr>
<td>KIN 110</td>
<td>Human Performance and Nutrition</td>
</tr>
<tr>
<td>NATSCI 191NCS</td>
<td>Is Food Thy Medicine?</td>
</tr>
<tr>
<td>NUTR 230</td>
<td>Basic Nutrition</td>
</tr>
<tr>
<td>NUTR 352</td>
<td>Nutrition in the Life Cycle</td>
</tr>
<tr>
<td>NUTR 572</td>
<td>Community Nutrition</td>
</tr>
<tr>
<td>NUTR 577</td>
<td>Nutritional Problems in the U.S.</td>
</tr>
<tr>
<td>RES-ECON 121</td>
<td>Hunger in the Global Economy</td>
</tr>
<tr>
<td>STOCKSCH 171</td>
<td>Plagues, Food, and People</td>
</tr>
<tr>
<td>STOCKSCH 315</td>
<td>Greenhouse Management</td>
</tr>
<tr>
<td>STOCKSCH 387</td>
<td>Global Food Systems</td>
</tr>
<tr>
<td>SUSTCOMM 125</td>
<td>Global Cities and Global Issues</td>
</tr>
</tbody>
</table>
Environmental Science and Policy

**The Major**


The environmental science and policy (ES&P) major is designed for students with interests in the environment and sustainability and a commitment to scientifically-based problem solving and policy analysis. The objectives of the major are to prepare students to transcend disciplinary boundaries, combine analytical and communication skills with a well-rounded understanding of the environment, and translate this knowledge into meaningful action and innovative solutions. Four integration courses form the intellectual and organizational core of the major. Each course brings together frameworks, proficiencies and knowledge from natural and social sciences in an explicitly integrative fashion to explore and analyze important environmental topics at local, regional, national and global levels. Additional introductory courses provide breadth in the natural and social sciences, humanities, and statistics, and introduce students to fundamental aspects of disciplines important to understanding human-environment interactions. Students gain depth of knowledge by choosing a coherent sequence of electives with a clear environmental focus. No more than one elective may be at the 100 level and at least one must be at the 300 level; ENX 100 may not be used as an elective. One semester of independent study (400) or credit toward an honors thesis (430) may be substituted for one elective, but neither may count as the 300-level elective.

**Requirements:** The ES&P major requires 14 courses. These include the following:

- Four environmental integration courses (101, 201/202, 311, 312)
- Three introductory courses in the natural sciences from different areas (BIO, CHM, GEO, PHY/EGR), two of which must include labs (see list)
- Two introductory courses in the category of social sciences, humanities and policy from different departments (see list)
- One course in statistics (see list)
- Four electives that create a coherent sequence with a clear environmental focus. No more than one elective may be at the 100 level and at least one must be at the 300 level; ENX 100 may not be used as an elective. One semester of independent study (400) or credit toward an honors thesis (430) may be substituted for one elective, but neither may count as the 300-level elective.
- One course fulfilling the major requirements may be taken S/U; 201/202, 311, and 312 may not be taken S/U.

**Environmental Integration Courses**

All majors must complete the four environmental integration courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 101</td>
<td>Sustainability and Social-Ecological Systems</td>
</tr>
<tr>
<td>ENV 201</td>
<td>Researching Environmental Problems</td>
</tr>
<tr>
<td>ENV 202</td>
<td>Researching Environmental Problems Laboratory</td>
</tr>
<tr>
<td>ENV 311</td>
<td>Interpreting and Communicating Environmental Information</td>
</tr>
<tr>
<td>ENV 312</td>
<td>Sustainable Solutions</td>
</tr>
</tbody>
</table>

**Introductory Courses**

**Natural Sciences**

All majors must take one course in three of the following four natural science areas: biological sciences, chemistry, geosciences, or physics and engineering. Two of these courses must include a laboratory or field component. BIO 131 and GEO 102 count only as lab courses. BIO 131 must accompany BIO 130. GEO 102 must accompany an introductory GEO lecture course. EGR 100 sections with hands-on learning components, as identified with adviser, may count as lab course. Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

**Natural Science Lab or Field Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 131</td>
<td>Biodiversity, Ecology and Conservation Laboratory</td>
</tr>
<tr>
<td>CHM 111</td>
<td>Chemistry I: General Chemistry</td>
</tr>
<tr>
<td>CHM 118</td>
<td>Advanced General Chemistry</td>
</tr>
<tr>
<td>EGR 100</td>
<td>Engineering for Everyone</td>
</tr>
<tr>
<td>FYS 103</td>
<td>Geology in the Field</td>
</tr>
<tr>
<td>GEO 102</td>
<td>Exploring the Local Geologic Landscape</td>
</tr>
<tr>
<td>GEO 108</td>
<td>Oceanography: An Introduction to the Marine Environment</td>
</tr>
<tr>
<td>PHY 117</td>
<td>Introductory Physics I</td>
</tr>
<tr>
<td>PHY 118</td>
<td>Introductory Physics II</td>
</tr>
</tbody>
</table>
**Natural Science Lecture Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Biodiversity, Ecology and Conservation</td>
</tr>
<tr>
<td>CHM 108</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>ENV 108</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>GEO 101</td>
<td>Introduction to Earth Processes and History</td>
</tr>
<tr>
<td>GEO 104</td>
<td>Global Climate Change: The Science Behind the Headlines</td>
</tr>
<tr>
<td>GEO 105</td>
<td>Natural Disasters: The Science Behind the Headlines</td>
</tr>
<tr>
<td>GEO 106</td>
<td>Extraordinary Events in the History of Earth, Life and Climate</td>
</tr>
<tr>
<td>PHY 110</td>
<td>Energy, Environment and Climate</td>
</tr>
</tbody>
</table>

**Social Sciences, Humanities and Policy**

All majors must take two courses from the social science, humanities and policy category listed below. The courses must be from different departments. Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 130</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>ECO 150</td>
<td>Introductory Microeconomics</td>
</tr>
<tr>
<td>GOV 200</td>
<td>American Government</td>
</tr>
<tr>
<td>GOV 207</td>
<td>Politics of Public Policy</td>
</tr>
<tr>
<td>GOV 241</td>
<td>International Politics</td>
</tr>
<tr>
<td>PHI 238</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PPL 220</td>
<td>Public Policy Analysis</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SWG 150</td>
<td>Introduction to the Study of Women and Gender</td>
</tr>
</tbody>
</table>

**Statistics**

Majors must take one course in statistics (ECO 220, GOV 203, MTH 220, PSY 201, SDS 220 or SOC 204). Students with Advanced Placement credit (4 or 5) in statistics may substitute an appropriate upper-level statistics course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

**Electives for the Environmental Focus**

Majors should choose their elective courses in consultation with the major adviser to create a coherent sequence with a clear environmental focus; the focus may be specific to a discipline, topic or location. No more than one elective can be at the 100 level; at least one must be at the 300 level. Several colloquium and seminar courses have rotating themes; approval is granted for years when the focus is on environmental and sustainability topics. ENX 100 may not be used as an elective. Electives and the environmental focus can be identified at the time the major is declared but not later than the end of the add/drop period of the first semester of junior year. Subsequent changes require approval of the major adviser. Electives can include but are not limited to the following approved list. Other relevant courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the electives requirement of the major with consultation and approval of the major adviser. One semester of independent study (400) or credit toward an honors thesis (430D) may be substituted for one elective, but neither may count as the 300-level elective. 400 must be taken for 3 or 4 credits to be used as an elective. Internships, study-abroad or Praxis experiences are encouraged.
Social Sciences, Humanities and Policy

ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
ANT 229 Africa and the Environment
ANT 317 Seminar: The Anthropology of Landscape — Space, Place, Nature
ECO 224 Environmental Economics
ECO 271 The Economics of Climate Change
ECO 324 Seminar Economics of the Environment and Natural Resources
ENG 118 Colloquia in Writing Water: Science and Politics Writing About Science
ENG 119 Writing Roundtable What’s for Dinner? Writing About Food This Overheating World
ENG 135 Introduction to Writing Creative Nonfiction Writing About Place and Travel Writing About the Environment
ENV 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
ENV 230 Colloquium: Environment and Society in Contemporary China
ENG 237 Environmental Poetry and Ecological Thought
ENV 275 Decoding the Experts: Modeling the Impact of Climate Change
ENV 323 Climate and Energy Policy
ENV 326 Seminar: Natural Resource Management and Environmental Justice in the US and the Global South
FYS 163 Exploring Our National Parks
GOV 241 International Politics
GOV 242 International Political Economy
GOV 254 Colloquium: Politics of the Global Environment
GOV 347 Seminar in International Politics and Comparative Politics Environmental Security
JUD 229 Judaism and Environmentalism
LSS 250 Studio: Landscape and Narrative
PHI 238 Environmental Ethics
PHI 304 Colloquium in Applied Ethics Sustainability
PSY 268 The Human Side of Climate Change
RES 210 Environment and Ecology in Russian Culture
SOC 230 Sociology of Food
SOC 232 World Population
SOC 333 Seminar: Social Justice, the Environment and the Corporation
SWG 230 Gender, Land and Food Movements

Special Studies

ENV 400 Special Studies
Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors and, in appropriate cases, to sophomores. Students are encouraged to contact the instructor in advance of the semester they intend to take this course. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Honors

Students with a strong academic background who wish to conduct independent and original work on an environmental topic are encouraged to pursue an honors project. Interested students should contact potential honors advisers by the beginning of February in the spring semester of their junior year.

Please consult the director of honors for specific requirements and application procedures.

Director: Amy L. Rhodes

ENV 430D Honors Project
Full-year course, 4 credits each semester. Offered every year. Please consult the director of honors, Professor Amy L. Rhodes, for specific requirements and application procedures. Credits: 8

Normally offered both fall and spring semesters

Study Abroad

Students may elect to take courses for the major outside Smith College by participating in an environmentally oriented, off-campus program. Relevant Smith-approved programs include but are not limited to Arava Institute for Environmental Studies, Danish Institute for Study Abroad, Duke University's Organization for Tropical Studies, Frontiers Abroad Earth Systems New Zealand, the School for Field Studies, the School for International Training, SEA Semester, and the Maritime Studies Program of Williams College and Mystic Seaport. Courses from other study-away programs may also be eligible for credit with approval of the major adviser. Study-away courses will generally count as 200-level electives, but specific courses in specific programs may be authorized to count as 300-level electives with preapproval of the major adviser.

Study Abroad Adviser: Your major adviser for environmental science and policy

The Minor

Advisers: Advisers for the major also serve as advisers for the minor

The minor consists of six courses chosen with the guidance and approval of an ES&P adviser. Interested students are urged to meet with the director, program administrator or ES&P adviser early in their academic planning.

Requirements: Six courses: 101; two courses from the natural science category (must not be in the same area); one course from the social science, humanities and policy category; and two electives in consultation with the minor adviser. For three of the six courses, two must be 200 level or higher; the third should normally be above the 100 level. EGR 315 and GEO 301 may be used to fulfill a natural science requirement in either of two categories (see list below). EGR 100 has several rotating themes and may count toward the minor when the focus is on energy, natural resources or sustainability. ENX 100 may not be used as an elective; 201/202 and 311 may count as electives toward the minor but do not fulfill either the natural science or the social science, humanities and policy requirements. We recommend taking a course in geographic information systems (ENV 150/GEO 150) as an elective. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and 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; 101 may not be taken S/U.

Natural Sciences

All minors must take one course in two of the following four natural science areas:

**Biological Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Biodiversity, Ecology and Conservation</td>
</tr>
<tr>
<td>BIO 268</td>
<td>Marine Ecology</td>
</tr>
<tr>
<td>BIO 269</td>
<td>Marine Ecology Laboratory</td>
</tr>
<tr>
<td>BIO 364</td>
<td>Plant Ecology</td>
</tr>
<tr>
<td>BIO 365</td>
<td>Plant Ecology Laboratory</td>
</tr>
<tr>
<td>BIO 390</td>
<td>Seminar: Topics in Environmental Biology</td>
</tr>
</tbody>
</table>

**Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 108</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>CHM 346</td>
<td>Environmental Analytical Chemistry</td>
</tr>
<tr>
<td>ENV 108</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>GEO 301</td>
<td>Aqueous Geochemistry</td>
</tr>
</tbody>
</table>

**Geosciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101</td>
<td>Introduction to Earth Processes and History</td>
</tr>
<tr>
<td>GEO 104</td>
<td>Global Climate Change: Exploring the Past, the Present and Options for the Future</td>
</tr>
<tr>
<td>GEO 105</td>
<td>Natural Disasters: The Science Behind the Headlines</td>
</tr>
<tr>
<td>GEO 106</td>
<td>Extraordinary Events in the History of Earth, Life and Climate</td>
</tr>
<tr>
<td>GEO 108</td>
<td>Oceanography: An Introduction to the Marine Environment</td>
</tr>
<tr>
<td>GEO 301</td>
<td>Aqueous Geochemistry</td>
</tr>
<tr>
<td>GEO 309</td>
<td>Groundwater Geology</td>
</tr>
<tr>
<td>EGR 315</td>
<td>Seminar: Ecohydrology</td>
</tr>
</tbody>
</table>

**Physics and Engineering**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 100</td>
<td>Engineering for Everyone</td>
</tr>
<tr>
<td>EGR 312</td>
<td>Seminar: Atmospheric Processes</td>
</tr>
<tr>
<td>EGR 315</td>
<td>Seminar: Ecohydrology</td>
</tr>
<tr>
<td>PHY 110</td>
<td>Energy: Environment and Climate</td>
</tr>
</tbody>
</table>

**Social Sciences, Humanities and Policy**

All minors must take one course in the social sciences, humanities and policy category.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 224</td>
<td>Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis</td>
</tr>
<tr>
<td>ANT 229</td>
<td>Africa and the Environment</td>
</tr>
<tr>
<td>ECO 224</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>ECO 271</td>
<td>The Economics of Climate Change</td>
</tr>
<tr>
<td>ENV 224</td>
<td>Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis</td>
</tr>
<tr>
<td>ENV 275</td>
<td>Decoding the Experts: Modeling the Impact of Climate Change</td>
</tr>
<tr>
<td>ENV 323</td>
<td>Climate and Energy Policy</td>
</tr>
<tr>
<td>ENV 326</td>
<td>Seminar: Natural Resource Management and Environmental Justice in the US and the Global South</td>
</tr>
<tr>
<td>GOV 207</td>
<td>Politics of Public Policy</td>
</tr>
<tr>
<td>GOV 242</td>
<td>International Political Economy</td>
</tr>
<tr>
<td>GOV 254</td>
<td>Colloquium: Politics of the Global Environment</td>
</tr>
<tr>
<td>GOV 347</td>
<td>Seminar in International Politics and Comparative Politics</td>
</tr>
<tr>
<td>JUD 229</td>
<td>Judaism and Environmentalism</td>
</tr>
<tr>
<td>PHI 238</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PSY 268</td>
<td>The Human Side of Climate Change</td>
</tr>
</tbody>
</table>

**Electives**

All minors must take two elective courses. Electives may include 201/202; 311; courses listed above for the minor in the natural sciences and social sciences, humanities and policy categories; and courses listed under electives for the environmental focus for the major. Other relevant courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the electives requirement of the minor with consultation and approval of the major adviser.

**ENV 101 Sustainability and Social-Ecological Systems**

We have entered a new geological epoch, the Anthropocene, characterized by the accelerating impact of human activities on the Earth's ecosystems. All over the globe, humans have transformed the environment and have sometimes created catastrophic dynamics within social-ecological systems. Scientists have studied these phenomena for decades, alerting both the general public and policy-makers of the consequences of our actions. However, despite convincing evidence of environmental degradation, humans continue to radically transform their environment. This course explores this puzzle and asks how we can remodel our social-ecological systems to build a more sustainable and resilient future. Enrollment limited to 60. [H] [N] [S] Credits: 4

*Alexander Richard Barron*

Normally offered each fall

**ENV 108 Environmental Chemistry**

Same as CHM 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. [N] Credits: 4

*Andrew Berke*

Normally offered each spring

**ENV 150 Mapping Our World: An Introduction to Geographic Information Systems**

Same as GEO 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS — the industry standard GIS software — and online mapping platforms, and carry out semester-long projects in partnership with local conservation organizations and/or campus offices. Enrollment limited to 20. [N] Credits: 4

*John Loveless*

Normally offered each fall
ENV 201 Researching Environmental Problems
While focusing on topical environmental issues, students learn how to gather, analyze and present data using methods from the natural and social sciences. Data are drawn from multiple sources, including laboratory experiments, fieldwork, databases, archival sources, surveys and interviews. Emphasis is on quantitative analysis. Environmental topics vary in scale from the local to the global. Note: 202 must be taken concurrently. Prerequisite: 101. Enrollment limited to 18. Q [N] {S} Credits: 4
Denise Lello, Camille Washington-Ottombre
Normally offered both fall and spring semesters

ENV 202 Researching Environmental Problems Laboratory
In this laboratory complement to 201, students use a variety of methods to gather and analyze different types of environmental data (quantitative, qualitative, spatial). Enrollment limited to 18. Q [N] {S} Credits: 1
Denise Lello, Camille Washington-Ottombre
Normally offered both fall and spring semesters

ENV 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
Same as ANT 224. Anthropology seeks to understand human life in all its complexity, but what constitutes “the human” is far from straightforward. This course examines the changing ways that “Anthropos” is being understood in an era of rapid global climate change and our planet’s sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism, and the Anthropocene concept. Enrollment limit of 30. {S} Credits: 4
Colin B. Hoag
Normally offered each fall

ENV 230 Colloquium: Environment and Society in Contemporary China
China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management and deforestation. The course considers these environmental issues, examining how they have come about; the Chinese response to them; their global impact; and the measures being proposed—and taken—to address them. Environmental issues are placed in the context of the social, economic and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion. Finally, the course considers China’s traditional attitudes toward nature and the environment, and asks what role those attitudes play today. Enrollment limited to 18. [H] {N} [S] Credits: 4
Daniel K. Gardner
Expected to be offered in the next 3 years

ENV 275 Decoding the Experts: Modeling the Impact of Climate Change
The U.S. estimates the cost of carbon is $37/ton. Is this estimate too low? Too high? What will emission reductions cost? This course is a cooperative research effort to understand and evaluate the Integrated Assessment Models used to estimate the costs and benefits of carbon emission reductions. We begin with the IPCC predictions of the physical impacts of climate change and then turn to the economic models that translate physical predictions into cost estimates. Emphasis on understanding and critiquing the logic of the models and learning how differing assumptions translate into a wide range of reported estimates. Enrollment limit of 20. (E) [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENV 311 Interpreting and Communicating Environmental Information
This course focuses on the interpretation and communication of environmental issues and solutions from multi- and interdisciplinary perspectives. Using contemporary environmental topics as a foundation, this course emphasizes careful assessment of both message and audience to design effective communication strategies for complex topics. Students develop the ability to read, interpret, and critique environmental research from a variety of disciplines; to consider the needs and motivation of their audience; to develop evidence-based arguments tailored to a particular audience; and to articulate those arguments clearly and concisely. Prerequisite: one semester of statistics. 101 and 201/202 are strongly recommended. Enrollment limited to 25. [N] {S} Credits: 4
Susan Stratton Seyre
Normally offered each fall

ENV 312 Sustainable Solutions
This course is designed to develop a student’s abilities as an environmental problem solver through practice. The problems come in two forms: a campus or local problem related to environmental sustainability or resilience, and the problem of what to do with one’s life. To address each, students engage in a semester-long project that addresses a real-world environmental issue or question (projects vary from year to year) and a more individualized examination of the student’s own values, career aspirations and skills. Student work is assessed via progress reports, exercises, class participation, an oral presentation and a final written report. Prerequisites: 101, a statistics course, 201/202 and 311 (311 may be taken concurrently). Enrollment limited to 16. [N] {S} Credits: 4
Alexander Richard Barron
Camille Washington-Ottombre
Normally offered both fall and spring semesters

ENV 323 Climate and Energy Policy
This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and memo. Prerequisite: ENV 101 or permission of the instructor. (E) [N] [S] Credits: 4
Alexander Richard Barron
Camille Washington-Ottombre
Normally offered each academic year

ENV 326 Seminar: Natural Resource Management and Environmental Justice in the US and the Global South
This course will examine the connections between natural resource management and environmental justice in the US and the Global South. We will study the benefits and limits of traditional top-down approaches to the management of forests, land, fisheries, biodiversity, underground resources, water, food, and genomes in different parts of the world. By discussing case studies of environmental justice issues from tar sands mining in Alberta to the impact of biofuels and GMOs on local populations in Mexico, students will question and rethink the management of natural resources. Prerequisite: one upper-level social science course or permission of the instructor. Interested students not meeting prerequisite should contact instructor. Enrollment limit of 12. [S] Credits: 4
Members of the department
Normally offered each academic year
ENV 340 Climate Change: Making Social Change Happen—A Calderwood Seminar in Public Writing
Stop stressing about climate change and learn how to write to make social change happen. This Calderwood Seminar challenges advanced students in an intimate workshop setting to grow as writers and agents of change. We will investigate the coessential relationships between climate change and social change, and explore how writing can open the way towards a more sustainable and just society. Throughout the semester, students will build a writing portfolio that might comprise a policy brief, a blog post, an interview-based profile of a climate activist, and a newspaper op-ed. Classes will include collaborative editing workshops, guest lectures, and other activities to build a strong writing foundation to implement social change. Enrollment limit of 12. WI
Camille Washington-Ottombre
Expected to be offered in the next 3 years

ENV 400 Special Studies
Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors and, in appropriate cases, to sophomores. Students are encouraged to contact the instructor in advance of the semester they intend to take this course. Credits: 1–4
Members of the department
Normally offered both fall and spring semesters

ENV 430D Honors Project
Full-year course, 4 credits each semester. Offered every year. Please consult the director of honors, Professor Amy L. Rhodes, for specific requirements and application procedures. Credits: 8
Members of the department
Normally offered both fall and spring semesters

Cross-Listed Courses
ECO 220  Introduction to Statistics and Econometrics
SOC 201  Statistics for Sociology
GOV 241  International Politics
ECO 150  Introductory Microeconomics
PSY 201  Statistical Methods for Undergraduate Research
BIO 131  Biodiversity, Ecology and Conservation Laboratory
MTH 220  Introduction to Probability and Statistics
Ethics

Advisers
Susan Levin, Ph.D., Professor of Philosophy, Director
Jeffry Lee Ramsey, Ph.D., Associate Professor of Philosophy
Elizabeth V. Spelman, Ph.D., Professor of Philosophy

This minor offers students the opportunity to draw together courses with a major focus on ethics and thus 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 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, apart from PHI 222, have included the following:

- ANT 255  Dying and Death
- PHI 210  Colloquium: Issues in Recent and Contemporary Philosophy—Topic: Animal Rights
- PHI 221  Ethics and Society
- PHI 235  Morality, Politics, and the Law
- PHI 238  Environmental Ethics
- PHI 242  Topics in Medical Ethics
- PHI 247  The Ethics of Slavery
- PHI 304  Colloquium in Applied Ethics—Topic: Enhancing Humans: How We Could Do It, Whether We Should
- PHI 304  Colloquium in Applied Ethics—Topic: Sustainability
- 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
Barbara Brehm-Curtis, Ed.D., Chair

Associate Professors
Sarah Witkowski, Ph.D.

Assistant Professors
Stephanie Jones, Ph. D

Lecturers
Brittany Masteler, Ph. D
Lynn Oberbillig, M.B.A., Associate Chair
Jane Stangl, Ph.D.
Erica S. Tibbetts, Ph.D.

Instructors
Meaghan Abelein
Jeanette Boudway
Richard J. Cesario
Craig Collins
Clare Elizabeth Gardner Doyle
Stefanie Frazee
Mia Fruge
Jaime L. Ginsberg, M.Ed.
Suzanne Goldstein
Lynn M. Hersey, M.S.
Jean Ida Hoffman, M.S.
Kristin Hughes, M.S.
Scott Johnson
Zachary Kundel
Caitlyn Patricia Lawrence
Emily Morgan Lopez
Jennifer MacAuley
Judy B. Messer, RYT, Sensei
Katherine Moore, M.S.
Ellen M. O'Neil, M.S.T.
Rosalie Joan Peri, RN, CPT, RYT200
Ardan Sundari Pierce
Dannielle Rao
Adrian Ricci
Nancy Rothenberg, 3rd degree black belt
Dorothy A. Steele, M.S.
Kelli M. Steele, ATC
Ian Jake Turner, M.S.

The Minor
Advisers: Members of the department

The Department of Exercise and Sport Studies minor provides students with a comprehensive introduction to exercise and sport studies. This course of study is useful for students with an interest in exercise and sport and for those considering graduate study 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 may receive certification.

Requirements: The minor in exercise and sport studies requires 24 credits, with courses chosen in consultation with an adviser. These courses usually include at least one introductory course and must include at least five 4-credit courses. Up to 4 credits of 1- and 2-credit courses may be counted toward the minor, with permission of the adviser. One course from another department or program may be included provided that course is related to a student’s particular interest in exercise and sport studies and is chosen in consultation with the adviser.

Graduate Courses
Master of Science in Exercise and Sport Studies

Adviser: Lynn Oberbillig

Requirements: The master’s degree in exercise and sport studies is a 51-credit program tracked over the course of two years. A candidate receives theoretical and applied practice in coaching through 14 credits of a practicum experience by serving as either an assistant coach or a trainer to an intercollegiate team.

Theory Courses
510 Biomechanics of Sport
515 Physiology of Exercise and Sport
550 Gender in Sport
565 Skill Acquisition and Performance
570 Sport Psychology

Seminars and Applied Skills
500 Foundations of College Coaching
501 Seminar in Administration of Athletic Teams
502 Seminar in Philosophy and Ethics
503 Legal Issues in Sport
504 Collegiate Recruiting
509 Musculoskeletal Anatomy
520 Sport Leadership for Coaches
555 Sports Nutrition
575 Sports Medicine
576 Fundamentals of Conditioning

Coaching Practicum
505 Practical Foundations in Coaching (1st year)
506 Advanced Practicum in Coaching (2nd year)

Note: With the exception of 500, 502, 505/506, 507, and special studies and thesis credits, courses are offered on an alternate-year schedule.

A. Theory Courses

ESS 100 Playing the Game: Introduction to Exercise and Sport Studies
A beginning survey course 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, and biophysical experiences and professional possibilities. Credits: 4
Clare Elizabeth Gardner Doyle, Zack Thomas Kundel
Normally offered each fall

ESS 107 Emergency Care
The goal of this course is to teach emergency medical care that enables the student to (a) recognize symptoms of illness and injuries; (b) implement proper procedures; (c) administer appropriate care; (d) achieve and maintain
members of the department

normally offered each spring

ESS 110 Introduction to Sports Coaching
This course introduces students to the principles of coaching that are applicable to all sports. Content includes 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. [S] Credits: 4
Jaime L. Ginsberg
Normally offered each spring

ESS 130 Stress Management: Practice and Resilience
The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Credits: 2
Barbara Brebm-Curtis, Sarah Linn Burnell, Jaime L. Ginsberg, Ellen M. O'Neil
Normally offered both fall and spring semesters

ESS 140 Health Behavior
The influence of behavior on health and well-being. Students 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. Credits: 4
Members of the department
Normally offered each academic year

ESS 175 Applied Exercise Science
An experiential course designed to introduce students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Credits: 2
Members of the department
Normally offered each interterm

ESS 200 Sport: In Search of the American Dream
This course will help students explore the way that sport overlaps with and directly influences many aspects of the "American Dream" such as politics, economics, and racial and gender based (in)-equality. Students will investigate historical and current trends in sport and have the opportunity to examine individuals who had an impact on sport and American society. [H] {S} Credits: 4
Erica S. Tibbetts
Normally offered in alternate years

ESS 210 Science of Human Movement
In this course, students will employ mechanical principles to describe and quantify human motion in static and dynamic situations. Students will be introduced to the biomechanical and neural elements that dictate movement and develop skills to analyze functional human movement activities in exercise and daily-living contexts. This course would be of interest to students with an interest in athletics, physical or occupational therapy, orthopedics and biomechanics. [N] Credits: 4
Members of the department
Normally offered each academic year

ESS 215 Physiology of Exercise
Exercise, sport and outdoor activities all require energy. 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. Prerequisite: BIO 150 or permission of the instructor. This course also counts toward the major in biological sciences. [N] Credits: 4
Barbara Brebm-Curtis, Kathryn Rose Jankura
Normally offered in alternate years

ESS 220 Psychology of Sport
This is an introductory course designed to provide information and facilitate understanding in regard to the mental processes that promote peak performance and experience. Topics include imagery, self-talk, competition, motivation, team cohesion, peak performance, anxiety, attention and confidence. Cultural differences and creating inclusive and accessible sport spaces will also be discussed. PSY 100 is recommended but is not a prerequisite. [S] Credits: 4
Erica S. Tibbetts
Normally offered in alternate years

ESS 230 Body Images and Sport Media
An exploration of sporting images as projected through the media. Primary emphasis is on print and electronic journalism, including written narratives, photography, television, film and digital images. The course examines the (re)presentation and (re)production of the athletic or healthy body as the standard for fitness. The topic includes issues on embodiment, cultural symbolism, political and moral ideologies and commercialization. [S] Credits: 4
Members of the department
Normally offered in alternate years

ESS 240 Exercise and Sport for Social Change
This class is designed for students who wish to understand more about the role sport and exercise can play in relation to social justice and civil rights movements, the way that current inequities influence who is able to participate in various types of sport/exercise, and methods for addressing these inequalities and injustices. Students will have the chance to learn about social justice and social change as they relate to the following topics: athlete activism, coaching, administration, participation, fairness, and non-profit community based and governmental level interventions. [S] Credits: 4
Members of the department
Normally offered in alternate years

ESS 250 Nutrition and Health
An introduction to the science of human nutrition. Topics include absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We also examine how personal dietary choices affect nutritive quality of the diet and the health of an individual. The relationship between diet and health is explored throughout the course. Special topics include diet and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required. Credits: 4
Barbara Brebm-Curtis, Kathryn Rose Jankura
Normally offered each academic year

ESS 275 Exercise Design
A course designed to plan and implement exercise-training programs for adults. Students learn about applied anatomy, exercise physiology, motivational tools, behavior change, applied biomechanics, and measuring and evaluating fitness variables. During this highly experiential course, students learn to design and operate individualized programs. Students who successfully complete this course are prepared to complete the American College of Sports Medicine's Certified Personal Trainer certification. Prerequisites: 100 or 175 is recommended. Credits: 4
Caitlyn Patricia Laurence
Normally offered in alternate years
ESS 280 Applied Sports Medicine
Healthy participation in sport activities can occur throughout life. Injuries due to involvement in sport can result in untold expense, discomfort and possible lifelong problems. The etiology and prevention of injury are discussed. The anatomic and clinical features of specific injuries are analyzed. Exercise as medicine is also discussed. Lecture and discussion are supported by applied laboratory exercises. (S) Credits: 4
Members of the department
Normally offered in alternate years

ESS 300 Topics in Exercise Sport Studies
Topics course. Enrollment limit of 12.
Sporting Landscape
This course offers an interdisciplinary perspective on sport and physical activity by engaging the fields of cultural studies, media studies, kinesiology, environmental ethics and sociocultural history, as well as landscape studies and architecture. Students will focus primarily on the environmental and sociocultural conditions of play by exploring particular sports and games as experienced by diverse populations. This approach will take into account notions of race, class, gender and bodies, as well as the historical scope of the effort in the US, and their natal origins when relevant. Credits: 4
Members of the department
Normally offered each academic year

ESS 340 Women's Health: Current Topics
A seminar focusing on current research papers in women’s health. Recent topics have included reproductive health issues, 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. (N) Credits: 4
Barbara Brebm-Curtis
Normally offered each academic year

ESS 400 Special Studies
Credits: 1–4
Members of the department
Normally offered each academic year

IDP 208 Women’s Medical Issues
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media’s representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. (N) Credits: 4
Members of the department
Normally offered each spring

B. Graduate Courses

ESS 500 Foundations of College Coaching
An introduction to the principles of successful coaching at a U.S. college. This course introduces students to the basics of coaching, covering a variety of subjects including coaching philosophy; principles of teaching; physical training; motion analysis; management and administration of teams; NCAA regulations; and recruiting. This introductory course orientates the student to the basics of coaching. It prepares the student for more in-depth courses in such areas as biomechanics, exercise physiology and motor learning. Credits: 2
Members of the department
Normally offered each summer

ESS 501 Seminar in Administration of Athletic Teams
The administration of sport and athletic teams is the major focus of this course. Topics include 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. Credits: 2
Lynn Oberbillig
Normally offered in alternate years

ESS 502 Philosophy and Ethics
This course introduces selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in our culture. Drawing on case studies and contemporary sources, the course examines beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. Students will develop and articulate their own coaching philosophy, and discuss related topics. Credits: 2
Kristin Marie Hughes
Normally offered each fall

ESS 503 Legal Issues in Sport
Legal concepts in the context of sport. Selected legal issues as they relate to coaching including topics such as negligence, contract law, statutory and constitutional law, and defamation and risk analysis/management are examined. Appropriate case studies and related contemporary sources provide the platform for discussion. Credits: 2
Members of the department
Normally offered in alternate years

ESS 504 Collegiate Recruiting Class
This course provides an in-depth exploration of the recruiting process across all three divisions of the NCAA. We explore the entire recruiting process including identifying prospects, understanding your product, creating a brand, networking with allies, developing a recruiting strategy, recruiting through social media, understanding NCAA recruiting rules, generating strong communication with recruits and parents, attracting recruits from diverse backgrounds, implementing creative on campus visits, managing a recruiting budget and exploring recruiting software programs. This course is designed to help each student craft the beginning stages of their recruiting philosophy and to create an overall understanding of the process. Credits: 1
Lynn M. Hersey, Jennifer MacAulay
Normally offered each fall

ESS 505D Practical Foundations of Coaching
Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. Credits: 3
Lynn Oberbillig, Sarah Winkowski
Normally offered both fall and spring semesters

ESS 506D Advanced Practicum in Coaching
Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505d. This is a full-year course. Credits: 4
Lynn Oberbillig, Erica S. Tibbetts
Normally offered both fall and spring semesters

ESS 509 Musculoskeletal Structure and Function of an Athlete
This course is about a detailed study of the structure and function of the human musculoskeletal systems (e.g. joints, bones and muscles). In addition, a few motor control and biomechanical principles that apply to musculoskeletal movement (e.g. action potentials, force modulation, line of pull, moment arm, and relate a muscles’ line of pull to generating a torque) will be introduced. Students will learn the skeletal system and skeletal muscles involved in athletic movements and how joints and ligaments promote and limit these movements. Credits: 2
Members of the department
Normally offered each fall
ESS 510 Biomechanics of Exercise and Sport
A course in the application of biomechanics to exercise and sport. Information on linear and angular kinematics, linear and angular kinetics, and fluid mechanics is presented in order for students to analyze exercise and sport. Credits: 3
Members of the department
Normally offered in alternate years

ESS 515 Physiology of Exercise and Sport
This course emphasizes the application of exercise physiology to sport. Students study bioenergetics, exercise fuels, training, environmental concerns and overtraining. A major emphasis is the development of an annual training plan for athletes. [N] Credits: 4
Members of the department
Normally offered in alternate years

ESS 520 Seminar in Sport Leadership for Coaches
This course provides the opportunity to explore the dynamic world of sports leadership through a national and international lens. Students are exposed to alternative perspectives of leadership including some contemporary collaborative models. Students build a personal model and philosophy of leadership that they can put to immediate use in their coaching. (E) Credits: 2
Members of the department
Normally offered in alternate years

ESS 550 Gender in Sport
A course designed to evaluate the role that gender norms and stereotypes have on participation, access and success in sport. Contemporary trends are linked to historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in sport with a focus on gender and its intersections with other sociological constructs. Offered in alternate years. (S) Credits: 4
Members of the department
Normally offered in alternate years

ESS 555 Sports Nutrition
This course provides students with a basic understanding of the relationships among nutrition, health and athletic performance. Students in this course apply basic nutrition science information to sports training and competition. This course focuses extensively on what coaches and athletes need to know about nutrition for optimal performance. Credits: 2
Barbara Brehm-Curtis
Normally offered in alternate years

ESS 565 Seminar in Skill Acquisitions
Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. [N] Credits: 4
Members of the department
Normally offered in alternate years

ESS 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 are also covered. Case studies are used to facilitate operationalizing theory. Credits: 4
Erica S. Tibbett
Normally offered in alternate years

ESS 575 Sports Medicine
Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. [N] Credits: 2
Members of the department
Normally offered in alternate years

ESS 576 Fundamentals of Conditioning
An advanced perspective of the development of athletes’ functionality, strength and movement mechanics to improve overall performance. This course reviews lifting techniques, speed mechanics, functional training and practical theory of the athletic performance model and prepare students for applications of these principles in everyday sport coaching and to prepare for the NSCA-CSCS certification exam. Credits: 2
Ian Turner
Normally offered in alternate years

ESS 580 Special Studies
Credits: 1–4
Members of the department
Normally offered each academic year

ESS 590 Thesis
Credits: 4
Members of the department
Normally offered each academic year

ESS 590D Thesis
This is a full-year course. Credits: 2–4
Members of the department
Normally offered each academic year

C. 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 plus an hour of work outside of class each 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.

ESS 940 Outdoor Skills
Sectioned course.
Introduction to Wilderness Camping
This course teaches students the fundamentals of wilderness camping, outdoor living and travel. This includes, but is not limited to, principles of orienteering and navigation, backcountry camp craft, shelter building, backcountry camp craft, use of tents and tarp shelters, travel techniques in different regions and conditions, low-impact camping theories and fire building. It emphasizes traveling light-weight while practicing leave no trace (LNT) principles. Credits: 1
Members of the department
Normally offered each fall

Outdoor Skills: Fall
In this outdoor adventure course, students explore local parks, rivers and trails; while learning technical skills in canoeing, mountain biking, rock climbing, hiking, map/compass and minimum impact backcountry travel. Leadership facilitation and risk management are core topics throughout. Credits: 1
Members of the department
Normally offered each fall

Whitewater Canoeing
An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers offering Class I and II rapids during the spring. Prerequisite: Flatwater canoeing experience preferred; plus satisfactory swimming skills. Credits: 1
Members of the department
Normally offered each spring
Rock Climbing I
This course introduces the fundamentals of rock climbing to the beginner. It emphasizes smooth climbing technique as well as familiarity with the equipment, various knots, belaying and rappelling. Basic top-rope anchor building is also covered. Safety issues are a strong emphasis in this course. The majority of class time is spent on the Ainsworth Gym climbing wall, but also include off-campus trips. Credits: 1
Members of the department
Normally offered both fall and spring semesters

Primitive Outdoor Skills
This course is designed for students to understand technologies used by both prehistoric cultures as well as present-day native cultures throughout the world. Through a hands-on approach the class provides lessons in wilderness living and survival. Students build competence in ancient fire making, natural shelter building, wildlife tracking, stone tool making, woodcraft, wild edible and medicinal plant identification, primitive pottery making, basketry and other hunter-gatherer strategies of living. Credits: 1
Members of the department
Normally offered each spring

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. Prerequisite: satisfactory swimming skills. Credits: 1
Members of the department
Normally offered each fall

Rock Climbing II
This active course quickly reviews the fundamentals of rock climbing and top-rope anchor building, then proceeds to introduce more advanced skills with a greater emphasis on lead sport climbing and traditional gear placement. Safety issues remain a strong emphasis in this course. The majority of class time takes place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. Credits: 1
Members of the department
Normally offered both fall and spring semesters

Archery
This course is designed for the beginning or novice archer and uses recurve target bows and equipment. The purpose of the course is to introduce students to the basic techniques of target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition. Credits: 1
Members of the department
Normally offered both fall and spring semesters

Outdoor Adventure Leadership
During this outdoor adventure course, students will develop leadership skills while progressing through a series of active problem-solving scenarios and group challenges. Each class will focus on the experiential learning process, utilizing portable initiatives and recreational activities such as: rock climbing, orienteering, and challenge course elements. The course will conclude with an overnight camping experience at MacLeish Field Station. Credits: 1
Members of the department
Normally offered each interterm

ESS 945 Physical Conditioning
Sectioned course.

Introduction to Futsal
This course provides an introduction to conditioning through the lens of futsal. Students will develop their foot skills and overall technical and tactical abilities of indoor soccer while learning to build endurance, speed, and agility to best succeed in this sport. This course is for all people looking to improve physical fitness in the fun, competitive environment. Credits: 1
Members of the department

Archery

Whitewater Kayaking

Rock Climbing II

Archery

Outdoor Adventure Leadership

ESS 945 Physical Conditioning

Introduction to Futsal

Exercise and Sport Studies 219

Aerobics
Exercise to music. Various exercise styles are introduced. This class also covers 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. Credits: 1
Members of the department
Normally offered both fall and spring semesters

Self-Paced Fitness

Pilates Mat Training I
A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. These exercises increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course students are able to develop and maintain their own Pilates matwork program. Credits: 1
Members of the department

Pilates Mat Training II
A course designed to teach the mat exercises of Joseph Pilates. These exercises increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. 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. Credits: 1
Members of the department

Kickboxing I
This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class includes 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 another kickboxing course that is instructor approved. Good health and high fitness level is required. Credits: 1
Members of the department

Kickboxing II
Expected to be offered in the next 3 years
Running Workshop
This running-based fitness class is for runners of all levels—from beginners to experienced runners. Students are introduced to different types of workouts and the rationale behind them (such as intervals, fartleks, tempos, and plyometrics), and students learn how to adjust these workouts to meet their individual fitness needs. Workshop topics include form and technique, goal setting, stretching, strengthening, using heart rate monitors, injury prevention, nutrition, workout periodization and many others. The course culminates in a field trip to race in a local 5k. Credits: 1

Members of the department
Normally offered each fall

Ultimate Frisbee
This course provides an introduction to physical conditioning through the sport of ultimate frisbee. Students will learn how to build endurance, speed, quickness, and agility while developing a basic understanding of ultimate's rules and fundamental skills. This course is for anyone looking to improve physical fitness in the fun, encouraging environment ultimate provides. Credits: 1

Members of the department
Normally offered each fall

ESS 955 Self Defense
Sectioned course.

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. Credits: 1

Members of the department
Normally offered both fall and spring semesters

Self Defense I
This course offers strategies for personal safety and confident communication skills. In a supportive environment learn to stand up, speak up and be fierce! Nonverbal, verbal and physical techniques are emphasized. Credits: 1

Members of the department
Normally offered both fall and spring 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 Ching (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 teaches strengthening postures, strike sequences, turning the circle, and forms which are the four pillars of this unique martial art. Credits: 1

Members of the department
Normally offered both fall and spring semesters

Tai Chi I
An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis is on learning and understanding the unique movements of Chen Taijiquan, proper practice for health, and self-defense applications. No prerequisites. Credits: 1

Members of the department
Normally offered both fall and spring semesters

ESS 901 Aquatic Activities
Sectioned course.

Beginning Swimming
A course in the development of basic swimming skills and the conquering fear of the water. Priority is given to establishing personal safety and enhancing skills in the water. Students in this course 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. Credits: 1

Members of the department
Normally offered both fall and spring semesters

Advanced Beginning/Intermediate Swimming
The course will focus on the improvement of swimming skills. Performance goals include being able to swim Freestyle, Backstroke and Breaststroke for distances associated with those strokes at a level that surpasses initial performance by the end of the semester. All students are assessed at the beginning and end of the end of the semester. Although this is not a conditioning class the intermediate level student will receive the same stroke technique instruction with an emphasis on a greater volume of swimming which will prepare the student for the next level which is swim conditioning. The pool will be divided to serve the differing levels. Prerequisite: ability to swim at least one length of the pool. Credits: 1

Members of the department
Normally offered both fall and spring semesters

Swim Conditioning
Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities are also included. Intermediate swimming ability required. Credits: 1

Members of the department
Normally offered both fall and spring semesters

Springboard Diving
This class is designed to learn the basic fundamentals of springboard diving. Students will develop skills in the five categories of one-meter diving while covering springboard safety and body mechanics to master basic approaches and entries. Credits: 1

Members of the department
Normally offered each fall

ESS 905 Water Safety
Sectioned course.

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 sidestrokes, and retrieval of 10-pound brick from 8-foot depth. Enrollment limited to 10. Credits: 2

Members of the department
Normally offered each spring

ESS 920 Fencing
Sectioned course.

Fencing I
This beginner course in foil fencing will cover basic footwork and bladework techniques for offense and defense. Students will learn tactics, outings, refereeing and use of electrical scoring equipment to prepare for a friendly in-class tournament at the end of the semester. Fencing is a fun and engaging lifelong sport that cultivates graceful fitness, quick thinking and lightning reflexes. Credits: 1

Members of the department
Normally offered both fall and spring semesters
ESS 925 Golf
Sectioned course.

**Golf I—Beginner**
An introduction to the game of golf. Taught from “green to tee,” this course teaches the basic mechanics of the swing as well as correct club selection. The initial focus of the course is directed to the “short game” and develops toward appropriate use of mid- and long irons, concluding with woods/metals. Applied rules of golf and etiquette are also addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Credits: 1

*Members of the department*

Normally offered both fall and spring semesters

ESS 950 Sculling
An introduction to sculling techniques. A variety of boats are used to teach this great lifetime sport including singles and doubles. Classes are taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Credits: 1

*Members of the department*

Expected to be offered in the next 3 years

ESS 960 Racquet Sports
Sectioned course.

**Squash I**
This high-speed racket class starts off with British racquetball to introduce students to four-wall play with a shorter racket and a larger ball. We then move to high-quality regulation squash equipment. Squash is a great aerobic activity that improves on balance, agility and eye-hand coordination. Non-marking shoes suitable for squash are mandatory. Credits: 1

*Members of the department*

Normally offered both fall and spring semesters

**Tennis I—Beginning**
Students are introduced to the basic strokes of tennis (forehand, backhand, volleys, serves). Singles and doubles play and basic positioning are presented. Tennis rules and etiquette are included in the curriculum. Credits: 1

*Members of the department*

Normally offered both fall and spring 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. Emphasis is on positioning and basic strategies for singles and doubles. Lobs and overheads are introduced. In addition, tennis drills are presented to help students refine and practice the four basic strokes. Prerequisite: Tennis I or permission of the instructor. Credits: 1

*Members of the department*

Normally offered both fall and spring semesters

**Badminton**
The development of badminton skills, strokes and strategy. Students learn to play singles and doubles in this fast indoor sport. Credits: 1

*Members of the department*

Normally offered each spring

ESS 975 Yoga
Sectioned course.

**Gentle Yoga**
An introduction to yoga that is adaptive to the individual, gentle and slowly dynamic with a breath-centered approach. Students will be empowered, giving tools to reduce stress and improve strength, flexibility and alignment. Injuries are accommodated. Students learn to embody experiences of focus, acceptance, courage and letting go. Credits: 1

*Members of the department*

Normally offered both fall and spring semesters

**Introduction to Iyengar**
This class introduces students to Iyengar method, focusing on balancing and aligning body and mind while developing strength, flexibility endurance, and optimal structural alignment. The method also develops self-awareness, intelligent evaluation, confidence, and inward reflection. Students will be introduced to a range of postures (asana) and breathing practices (pranayama) that will address their own individual needs in addition to learning special sequences relieving symptoms of stress, fatigue, and physical pain. Credits: 1

*Members of the department*

Normally offered both fall and spring semesters

**Hatha Yoga I**
An introduction to yoga through basic postures, breath techniques, meditation and alignment. Designed to help students reduce stress, improve strength and flexibility, and cultivate the mind/body connection. Credits: 1

*Members of the department*

Normally offered both fall and spring semesters
Film and Media Studies

**Professor**
Alexandra Linden Miller Keller, Ph.D., Director

**Assistant Professor**
Jennifer C. Malkowski, Ph.D. **1**
Anais Cisco, M.F.A.

**Visiting Assistant Professor**
Şebnem Baran

**Advisers**
Anna Botta, Ph.D., Professor of Italian Studies and of World Literatures †2
Dawn Fulton, Ph.D., Professor of French Studies
Alexandra Linden Miller Keller, Ph.D., Professor of Film and Media Studies
Barbara A. Kellum, Ph.D., Professor of Art †3
Daniel Elhui Kramer, M.F.A., Professor of Theatre †2
Jennifer C. Malkowski, Ph.D., Assistant Professor of Film and Media Studies †1
Richard H. Millington, Ph.D., Professor of English Language and Literature †2
Kevin L. Rozario, Ph.D., Associate Professor of American Studies
Fraser Stables, M.F.A., Professor of Art
Frazier D. Ward, Ph.D., Associate Professor of Art
Joel P. Westerdale, Ph.D., Associate Professor of German Studies †1

**Film and Media Studies Major**
The Film and Media Studies major at Smith College comprises ten courses.

1. FMS 150 Introduction to Film and Media Studies (normally offered each fall)
2. Media History (a survey course covering approximately 50 years of one moving image medium’s global film history); FMS 250 Global Cinema after WWII satisfies this requirement. Other courses in the Five Colleges may as well; confer with your adviser.
3. FMS 290 Theories and Methods of Film and Media Studies (normally offered each spring)
4. One film, video, digital production and/or screenwriting course (FMS 280 Introduction to Video Production is normally offered each spring)
5. Three courses in a focus designed by the student in consultation with the adviser (see below; at least one must be taken at the advanced level)
6. Three additional electives

No more than three courses in the major can be production courses.

Four courses must be taken at the advanced level. Two must be 300-level seminars.

Introduction to Film and Media Studies is the prerequisite for any production course and for Theories and Methods of Film and Media Studies.

One course must centrally address alternatives to commercial media (e.g., documentary or experimental/avant-garde work).

Only one component course may count for the major. (A core course is one in which the moving image is the primary object of study; a component course is one in which the moving image figures significantly but is not the central focus of the course).

**The Focus**
The three-course focus allows Film and Media Studies majors to concentrate in a particular area, as designed by the major in consultation with the adviser. Normally the focus should be chosen by the second semester of junior year. At least one course in the focus must be at the advanced level. Focus areas include, but are not limited to:

- Theories of film and/or other media
- Production
- National/transnational cinemas and/or other media industries
- Intersectionality (emphasizing some meaningful conceptual combination of gender, sexuality, race/ethnicity, class, ability, age, and more)
- Moving image audiences and cultures
- Comparative genres
- Avant-garde/experimental
- Documentary/non-fiction
- Media histories
- Media industry studies

**The Minor**
The Film and Media 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:
FMS 150 Introduction to Film and Media Studies (normally offered each fall)
FMS 290 Theories and Methods of Film and Media Studies (normally offered each spring)

**Honors**

Director: Alexandra Keller

**FMS 400 Special Studies**
Admission by permission of the program. Credits: 1–4
Normally offered both fall and spring semesters

**FMS 430D Honors Project**
A thesis on a film studies topic or a creative project. 8 credits for the full-year course; 4 per semester. Credits: 4
Normally offered both fall and spring semesters

Please consult the director of honors or the departmental website for specific requirements and application procedures.
FMS 150 Introduction to Film and Media Studies
This course introduces students to FMS through units that pair four scholarly approaches with four influential media forms: the Aesthetics of Film, the History of Television, the Ideologies of Video Games, and the Technologies of Internet Media. Through these units, we will ask: what human desires animate our relationship with media? For what purposes have people invented and evolved these technologies? How do makers use them, and what are audiences seeking in them? These questions will help us see the fundamental forces that unite film, television, video games, and Internet media alongside the elements that distinguish them from each other. (A) Credits: 4
Jennifer C. Malkowski
Normally offered each fall

FMS 234 Cinema by Other Means
This course explores articulations of “cinema” in materials other than those typically associated with the film medium. Recasting the medium as a practice, an idea, and a cultural episteme, we’ll try to think beyond received wisdom about what the “cinema” is. We’ll investigate a broad range of unconventional works: from science fiction to the proto-filmic projections of the historical avant-garde; musique concrète; and the radical exhibition and film-performance practices of the postwar period, including militant film practice in the so-called Third World. We will also devote a week to discussing works on view in the Smith College Museum of Art. (E) (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 235 Listening to Cinema
This course explores the sound worlds of narrative, experimental and documentary cinema. Emphasis is placed on critical listening with regular sound exercises and focused analysis of individual films. Topics addressed include the aesthetics and politics of listening, sound design; the voice; film music; and the history of sound technology. The first half of the course will be devoted to sound theory and practice, with sound-oriented readings drawn from disparate fields including philosophy, film theory, musicology and short fiction. In the second half, we will undertake an historical survey of sound technology since the late nineteenth century. (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 236 Soundless Specters: The Afterlife of Silent Cinema
This course charts the life and death of silent cinema from the beginnings of film to the coming of sound (and after). We will examine the cinema’s prehistory in motion studies, optical toys, and popular entertainments such as magic lantern shows and wax museums; then survey the critical reception of early cinema and major theoretical debates about the specificity of the film medium. The second half of the course addresses reception in more depth. Topics may include non-Western exhibition practices; African-American filmmaking and spectacles; gender; sex and censorship; historical and contemporary practices of silent film music; and the afterlife of silent cinema in contemporary art. (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 237 The Documentary Impulse
The drive to represent reality has animated media makers throughout history. In the service of this urgent, impossible ambition, documentarians have used myriad forms of media and produced some of each form’s most complex works. This course examines how they have done so, concentrating on different approaches to documentary (observational, ethnographic, essayistic, autobiographical), and considering work in photography, film, television, radio/ podcasts, websites and virtual reality. Throughout the semester, we interrogate the boundaries of the documentary mode; the unique ethical considerations of doing documentary work; and the social, cultural and technological factors that shape documentary’s history and current practice. (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 238 Crime on Screen
By exploring crime films and crime shows, this course surveys how representations of crime on screen have changed since the beginning of the crime genre. While studying how culture affects the representations of crime on screen, we will also raise critical questions regarding representation of gender and race. Throughout this course, selected readings and screenings will move between films and TV shows and their socio-political context of production for a better and more comprehensive understanding of the evolution of crime genre. (E) (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 239 The Curious Case of Online Streaming: Online Streaming, Sharing, and Piracy in the Digital Age
By providing viewers from different parts of the world easier access, new online streaming services also familiarize global audiences with quality programming. Emerging local streaming services mimic this model and aim to produce such shows to attract viewers to their platforms by applying the same standards to their originals. A close look at these new online streaming models reveals the complicated relationship between online sharing, piracy and online streaming. While moving between theory and case studies, this class explores this complicated relationship. (E) (A) Credits: 4
Sebnem Baran
Normally offered each fall

FMS 241 Screwball Comedy
Classic screwball comedies were produced in a 10-year period from Capra’s It Happened One Night (1934) to Sturges’ Miracle at Morgan’s Creek (1944). The class will screen 20 films from these years, although it will include a few later films. Billy Wilder’s Some Like It Hot (1959), Mann’s Lover Come Back (1961) and the Coen Brothers’ Intolerable Cruelty (2003). We will examine the genre in its historical context and examine elements of the system studios, writers, producers, clothes and set designers, actors that produced this astonishingly witty and short-lived film genre. (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 243 After the End of the World: Transnational/Transmedia Studies in Science Fiction
Perhaps no genre has addressed the prospect of the world’s end more fully than science fiction. In many science fiction narratives, the end of the world spells disaster. A future is imagined in which sinister forces threaten the continuation of life as we know it. In other narratives, leaving the world behind may represent a kind of liberation: from the tedium of everyday life, or from oppressive contemporary social and political systems. This course presents a series of investigations focused on compelling moments, themes and expressions within the wider universe of science fiction. Each case study enables us to imagine the world’s end from a different perspective. Each also demands that we carry out our investigation across and between various forms of media. (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 244 Global Media: The Musical!
This course examines the film musical as a global genre traversing a range of media, not only including film but also theater, television, social media and recorded music. Since the advent of synchronous sound film, the musical has
FMS 245 Melodrama and Power: Genre, Gender and Race
Associated with female viewership, melodramas and soap operas are seen as low-quality content in the U.S. market. Melodramas and soaps originating from different parts of the world bear a similar mark of “non-quality.” This coupling of geographical origin and genre hierarchies to emphasize the difference of “the West” from “the rest” is also relevant for the ways in which peripheral content is categorized as “soap operas” and “telenovelas.” By exploring melodramatic films and TV shows, this course surveys the roots of melodrama as a genre and analyzes the power hierarchies around it with reference to gender and race. (E) [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 246 The Western and American Identity After World War II
This class examines the relation of perhaps the defining American film genre to questions of both American cinema and American identity. How are Westerns reflective and symptomatic of vital issues in United States history and culture? How does the genre help shape and define how Americans think of themselves? How did the genre change over the post-war period, and what does this tell us about the changing needs, ideas, and ideologies of both American filmmaking and the United States itself? We consider the classical films of John Ford and the revisionist work of Sam Peckinpah and Robert Altman, as well as other canonical Westerns, considering the way they were used to think through historical and cultural events like the Red Scare, Civil Rights and the development of a more robust Queer Public Sphere. We also consider more recent developments and changes in the genre as produced by Reagan’s tenure as the Cowboy President (including US foreign policy in Latin America) and, currently, shifts in the genre affected by digital technology and the Age of New Media. (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 247 American Film and Culture from the Depression to the Sixties
This course explores the relationship between film and culture during some of the most crucial decades of “The American Century.” It looks at the evolving connection between films and their audiences, the extent to which films are symptomatic of as well as influential on historical periods, major events and social movements, and the ways in which film genres evolve in relation to both cultural change and the rise and fall of the Hollywood studio system. Among the questions we’ll consider: How did the Depression have an impact on Hollywood film style and form? How were evolving ideas about American motherhood puzzled out in American cinema of the period? What were some of the important differences between the way mainstream U.S. cinema and European film represented World War II? How did Civil Rights and the Red Scare become appropriate topics for Westerns? Did the lighthearted veneer of the fluffy sex comedies of the sixties actually hide some serious questions about labor, independent female subjectivity and heteronormativity? Particular and sustained attention will be paid to relations among gender, genre, race and class. (A) [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 248 Women and American Cinema: Representation, Spectatorship, Authorship
A survey of women in American films from the silent period to the present, examining: 1) how women are represented on film, and how those images relate to actual contemporaneous American society, culture, and politics; 2) how theoretical formulations, expectations, and realities of female spectatorship relate to genre, the star and studio systems (and other production and distribution modes), dominant and alternative codes of narration, and developments in digital and new media modes; and 3) how women as stars, writers, producers, and directors shape and respond to, work within and against, dominant considerations of how women look (in every sense). (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 249 Queer Cinema/Queer Media
From the queer avant-garde of Kenneth Anger and Su Friedrich, to The Kids Are All Right and Glee, the queer in film and television is often conflated with gay and lesbian representation on screen. Instead of collapsing queer cinema into a representational politics of gay and lesbian film and television, we look at theories and practices that uphold what queerness means in a contemporary framework of America neoliberalism and transnational media. Screenings include the New Queer Cinema classics Paris Is Burning, It Wasn’t Love and Poison, and work by multimedia artists including Shu Lea Cheang, Issac Julien, Carmelita Tropicana and PJ Raval. Readings by Alexander Doty, Thomas Elsaesser, Kobena Mercer, Jasbir Puar, B. Ruby Rich, J. Halberstam, Jose E. Munoz, Chris Straayer and Hayden White. (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 250 Global Cinema After World War II
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. This course examines both trends, as well as focuses on the work and influence of significant directors and landmark films, emphasizing not only cinematic and cultural specificity, but also cross-cultural, and transhistorical concerns. What makes a film Italian or Brazilian or British? How does national identity help shape any country’s cinema, and how do films shape national identity? How do films circulate through other cultures and what kinds of conversations do films from one nation or culture have with others? How and when is the idea of nation a counterproductive way to think about cinema? How do ideas of history and self inform cinema, and vice versa? How do we need to adjust our own spectatorship as we engage with films from other places and times? We examine films, filmmakers, and film movements including: 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 Alfa, Satyajit Ray, Akira Kurosawa, Julie Dash and Spike Lee. Satisfies the media histories requirement for the film and media studies major. (A) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 251 A Global History of Television
Television has long been associated with domestic—both in terms of home and the nation—consumption. However, digital technologies have challenged this confinement. Following the lead of satellite technologies and the global wave of economic liberalization, television content has become more mobile, and spread of digital technologies has further contributed to this mobility. This course examines the global journey of television starting from its conception and ending in the current digital era. (E) [A] Credits: 4
Members of the department
Normally offered each spring
FMS 260 Digital Media and Participatory Culture
Among the claims made for the newness of new media is the assertion that new media are interactive, turning the passive consumers of “old” media into active, engaged participants. This course explores the shape of this technologically-enabled “participatory culture” and will also investigate cracks in the foundation of the alleged digital utopia. To what extent are new technologies democratizing and to what extent do they offer new forms of surveillance and control to the powers that be? What social and economic factors govern “convergence culture”? How have fan cultures evolved as their material networks of conventions and zines go digital? [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 261 Video Games and the Politics of Play
An estimated 63% of U.S. households have members who play video games regularly, and game sales routinely exceed film box office figures. As this medium grows in cultural power, it is increasingly important to think about how games make meaning. This course serves as an introduction to Game Studies, equipping students with the vocabulary to analyze video games, surveying the medium’s genres, and sampling this scholarly discipline’s most influential theoretical writing. The particular focus, though, is on the ideology operating beneath the surface of these popular entertainment objects and on the ways in which video games enter political discourse. Enrollment limit of 25. [A] Credits: 4
Members of the department
Expected to be offered in alternate years

FMS 262 Television Without Borders: TV Flows Across the World
Desperate Housewives in Argentina? The O.C. in Turkey? Sherlock in the United States? Television defies national borders more than ever. Although TV has travelled around the world for a long time, the rules have changed since the early 2000s. The increasing popularity of format adaptations, new centers of production, new technologies of circulation—such as online streaming platforms—open up new waves of television flows. As television globalizes, content creators try new ways to export and adapt content. By providing exposure to a diverse television content “flowing” around the world, FMS 262 helps students gain insight into the globalization of popular culture. (E) [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 265 Film in the Digital Age
Film, a dominant entertainment form in the twentieth century, faces sweeping changes in the twenty-first. Digital technologies are widely replacing film cameras and projectors, theatrical exhibition continues to decline as audiences watch movies on smaller and smaller screens, and the list of other entertainment forms competing for the public’s attention grows longer each year. Appropriating Peter Greenaway’s provocation, “Cinema is dead, long live cinema,” this course will consider the challenge digital media present to film’s primacy, but also the ways in which film has survived and thrived during this and previous periods of dramatic technological change. Prerequisite: FMS 150. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 270 Making Knowledge
This colloquium examines the life cycle of knowledge making: studying what it means to produce knowledge, how one decides how (and with whom) to share one’s knowledge, and the implications of having the privilege to engage in such projects. We study a range of questions: Who desires knowledge, and why? When do data and information become knowledge? How does knowledge become wisdom? Students work collaboratively and independently on public scholarship projects, develop expertise in digital critique and seminar style discussion, and present work to a range of different publics. Enrollment by instructor permission, limit of 12. Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 280 Introduction to Video Production
This course will provide a foundation in the principles, techniques, and equipment involved in making short videos, including: development of a viable story idea or concept, aesthetics and mechanics of shooting video, the role of sound and successful audio recording, and the conceptual and technical underpinnings of digital editing. You will make several short pieces through the semester, working towards a longer final piece. Along with projects and screenings, there will be reading assignments and writing exercises. Prerequisite: FMS 150 or its equivalent (can be taken concurrently). Application and permission of instructor required. Enrollment limited to 12. [A] Credits: 4
Members of the department
Normaly offered both fall and spring semesters

FMS 282 Advanced Production Workshop
We will take skills and insights gained in introductory production courses and develop them through the creation of one 10-minute project. We will learn by making work as well as by researching, reading and watching films. We may take this opportunity to learn the conventions of our chosen form or we may decide that our content demands formal experimentation and risk-taking. The course will be structured by the projects each student brings to it. Prerequisite: Introduction to Video Production. Application permission of instructor required. Enrollment limited to 10. [A] Credits: 4
Members of the department
Expected to be offered each academic year

FMS 285 Screenwriting
This class explores modes of screenwriting that give weight to cinematic elements usually ignored by orthodox screenplay form. We treat the pictorial and audio-visual as content rather than mere style, and we explore ways to write the visual in addition to dialogue. Throughout the class, the emphasis for student writing is on personal content and human-scaled stories rather than historical film genres. Weekly writing exercises includes both original content and scenes for established characters in finished films or TV shows. There are also specific technical exercises built on structural film elements like time-lapse, etc. A first workshop in narrative screenwriting. Weekly short writing assignments and in-class workshops of student scenes. Longer final project. Prerequisite: FMS 150 Introduction to Film and Media Studies (may also be taken concurrently). Enrollment limit 12. Instructor permission required. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

FMS 290 Theories and Methods of Film and Media Studies
This course is designed to give FMS majors and minors a solid grounding in the primary methods of our field. In other words, what are the broad approaches scholars have taken to the study of media, and what specific methodological strategies have proved most effective? We begin with theory as one such method—one that zooms out to ask broad questions about the essential nature of a medium. Our history unit shifts the focus to how media are interactive, turning the passive consumers of “old” media into active, engaged participants. This course explores the shape of this technologically-enabled “participatory culture” and will also investigate cracks in the foundation of the alleged digital utopia. To what extent are new technologies democratizing and to what extent do they offer new forms of surveillance and control to the powers that be? What social and economic factors govern “convergence culture”? How have fan cultures evolved as their material networks of conventions and zines go digital? [A] Credits: 4
Alexandra Linden Miller Keller
Normaly offered each spring
FMS 310 Whose Quality Is It? Quality TV After Digitalization

The notion of quality is neither objective nor global. The much disputed definition of quality programming is further complicated by the increase in transnational flows of formats and programs as well as the globalization of online streaming models associated with quality programming. This course will explore the elusive definition of the Anglo-American quality programming in light of the following questions: Is it possible to talk about an ongoing globalization of that definition? What is the role of digital technologies in this transformation? What does this transformation mean for the pre-existing hierarchies of power in global TV market? Prerequisite: FMS 150, professor permission only. Priority given to FMS majors and minors. Enrollment limit of 12. (E) (A) Credits: 4

Members of the department
Normaly offered each fall and spring semesters

FMS 311 Media Fandom, Participation and Fan Studies

Trending their fandom’s names on Twitter, funding the big screen adaptation of their favorite shows via Kickstarter, and in some cases, getting out on the streets for physical protests—Media fans and fandoms have become more visible in the digital age. However, fan practices pre-date the widespread use of the internet. This course will explore the past and the present of media fandom alongside the ways in which fans have been represented and studied. While surveying the history of fandom and fan studies, we will study the notions of participation, engagement and activism in connection with fan practices. Prerequisite: FMS 150, professor permission only, priority given to FMS majors and minors. Enrollment limit of 12. (E) (A) Credits: 4

Sebnem Baran

Normaly offered each spring

FMS 345 Violence, Mortality and the Moving Image

If cinema is, as André Bazin writes, “change mummified,” violence and death are among the most dramatic physical changes it can “mummify.” This course studies the long, complex relationship between cinema and these bodily spectacles. How has censorship impacted the way violence has been screened? How can cameras make the internal processes of death externally visible? What are the ethics of filming “real” violence and death in a documentary mode? How are cultural attitudes toward violence and death reflected in and shaped by films? As a cautionary note, this course necessarily includes graphic representations of violence and death. Prerequisites: FMS 150. Enrollment limit of 12. (A) Credits: 4

Members of the department
Expected to be offered in the next 3 years

FMS 350 Questions of Cinema

Topics course.

Does not fulfill ARH research seminar requirement.

Film and Visual Culture From Surrealism to the Digital Age

This class investigates the moving image and its relationship to the rest of 20th and 21st century art, especially visual culture. Working with the premise that film has been arguably the most influential, powerful and central creative medium of the age, the course examines how film has been influenced by, and how it has influenced, interacted with, critiqued, defined, and been defined by other media. Historically we examine how film has moved from a marginal to a mainstream art form, while still often maintaining a very active avant-garde practice. We’ll look at how cinema and other moving images have consistently and trans-historically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigations with those of other media. Over the course of the semester, we shall also attend to the idea of “film” in relation to the larger category of “moving image.” (A) Credits: 4

Members of the department
Normaly offered in alternate years

FMS 400 Special Studies

Admission by permission of the program. Credits: 1–4

Members of the department

Not normally offered either fall or spring semesters

FMS 430D Honors Project

A thesis on a film studies topic or a creative project. 8 credits for the full-year course; 4 per semester. Credits: 4

Members of the department

Normaly offered both fall and spring semesters

Cross-Listed Courses

AMS 235 American Popular Culture

Members of the department

Normaly offered in alternate years

ARH 280 Art Historical Studies

Swords and S(ce)andals: Ancient Rome in Film/Form

Members of the department

Expected to be offered in the next 3 years

EAL 251 Modern Korean Literature

Members of the department

Expected to be offered in the next 3 years

EAL 252 Women in Korean Cinema

Members of the department

Expected to be offered in the next 3 years

EAL 253 Korean Cinema: Cinema and the Masses

Irbe Sohn

Expected to be offered in the next 3 years

EAL 273 Women and Narration in Modern Korea

Irbe Sohn

Normaly offered each fall

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film

Sujane Wu

Normaly offered each spring

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation

Members of the department

Expected to be offered in the next 3 years

FRN 252 French Cinema

Paris on Screen

Members of the department

Expected to be offered in the next 3 years

Cities of Light: Urban Spaces in Francophone Film

Members of the department

Expected to be offered in the next 3 years

FRN 392 Topics in Culture

Stereotypes in French Cinema

Members of the department

Expected to be offered in the next 3 years
FYS 119 Performance and Film Criticism  
*Kyriaki Gounaridou*  
Expected to be offered in the next 3 years

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema  
*Members of the department*  
Expected to be offered in the next 3 years

GER 231 Topics in German Cinema  
*Weimar Film*  
*Members of the department*  
Expected to be offered in the next 3 years

Nazi Cinema  
*Members of the department*  
Expected to be offered in the next 3 years

GER 300 Topics in German Culture and Society  
*Vom Krieg zum Konsens: German Film Since 1945*  
*Members of the department*  
Expected to be offered in the next 3 years

On the Origins of German Film Art  
*Members of the department*  
Expected to be offered in the next 3 years

The German Film Krimi From Weimar to the Present  
*Members of the department*  
Expected to be offered in the next 3 years

HST 210 (C) Modern Middle Eastern Cinema, Film and Thought  
*Members of the department*  
Expected to be offered in the next 3 years

IDP 160 Digital Effects  
*Members of the department*  
Expected to be offered in the next 3 years

ITL 281 Italian Cinema Looks East  
*Members of the department*  
Normally offered each spring

LAS 201 Colloquium in Latin American and Latino/a Studies  
*Landscapes of Work, Wealth and Power: The Economic Geography of Latin America*  
*Members of the department*  
Normally offered each academic year

MES 210 Modern Middle Eastern Cinema  
*Members of the department*  
Expected to be offered in the next 3 years

POR 202 Barriers to Belonging: Youth in Brazilian Film  
*Marguerite I. Harrison*  
Normally offered in alternate years

RES 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context  
*Members of the department*  
Normally offered each fall

RES 275 Avant–Garde as Lifestyle: Cinema and Socialism in the Soviet
First-Year Seminars

Richard H. Millington, Helen & Laura Shed Professor of English Languages & Literature, Director

First-Year Seminars are interdisciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem. First-Year Seminars are writing intensive and 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 (normally 16 students) and are restricted to first-year students. They incorporate the development of intellectual capacities that form the foundation of a successful liberal arts education. In addition to focusing on writing, the seminars help students develop some or all of the following skills: critical thinking, speaking, research and working independently and collaboratively. First-Year Seminars are also effective in showing students how to integrate student support services into their academic pursuits.

FYS 100 My Music: Writing Musical Lives
This first-year seminar begins with an exploration of our own musical lives. What does the particular constellation of material that we call “My Music” tell us about who we are, where we come from, and how we relate to the world? After analyzing and comparing musical lives within the class, we will read selected case studies and collaboratively design a musical biography project. Each student will curate one person’s musical life story, gathering data through one-on-one interviews, weaving together their interlocutor’s words with their own interpretations, and ultimately reflecting on what they have learned from the experience. Enrollment limited to 16 first-year students. WI Credits: 4

Margaret Sorkissian
Expected to be offered in the next 3 years

FYS 101 The Lives of Animals: Literature and the Nonhuman
In this course, we will track animals across a range of poems, stories, novels, essays, and films that try to imagine what it is like not to be human. From stories of people transforming into animals to texts that insist that we have no clue what animals really feel, we will consider the various ways that writers distinguish—or refuse to distinguish—humans from other animals. Why, we ask, are literature and art so haunted by animal life? We will discuss zoos, pets, fables, cartoons, animal rights, vegetarianism, anthropocentrism, and extinction. Enrollment limited to 16 first-year students. (E) WI Credits: 4

Members of the department
Expected to be offered in the next 3 years

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 attempt to decipher this history by careful examination of field evidence. Class meetings take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants 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 16 first-year students. WI [N] Credits: 4

Members of the department
Expected to be offered in the next 3 years

FYS 107 Women of the Odyssey
Homer’s Odyssey presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. We begin with a careful reading of the Odyssey; then study the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (L.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-year students. (E) WI Credits: 4

Members of the department
Expected to be offered in the next 3 years

FYS 109 Exobiology: Origins of Life and the Search for Life in the Universe
This course explores interdisciplinary approaches to the search for life in the universe by using the Earth as a natural laboratory. We will address fundamental questions surrounding the formation of our solar system and the first appearance of life, the definition of life and how we can search for it elsewhere, and the biases we introduce by using Earth as a model system. The goal of this class is to present a multidisciplinary view of exobiology by integrating geology, chemistry, biology, astronomy, and physics. Enrollment limited to 16 first-year students. (E) WI Credits: 4

Members of the department
Expected to be offered in the next 3 years

FYS 117 The Bible and the American Public Square
We examine what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-year students. WI [H] [L] Credits: 4

Joel S. Kaminsky
Expected to be offered in the next 3 years

FYS 119 Performance and Film Criticism
An introduction to the elements, history and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? The seminar explores different critical perspectives. The students attend live performances and film and video screenings, and write their own reviews and critical responses. This course counts toward the theatre major. Enrollment limited to 16 first-year students. WI [A] [L] Credits: 4

Kyriaki Gounaridou
Expected to be offered in the next 3 years

FYS 122 Eden and Other Gardens
Human cultures have persistently imagined the ideal existence as life in a green and flowering garden. Along with plants, gardens have hosted ethical dilemmas, seductions, dramatic increases in knowledge and the prospect of healing for the self and the environment. Meeting in the Plant House on Paradise Pond and ranging from the Book of Genesis to the film Avatar, this seminar explores
the changing meanings of gardens both literary and real, including botanic gardens, secret gardens, Islamic gardens and the Smith campus as academic garden. Includes an independent research project on the history, plantings and meanings of a campus or local garden. Enrollment limited to 16 first-year students. WI (L) Credits: 4
Nancy Mason Bradbury
Expected to be offered in the next 3 years

FYS 124 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 nineteenth century to the present. Our authors hail from Antigua, Bermuda, Canada, Guadeloupe, and the United States, and their interventions (ideological and geographical) engage an 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 Credits: 4
Members of the department
Expected to be offered in the next 3 years

FYS 125 What Is Contemporary Art?
It might seem that contemporary art is simply the art that is being made now. Yet a number of art historians and critics have proposed that after modernism and postmodernism, contemporary art as a distinct category began to emerge around 1989—and that it does not include everything being made now. This course will examine a range of contemporary practices and texts in order to try to discern what makes art contemporary and why this might be important, and to think about how current art is related to “the global contemporary,” beyond the realm of art. Enrollment limited to 16 first-year students. WI Credits: 4
Frazer D. Ward
Expected to be offered in the next 3 years

FYS 127 Cuba and the U.S. Embargo
This course examines the conditions in Cuban society that led to the revolution in 1959, the evolution of revolutionary policy and performance after 1959, the turn in its relations with the United States and the Soviet Union over the decades, and the impact that these relations had on Cuban society. Students write three papers, each focusing on the dynamics of Cuban society and relations with the United States, covering three time periods: pre-1959, 1959—88 and 1989—present. Enrollment limited to 16 first-year students. WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

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 Credits: 4
Cornelia D. J. Pearsall
Expected to be offered in the next 3 years

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 Credits: 4
Members of the department
Expected to be offered in the next 3 years

FYS 140 Literature and Medicine
How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? Comparing narratives from different cultures, students 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) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FYS 142 Reacting to the Past
In *Reacting* students learn by taking on roles, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in complicated situations. *Reacting* roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas, and improves intellectual and academic skills. Enrollment limited to 24 first-year students. WI (H) Credits: 5
J. Patrick Coby
Expected to be offered in the next 3 years

FYS 146 Can Women Have Adventures?
We will examine contemporary girls’ adventure in novels and films. These fictions rework the classic patterns of “boys’ books” to create heroic girls meant to inspire young female readers. We begin with two classic 19th-century boys’ books to situate our readings of contemporary girls’ adventures. We will focus on the structure of the girls’ adventure landscape by creating maps and writing blog posts for each fiction asking questions such as: What significant boundaries do the fictions imagine? What gender and class ideas do they enforce? How do boy and girl heroes differ? What does a girl hero do? Enrollment limited to 16 first-year students. WI Credits: 4
Jessica D. Moyer
Expected to be offered in the next 3 years

FYS 150 Writing and Power in China
This course examines the many ways in which writing has been used to gain, maintain and overturn power throughout Chinese history, from the prognosticating power of oracle bone script to the activist potential of social media. We examine writing as a tactic of agency, a force for social change, and an instrument of state power; analyze the changing role of literature; and consider the physical forms of writing and the millennia-long history of contemporary issues like censorship and writing reform. Finally, students work to make their own writing as powerful as possible. No knowledge of Chinese required. Enrollment limited to 16 first-year students. WI (L) Credits: 4
Jessica D. Moyer
Expected to be offered in the next 3 years
FYS 151 Our Mill River  
The Mill River flows through campus and connects the landscapes upstream and downstream of Smith. From its headwaters in Goshen, Mass., to its mouth where it joins the Connecticut River on the Northampton/Easthampton line, the Mill River defines a region of communities that are all here as a result of its waters. Students will gain important insight into Smith’s context by exploring and reflecting on the natural and cultural landscape of the Mill River. Weekly field experiences are complemented by readings, map work, historical collections, a sampling of local delicacies, guest experts, and class discussions. This course is writing intensive and based in field experiences. Enrollment limited to 16 first-year students. WI Credits: 4  
Reid W. Bertone-Johnson  
Expected to be offered in the next 3 years

FYS 152 Demons, Deities and Despots: The Myths, Magic and Madness of Islands  
This course explores the island as a mythical blank space, a paradise, a no-man’s land that encourages humankind’s “primordial” impulses. We associate islands with adventure, wilderness, freedom, magic, dystopia and utopia. In the cultural imaginary, the island exists to be invented, discovered, and reinvented. We will consider a wide range of texts (and some films) from the isles of the Odyssey (home to seductive goddesses, a fairy-tale virgin princess, giant cannibals, and lotus addicts) to Prospero’s magic kingdom, Swift’s Lilliput, Peter Pan’s Neverland, Golding’s man-made dystopia (Lord of the Flies), Jean Rhys’s Jamaica (Wide Sargasso Sea), and Jamaica Kincaid’s Antigua (A Small Place). Enrollment limited to 16 first-year students. WI Credits: 4  
Members of the department  
Expected to be offered in the next 3 years

FYS 156 Rebels, Refugees, Rakes and Eccentrics: Fantasies of Germanness in American Popular Culture  
Although German immigrants faded as a distinct ethnic group in American society after World War I, American popular culture has consistently been fascinated with German-ness and all the strange and intriguing images it evokes. This course will explore the profound influence of German culture in the U.S. as well as the response of American popular culture to this influence in the 20th and 21st centuries. We will examine, among other things, various films, such as The Big Lebowski, Blazing Saddles, Dr. Strangelove and many others, as well as TV series such as The Simpsons, The X-Files, Saturday Night Live and more. Counts toward German studies major. Enrollment limited to 16 first-year students. WI Credits: 4  
Members of the department  
Expected to be offered in the next 3 years

FYS 160 The End of the World as We Know It: The Post-Apocalyptic Novel  
We explore a wide range of literary scenarios that depict the collapse of civilization in the wake of plague-like disease and/or nuclear war. The motif of the post-Apocalyptic novel has become common, yet its roots go back as far (and further than) Jack London’s The Scarlet Plague and Mary Shelley’s The Last Man. In the works we will be examining, we witness the attempts of the few survivors of catastrophe to create a new world, or merely to live in a world in which the past casts a vast shadow over the present. The society that comes forth from these worlds can be anarchic, dystopic, utopian or a combination of these. Some works we explore include Atlas, Babylon; On the Beach; Riddley Walker; The Postman; A Canticle for Leibowitz; The Chrysalids; The Road and others. Film adaptations are shown as part of the course. Enrollment limited to 16 first-year students. WI Credits: 4  
Gillian Murray Kendall  
Expected to be offered in the next 3 years

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel  
We 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, Père Goriot; Flaubert, Madame Bovary; Dostoevsky, Crime and Punishment; Tolstoy, Anna Karenina (there are some additional readings in history, criticism and political theory). Enrollment limited to 16 first-year students. WI Credits: 4  
Michael E. Gorra  
Expected to be offered in the next 3 years

FYS 163 Exploring Our National Parks  
The story of our national parks is a long and complicated one, full of competing demands—between preservation and exploitation, the sacred and the profitable, the immediate desires of one generation and its obligation and promise to the next. This course will seek to explore these inherent tensions from a historical and contemporary perspective. Enrollment limited to 16 first-year students. WI Credits: 4  
Virginia Hayssen  
Expected to be offered in the next 3 years

FYS 166 Mammalian Reproduction: A Female Perspective  
This seminar explores the diversity of reproduction in mammals from genetics to environmental adaptations, but all from the perspective of female mammals. How does the female perspective change the way we think about reproduction? For instance, conception vs. fertilization; embryo rejection vs. miscarriage. We cover basic concepts as well as the biases and assumptions present in the study of mammalian reproduction. Enrollment limited to 16 first-year students. WI Credits: 4  
Members of the department  
Expected to be offered in the next 3 years

FYS 167 Viking Diaspora  
The Norse colonies of Iceland and Greenland, and the attempted settlement of Vinland in North America, were the first European societies of the New World, revealing patterns of cultural conflict and adaptation that anticipated British colonization of the mid-Atlantic seaboard seven centuries later. We compare the strengths and weaknesses of the medieval Icelandic Commonwealth, founded in 930, with the 1787 Constitution of the United States, both political systems facing serious crises within two generations. Our sources for these experimental communities are the oral memories of founding families preserved in the later Íslendingasögur (Sagas of Icelanders) of the 13th century. This course counts toward the world literatures, English and Medieval studies majors. Enrollment limited to 16 first-year students. WI Credits: 4  
Craig R. Davis  
Expected to be offered in the next 3 years

FYS 168 Damaged Gods: Myth and Religion of the Vikings  
A reading of poems and sagas about the Old Norse gods and their cults during the Viking Age (ca. 800–1100 CE) as these were preserved mainly in Icelandic manuscripts of the 13th century, but also in Arabic, Latin, Old High German and Anglo-Saxon texts and runic inscriptions. We explore the dark world-view and desperate religion of the Vikings from the creation of the world to the end of time, including relations between living and dead, male and female, animals and humans, gods and giants, Æsir and Vanir—a crowded universe of trolls, elves, witches, dwarfs, valkyries, berserkers, shape-shifters and various kinds of human being. Enrollment limited to 16 first-year students. WI Credits: 4  
Members of the department  
Expected to be offered in the next 3 years
FYS 171 The Science of Superheroes

Have you ever wondered how Superman can run faster than a train or how Wonder Woman’s lasso can make its prey tell the truth? In this first year seminar, we will investigate the biological basis for super human powers and abilities. Students will analyze a new superhero every week and learn about the relevant biology, embryology, evolution, chemistry, and physics that we would hypothesize to be associated with his/her super abilities. We will review a variety of materials from movies, comic books, textbooks, and research articles. Students will maintain a personal journal, generate several written pieces of diverse styles, use and analyze quantitative information, and become trained in effective scientific presentations. The final project will be the creation of a new superhero that is based on legitimate scientific theory and communicated for the secondary education audience. No prerequisites. Enrollment limited to 16 first-year students. (E) WI Credits: 4

Thalia A. Pandiri

Expected to be offered in the next 3 years

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, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja Keller, Donia Bijan, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI [L] Credits: 4

Kelly P. Anderson

Expected to be offered in the next 3 years

FYS 173 Through the Green: Reading the Landscape of Golf

The game of golf is an experience shaped by (bio)-mechanics, sociocultural contexts, historical conditions, and the landscape of the course itself. In this seminar, we will focus primarily on the environmental and sociocultural conditions of play. This approach takes in race, class, gender, and bodies, the historical scope of golf in the United States, its roots to Scotland and its global appeal. Additionally, we will explore the landscape and layout of the golf course itself. Here we will examine the architectural renderings of courses ranging from recreational spaces to the privileged environs of renowned courses built by world class architects. Enrollment limited to 16 first-year students. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation?

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/ transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required, but highly recommended. Enrollment limited to 16 first-year students. WI Credits: 4

Giovanna Bellesia

Expected to be offered in the next 3 years

FYS 175 Love Stories

Could a Jane Austen heroine ever marry a servant? What notions about class, decorum or identity dictate what seem to be choices of the heart? How are individual desires 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 closely analyze literature and film from a range of locations: British, American and postcolonial. Required texts: Jane Austen’s Pride and Prejudice, Shakespeare’s Romeo and Juliet, Chimamanda Ngozi Adichie’s Americanah, Shyam Selvadurai’s Funny Boy. We also read some theoretical essays to provide conceptual tools for our analyses. This course can count towards the major in English, WLT or SWG. Enrollment limited to 16 first-year students. WI Credits: 4

Ambreen Hai

Expected to be offered in the next 3 years

FYS 177 The Tranquil(ized) Fifties

In popular culture and some political discourse, the 1950s appear as a lost paradise of a decade, a time of peace and prosperity, a golden age from which American culture has fallen. Any serious examination of the period, though, reveals not the fact of tranquility so much as the act of tranquilizing as Cold War tensions rippled internationally and political and social unrest continually erupted in the domestic sphere. Studying selected works of art and literature from the 1950s, this course explores some key episodes of this dynamic of conflict and conformity. Enrollment limited to 16 first-year students. (E) WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 179 Rebellious Women

This seminar introduces students to the trailblazing women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. We use a variety of texts: No Turning Back by Estelle Freedman, primary sources from the archives and the SCMA, films, a walking tour and local events. 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 gender issues. Enrollment limited to 16 first-year students. (E) WI [H] [S] Credits: 4

Kelly P. Anderson

Expected to be offered in the next 3 years

FYS 181 Screening Shakespeare

This course focuses on plays by Shakespeare, and what people have made for the screen from his plays. We will read five of Shakespeare’s plays. After reading and discussing each play, we will watch multiple screen works created from that play. We investigate the choices made by directors, adapters, actors, designers, and other artists involved. What matters to them about the source play? What doesn’t? Do they approach Shakespeare with reverence? Do they admit to their source? How do politics, ideology, period, national or international film and television traditions, genre, and individual artistry change, uphold, or alchemize the original material? Enrollment limited to 16 first-year students. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 182 Fighting the Power: Black Protest and Politics Since 1970

This seminar examines the various forms of black ‘politics,’ broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and...
electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-year students. (E) WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

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. WI Credits: 4

Rosetta Marantz Cohen

Expected to be offered in the next 3 years

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
Examining Italian cinema from neorealism to today, this course investigates 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). We study the Italian pinups of postwar cinema, the Latin lover figure, representations of Fascism, the Bel Paese myth, portraits of the lower classes and the immigrants. Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Ozpetek, Pasolini, Sorrentino and Visconti. Conducted in English. Films with English subtitles. This course counts toward the film and media studies and Italian studies majors. Enrollment limited to 16 first-year students. WI [A] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 186 Israel Through Literature and Film
What was the role of Hebrew writers in constructing a nation’s founding myths and interpreting and challenging its present realities? How do literature and film about Zionism and the State of Israel frame and interpret tensions between sacred and secular; exile and homeland; indigenous and colonial; language and identity; and the national conflict between Jews and Palestinians? All readings and screenings in English translation. Includes texts from differing historical periods, political perspectives, and languages. Enrollment limited to 16 first-year students. WI [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 187 The Temptations of Knowledge
Would you sell your soul for knowledge? What fate would await you if you did? Since the sixteenth century, the story of Faust, the scholar-magician-charlatan who traded his soul to the Devil, has explored these questions anew, and over the centuries each retelling provides a window into the struggles and ambitions of its age, including our own. Enrollment limited to 16 first-year students. WI [L] Credits: 4

Joel P. Westerdale

Expected to be offered in the next 3 years

FYS 192 America in 1925
Readings, discussions and student projects explore the transformation of a “Victorian” America into a “modernist” one by focusing on forms of expression and sites of conflict in 1925—the year of Fitzgerald’s The Great Gatsby; Bessie Smith’s “St. Louis Blues,” Alain Locke’s The New Negro (the foundational text of the Harlem Renaissance), Chaplin’s The Gold Rush, the Scopes evolution trial, and the emergence of powerful new ideas in the social sciences—to cite just a few examples. Enrollment limited to 16 first-year students. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 197 On Display: Museums, Collections and Exhibitions
Why do people collect things and what do they collect? Members of this seminar explore these questions by focusing on local museums and exhibitions. From a behind-the-scenes look at the Smith College Museum of Art to an examination of hidden gems like the botanical sciences herbarium collection or that cabinet of curiosities which is Mount Holyoke's Skinner Museum, we research the histories of these collections and analyze the rationale of varying systems for ordering objects. By learning the critical skills of visual analysis and by grappling with the interpretations of art historians, anthropologists and psychologists, we attempt to come to an understanding of how knowledge is constructed in the context of display and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-year students. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years
French Studies

Professors
Ann Leone, Ph.D. (Professor of French Studies and Landscape Studies) †1
Janie M. Vampée, Ph.D. (Professor of French Studies and World Literatures)
Eglal Doss-Quinby, Ph.D.
Martiine Gantrè-Ford, Agrégée de l’Université, Docteur en Littérature Française
Jonathan Keith Gosnell, Ph.D. †2
Hélène Visentin, D.E.A., Docteur de l’Université *1
Dawn Fulton, Ph.D., Chair

Associate Professors
Mehammed A. Mack, Ph.D. **2

Lecturers
Christiane Métral, M.A.
Carolyn Shread, Ph.D.

Study Abroad in Paris or Geneva
Advisers: Paris: Mehammed Mack; Geneva: Jonathan Gosnell

Majors in French studies who study in Paris or Geneva will normally meet certain major requirements during their experience abroad.

Smith Programs Abroad offers a variety of programs in Paris and Geneva, including general studies in the Arts and Sciences (Paris and Geneva); the Sciences in Paris program (Paris); Art and Architecture (Paris); and International Internship and International Relations (Geneva and by application at the Institut d’Etudes Politiques in Paris). Please see the Office for International Study’s Smith Programs Abroad website for the most up-to-date program-specific requirements and eligibility details.

The Major
Advisers: Eglal Doss-Quinby, Dawn Fulton, Martine Gantrè-Ford, Jonathan Gosnell, Ann Leone, Mehammed Mack, Janie Vampée and Hélène Visentin

Requirements
Ten 4-credit courses or the equivalent at the 200 level or above, including the following:
1. The basis for the French studies major: FRN 230;
2. One language course at the advanced level (270, 385, or equivalent taken abroad);
3. One course in French studies (FRN designation) on literature or culture before 1900;
4. Three additional 4-credit courses in French studies at the 300 level or higher, of which two must be taken in the senior year.

In consultation with her major adviser, a student may count toward the major up to two 4-credit courses taught in English provided they are related to French studies, and up to two 4-credit courses in fields unrelated to French studies provided they are taught in French.

All students are encouraged to fulfill requirement #3. It will be in effect beginning with the class of 2020.

Honors
Director: Eglal Doss-Quinby
FRN 430D Honors Project
Credits: 8

FRN 431 Honors Project
Credits: 8

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

Graduate
Adviser: Janie Vampée
FRN 580 Advanced Studies
Arranged in consultation with the department. Credits: 4
FRN 580D Advanced Studies
This is a full-year course. Credits: 8
FRN 590 Research and Thesis
Credits: 4–8
FRN 590D Research and Thesis
This is a full-year course. Credits: 8

The French studies curriculum focuses on communicative competence in today’s world, knowledge of contemporary cultures, investigation of concepts that have shaped French and Francophone identities, and the discovery of new perspectives in all fields of knowledge. Unless otherwise indicated, all classes are conducted in French.

Language Courses
FRN 101 Accelerated Beginning French I
This elementary French course is designed to give students with no previous experience in French the opportunity to acquire the fundamentals of the French language and Francophone culture. It emphasizes communicative proficiency, the development of oral and listening skills, self-expression, and cultural insights. Classroom activities incorporate authentic French material and are focused on acquiring competency in listening, speaking, reading, and writing. Students must complete both 101 and 103 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 18 per section. Credits: 5
Eglal Doss-Quinby, Mehammed A. Mack, Christiane Métral
Normally offered each fall
FRN 120 Intermediate French
An intermediate language course designed for students with two or three years of high school French. Its main objective is to develop cultural awareness and the ability to speak and write in French through exposure to a variety of media (literary texts, newspaper articles, ads, clips, films, videos). Students completing the course normally enter 220. Prerequisite: 101. Normally offered each interterm.

FRN 220 High Intermediate French
Review of communicative skills through writing and class discussion. Materials include a movie, a comic book, a play and a novel. Prerequisite: three or four years of high school French; 103 or 120, or permission of the instructor. Students completing the course normally enter 230. Enrollment limited to 18 per section. (F) Credits: 4

FRN 235 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing
A total immersion course in French oral expression using authentic cultural materials: French films and series, songs, video clips, internet resources, news reporting, televised versions of round-table discussions, intellectual exchanges and documentary reporting. Students learn how the French agree and disagree with one another, converse, argue and attempt to persuade each other. Interactive multimedia exercises, games, role playing, discussions and debates, presenting formal exposés and improving pronunciation. Prerequisite: 230, or permission of the instructor. Registration: required attendance at meeting in Fall 2019: date and location of meeting TBA. Admission by permission only. (F) Credits: 4

FRN 230 Colloquium in French Studies
Topics course.
A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

“Banlieue Lit”
In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France’s multi-ethnic suburbs and housing projects, also known as the banlieues and cités. We examine the question of whether banlieue authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the “ghetto”; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the banlieues nevertheless produce vibrant cultural expressions that beg the question: Is the banlieue a mere suburb of French cultural life, or more like one of its centers? (F) (L) Credits: 4

FRN 234 French Studies
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 essential technical vocabulary, reading and writing business documents, and oral communication in a business setting. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary, or permission of the instructor. (F) Credits: 4

FRN 236 Dream Places and Nightmare Spaces: French Literary Landscapes
Through texts by authors from Louis XIV to Colette, we discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet and James Sacré. (F) (L) Credits: 4

FRN 237 The Banlieues
Explore some of the most interesting aspects of how French eating rituals developed from medieval time to the present. (F) (L) Credits: 4

Intermediate Courses
FRN 230 Colloquium in French Studies
Topics course.
A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

“Banlieue Lit”
In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France’s multi-ethnic suburbs and housing projects, also known as the banlieues and cités. We examine the question of whether banlieue authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the “ghetto”; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the banlieues nevertheless produce vibrant cultural expressions that beg the question: Is the banlieue a mere suburb of French cultural life, or more like one of its centers? (F) (L) Credits: 4

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FRN 237 The Banlieues
Explore some of the most interesting aspects of how French eating rituals developed from medieval time to the present. (F) (L) Credits: 4

FRN 238 Advanced Studies in Language
Topics Course.

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 essential technical vocabulary, reading and writing business documents, and oral communication in a business setting. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary, or permission of the instructor. (F) Credits: 4

Members of the department
Normally offered in alternate years
Paris, a Multilayered City
An exploration of the cultural and urban development of Paris across time and in space with an emphasis on the 19th-21st centuries. We use an interactive digital platform to reconstruct the spaces, both real and imaginary, featured in novels, poetry, short stories, popular songs, visual documents and maps that have portrayed the city throughout its history. Works by Corneille, Hugo, Mau- passant, Baudelaire, Apollinaire, Modiano, Vargas, Gavaldà. {F} {L} Credits: 4
Members of the department
Normally offered each academic year

Women Writers of Africa and the Caribbean
An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} Credits: 4
Members of the department
Normally offered each academic year

FRN 250 Skyping With the French: Cross-Cultural Connections
Using webcam and video conferencing technology, students have conversations in real time with French students in Paris. We examine youth culture in France and explore fundamental cultural differences between Americans and the French. Topics include cultural attitudes and beliefs, social values and institutions as well as relevant socioeconomic issues. Materials: textbooks, cultural essays, surveys, articles, films and songs. Prerequisite: 230 or higher, or permission of the instructor. Enrollment limited to 15. {F} {S} Credits: 4
Christiane Métral
Normally offered each academic year

FRN 251 The French Media, Now and Then
Topics course.
A broad overview of the different media and their histories in the French and Francophone world as well as an overview of French social, economic, political and cultural students. Students acquire essential tools for media analysis: identifying political orientation, detecting bias, tracking controversies over time, putting quotes in context, and identifying missing voices in the narrative. Students can expect to read the leading newspapers every week and grapple with events as they happen. Prerequisite: 230, or permission of the instructor.
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 Figaro, and Libération. {F} {S} Credits: 4
Members of the department
Normally offered in alternate years

French Islam and French Muslims
Through a survey of the contemporary flashpoints in the debate surrounding the place of Islam in French society, this course maps out the field of politicians, activists, youth movements, imams, artists, musicians and other cultural actors who have defined the discourse on the issue. With an emphasis on new media, students analyze a wide variety of documents including internet resources, journalistic articles and blogs, music videos, films, legal texts, political pamphlets, slam poetry, rap songs, as well as photo and video art. {F} {S} Credits: 4
Members of the department
Normally offered in alternate years

FRN 252 French Cinema
Topics course.
An introduction to the study of French and Francophone film. Readings in film criticism. Papers and attendance at weekly screenings required. Course taught in French. Prerequisite: 230, or permission of the instructor. Course may be repeated for credit with a different topic.

Cities of Light: Urban Spaces in Francophone Film
From Paris to Fort-de-France, Montreal to Dakar; we study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Nganguia and Euzhan Palcy. {A} {F} {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Paris on Screen
Paris is often portrayed by filmmakers as the quintessential romantic setting. Starting with the French New Wave, this course examines films that look at France’s capital city differently, as a place where various urban, cosmopolitan, and/or dragogic subcultures live side by side, often unbeknownst to one another. Films by directors such as Truffaut, Godard, Varda, Sautet, Rohmer, Denis, Assyays, and Klapisch. {A} {F} {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

FRN 253 The Lady, the Knight, the King
An introduction to the main cultural and literary currents that shaped Medieval France, a period whose values and concept of “literature” were dramatically different from our own. We focus on the rise of courtliness and the invention of romantic love, the legend of King Arthur and the transmission of Celtic themes, adultery and madness, magic and the chivalric quest, and the ribald humour of the fabliaux. Readings include The Romance of the Rose by Guillaume de Lorris, Tristan and Yseut, Marie de France’s Lanval, Chrétien de Troyes’ Yvain, trouddadour and trouvère lyric, and selected fabliaux. Prerequisite: 230. {F} {L} Credits: 4
Members of the department
Normally offered in alternate years

FRN 262 After Algeria: Revolution, Republic and Race in Modern France
From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Through a variety of perspectives and readings, we explore a post-Algerian French society that appears to be permanently marked by its Algerian experience. To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? Prerequisite: 230, or permission of the instructor. {F} {L} {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years

FRN 264 Encountering Others in Ancien Régime France
How was France’s cultural and political identity shaped by its encounters with the Other as it expanded trade and its conquest of foreign political and cultural powers such as the Ottoman empire and the newly discovered nations of the Americas, Africa and Tahiti? How did the concept of the foreigner evolve as confrontations with other nations, other religions, other ethnicities put into question France’s conception of its own society and culture? We examine a range of texts (treatises, pamphlets, novels, theatre, ballet héroïque) in which...
“otherness” and foreignness is explored. Readings from Montaigne, Molière, Montesquieu, Graffigny, Voltaire, Diderot, Gouges, Duras and Condorcet. Prerequisite: 230, or permission of the instructor. (F) (L) Credits: 4

Members of the department

Normally offered in alternate years

FRN 265 Les Années Noires: Living Through the Occupation, 1939–45
What was it like to live in Paris under the German occupation? What were the moral dilemmas and the political risks that Parisians faced as they struggled to survive? And how are we, today, to judge this historical period and those who lived through it? Students experience this difficult period through a global simulation in which each creates a character with a specific identity and past—a secret collaborator, a Jewish immigrant, a resistance fighter, a closeted homosexual, an avant-garde artist, a reporter, the widow of a soldier who fought under Maréchal Pétain in WWII—and representing the diversity of the Parisian population at the time. Each student writes her character’s “memoirs” reacting to historical as well as personal events from her unique perspective. Readings range from historical documents, speeches, and testimonials to drama, fiction. Weekly films. In French. Prerequisite: 230. Enrollment limited to 16. (W) (F) (H) (L) Credits: 4

Members of the department

Normally offered in alternate years

FRN 272 J’accuse! French Intellectuals as Activists
Why can some writers be called intellectuals? What is an intellectual? Why are French intellectuals unique? This course studies the emergence of political activism and the figure of the French “intellectual engage” through readings from key social and historical moments and from a variety of genres. We trace how public debates on highly controversial topics such as intolerance, fanaticism, the death penalty, feminism, racism and the role of media have influenced intellectuals to become committed to transforming French politics and society. Texts include writings by Molière, Voltaire, Hugo, Zola, Sartre, Beauvoir, Halimi, Bourdieu and others. Prerequisite: 230, or permission of the instructor. (F) (H) (L) Credits: 4

Members of the department

Normally offered in alternate years

FRN 282 Topics in 19th- and 20th-Century French Studies
Topics course.

From the Personal to the Political: Stories About Moral Dilemmas
This course is about dilemmas, i.e. moments in life when one has to choose between two valid but mutually exclusive options. It explores how major writers of the 19th and 20th centuries have used moral conflicts in their works to confront what they saw as the most pressing social, political or personal issues of their times. One novel (excerpts), one autofiction, one theater play and one film script provide us with four different, yet complementary venues for examining and debating the moral implications of dilemmas. Works by Hugo, Gide, Camus and Duras. Prerequisite: one course above FRN 230. (F) (L) Credits: 4

Members of the department

Normally offered in alternate years

FRN 295 French Translation in Practice
Practicum in French; must be taken concurrently with WLT 150. Students read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts, and produce their own translations of French texts. Readings and discussions conducted in French. Prerequisite: two courses above 230, or permission of the instructor. This course does not count as preparation for the Smith Programs Abroad in Paris and Geneva. (F) (L) Credits: 2

Carolyn Shread

Normally offered each spring

FRN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition
Same as ITL/SPN/PORT 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 16. (E) (F) (S) Credits: 4

Simone M. Gagliotta

Normally offered each academic year

Advanced Courses in French Studies

FRN 320 Women Defamed, Women Defended
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? Readings include the love letters of Héloïse, the lais and fables of Marie de France, the songs of the trovairèz and women troubadours, and the writings of Christine de Pizan. (F) (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 340 Topics in 17th- and 18th-Century Literature
Topics course.

“Family Values” in the Enlightenment
Pre-marital sex, adultery, divorce, birth control, cross-dressing, women’s education, women’s right to political representation—these controversial gender issues were at the core of debates over women’s changing legal, social, and cultural status and of their role in the family in 18th-century France. We will examine women’s changing role as represented in the fiction and philosophical texts of the French Enlightenment. Readings from l’Abbé Prévost, Françoise de Graffigny, Diderot, Rousseau, Isabelle de Chardinne, Laclau, Olympe de Gouges, the Chevalier d’Eon, the Encyclopédie, and some legal documents and treatises. (F) (L) Credits: 4

Members of the department

Expected to be offered in the next 3 years

Marie Antoinette’s Semiotic Body
Naïve pawn in European geopolitics or political intriguer? Fashion leader or obsessive consumer? Scandalous pleasure seeker or devoted mother? French Queen or Austrian spy? Instigator of the French Revolution or innocent victim? More than two hundred years after her execution, Marie Antoinette continues to fascinate, caught between history and myth and open to conflicting interpretations. How can we understand the persona behind or in the body that proliferated so many meanings? How can we trace the origins and the impacts of those meanings? Does Marie Antoinette’s semiotic body continue to signify for us? We’ll examine Marie Antoinette from a variety of perspectives: archival sources,
documents and letters, biographies, portraits, both official and unofficial, caricatures, pornographic pamphlets, and fictional works such as plays, novels and films in which she figures. The course will incorporate a role-playing unit reenacting her trial, during which every member of the class will play the role of one of the important participants. Some film screenings. (F) {L} Credits: 4

**Expected to be offered in the next 3 years**

**Social Networking in Early Modern France—A Digital Humanities Approach**
How did social networks connect people who shared common interests and activities in early modern France? How did good taste, gалaнтерie and wit, still crucial to French identity and sociability today, take root? In this course, students will examine the social practices, spaces and networks that defined French society, politically and culturally, from the height of the Ancien Régime up to the French Revolution. Students will also be exposed to digital humanities methods and theories, combining the study and praxis of these approaches, in order to reflect on how their use of digital tools and “virtual” teamwork change the ways in which they produce, share and disseminate knowledge. (F) {L} Credits: 4

**Members of the department**

**FRN 343 Cultural Wars at the Theater**
What effects does theater have on its audience and society at large? Does it corrupt the public and society, as J.-J. Rousseau argued, or on the contrary, can it morally reform its audience and society, as Diderot believed? The debate about the moral and political uses and misuses of theater animated the public, the philosophes and their critics, as well as the state, from the mid-17th century until the Révolution, and on to today. We will study the way authors, critics and the theater itself responded to the debate, from the classical drama of Racine and Molière, to the street theater of the Paris fairs and the influence of the Comédie italienne, from the new genres of the drame bourgeois to the liberation of the theater during the Revolution, and in the 20th and 21st centuries from the uses of theatre to resist the German occupation during WWII to the recent debate about the censoring of a new staging of Voltaire’s Le Fanatisme, ou Maboulot le Prophète, and the contemporary theatre of Ariane Mnouchkine which aims to raise the political consciousness of an audience to the crisis of global migration today. There will be a number of film screenings. (F) {L} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**FRN 363 Crossing the Divide: Love, Ambition, and the Exploration of Social Difference**
This course examines famous 19th-century novels where love is used as a narrative and thematic device to explore the meaning and relevance of social difference and mobility. Authors such as Bernardin de Saint-Pierre, Stendhal, George Sand, Lamartine and Alexandre Dumas, fils. Readings in relevant historical and cultural topics. (F) {L} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**FRN 365 Francophone Literature and Culture**
Topics course.

**Food, Hunger, Memory: Literature of the Caribbean**
Food and its absence are persistent themes in Caribbean literature. Cooking and culinary practices serve as a means of preserving cultural identities, yet can also reinforce colonial visions of the Caribbean as an exoticized space. Hunger figures as an indictment of that colonial history and of contemporary global inequities. Through studies of folk tales, short stories, poetry and novels, this course offers an introduction to the literature and major theoretical movements of Guadeloupe, Martinique and Haiti, with a focus on how cultural memory is inscribed in metaphors of consumption. (F) {L} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**Scandals and Spin Control: Francophone Literature in the Media**
How much control does or should a writer have over his or her public image? Should artists be held responsible for the political or social consequences of their work? How do such questions as censorship and plagiarism play out when racial, religious or sexual difference is at stake? This course examines literary texts and essays by some of the more controversial names in contemporary Francophone literature, to be studied alongside films, interviews, television appearances, and critical and popular reviews. Works by Calixthe Beyala, Rachid Bouchareb, Maryse Condé and Dany Laferrière. (F) {L} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**FRN 380 Topics in French Cultural Studies**
Topics course.

**Immigration and Sexuality**
This course explains how gender and sexuality have been politicized in immigration debates in France, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, feature films, fashion, performance art, blogs and news reports. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black and brown bodies, France as a Mediterranean culture, immigrant loneliness in Europe, internmarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. (F) Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**France in America**
What is l’Amérique française? What is the nature of the French-American relationship, historically and today? During recent Franco-American culture wars, France and the United States seemed to be polar opposites. Yet at one time, people in New England and Louisiana spoke French, lived and laughed in French, cried and died in French. Must French now be translated in America? Through what cultural mechanisms is Frenchness expressed by Americans? In what language(s) does one write French America today? We will answer such questions in our exploration of the French experience of North America from the 16th to the 21st century. (F) Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**French Travel Writing and Self-Discovery**
A survey of Francophone travel writing from the 16th to the 21st century. Students are exposed to a literary form that achieved popularity and cultural prestige early on, was then significantly challenged and diversified, and is presently enjoying a resurgence. We consider fictional and nonfictional accounts reflecting various geographies of travel and migration. While early voyagers tended to enjoy a resurgence. We consider fictional and nonfictional accounts reflecting various geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia and Thailand. (F) Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**FRN 392 Topics in Culture**
Topics course.

**Stereotypes in French Cinema**
In this seminar, we examine how French comedies have used stereotypes to promote a national conversation about cultural, religious, and social differences. Through a variety of comic genres, from the most popular to the more sophisticated ones, we examine how films about stereotypes illustrate most vividly the
cultural and national boundaries of humor. We ask who is laughing (or not) and why, and if laughter about stereotypes can indeed promote social progress. Weekly or biweekly film showings. Readings in film criticism and relevant fields. Enrollment limited to 12. Priority given to French Studies majors. Prerequisite: one course at the 300-level, or permission of the instructor. [A] {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 404 Special Studies
Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. Credits: 4

Members of the department

Normally offered each academic year

Cross-Listed Courses and
Recommended Courses From Other Departments and Programs

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 as do politicians, builders, hunters, children, artists and writers, among others. In this course, we examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course includes 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 Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 199 Re-Membering Marie Antoinette
How can we reimagine, reconstruct, understand a historical personage? How do we perceive and get to “know” such a figure, and through this knowledge, the historical moment and context in which the person lived? We examine Marie Antoinette from a variety of perspectives: archival sources, documents and letters; biographies, portraits—official and unofficial—caricatures, pornographic pamphlets, fictional works such as plays, novels and films in which she figures. The course incorporates a role-playing unit reenacting her trial, during which every member of the class plays the role of one of the important participants. Some film screenings. Enrollment limited to 16 first-year students. WI {H} {L} Credits: 4

Janie M. Vampèé

Expected to be offered in the next 3 years

TSX 330 Capstone Seminar in Translation Studies
Same as WLT 350. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The seminar readings focus on renowned practitioners’ reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono’s iconic 1956 African novel, Une vie de boy. We compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in world literatures. Enrollment limit of 12 students. Prerequisite: WLT 150. {L} Credits: 4

Janie M. Vampèé

Normally offered each spring

WLT 242 What and Where Is Main Street?
Where is Main Street? What times, spaces or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We begin by looking at American Main Streets, and then explore related concepts in British, French, German and Russian texts and other media. Prerequisite: one course in literary studies. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

WLT 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 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 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} Credits: 4

Members of the department

Expected to be offered in the next 3 years

WLT 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 consider how such writers as Ngũgĩ 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} Credits: 4

Dawn Fulton

Expected to be offered in the next 3 years

WLT 274 The Garden: Paradise and Battlefield
Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a women’s place, but also as a jungle that challenges definitions of the self and of that self’s place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening. Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Gorky, Colette, D.H. Lawrence and Alice Walker. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

WLT 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists
Same as LSS 288. The work of certain writers—often women and often Wharton, von Armin and Colette—is categorized as small in scope, narrowly focused and therefore marginal in some ways. Here are questions, based in part on readings in landscape and domestic design theory, that we can ask to help us see their work differently: When and how is it appropriate to juxtapose writers’ biographies on their fiction? How do they represent domestic discord—loss, rage, depression—in their fiction? In particular, how do local landscapes and
other domestic spaces—houses, rooms, gardens—figure in this representation? Texts include novels, short stories, correspondence, excerpts from journals, and other autobiographical writing: Prerequisite: one other literature course at any level, or permission of the instructor. Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 300 Literary Theory and Literary Practice: Conflicts and Consensus
This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. 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, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabha, Butler, Said, Ngugi wa Thiong'o, Žižek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. (L) Credits: 4

George P. Katsaros
Normally offered each fall
Geosciences

The Major

Advisers: For the class of 2020, Bosiljka Glumac; for the class of 2021, Sara Pruss; for the class of 2022, Jack Loveless; for the class of 2023, Robert Newton.

Adviser for Study Abroad: Jack Loveless, 2019–20

Basis: 101 and 102, or 108, 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:

Geoscience Track

- Six intermediate-level geoscience courses (30 credits): 221, 222, 231, 232, 241 and 251.
- Two 300- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one.

Environmental Geoscience Track

- Two chemistry courses. No more than one at the 100 level. Aqueous Geochemistry (GEO 301) may count for one.
- 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).
- One environmental policy or social science course that relates environmental processes to societal issues, as approved by the major advisor. Courses could be selected from the areas of anthropology, economics, environmental science and policy, landscape studies, government, or sociology; for example. Many of environmentally-oriented policy and social science courses have prerequisites that require advanced planning.
- Four intermediate-level geoscience courses: 221, 222, 231, 232, 241 or 251.
- Two 300- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one. Aqueous Geochemistry (GEO 301) counts.

Educational Geoscience Track

- Three education courses (*recommended): *The American Middle School and High School (EDC 232), *Introduction to the Learning Sciences (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).

- 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 additional courses, and should consult with a faculty member of the Department of Education and Child Study.)

Many of environmentally-oriented policy and social science courses have prerequisites that require advanced planning.

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.

The Minor

Advisers: Same as for the major

Unlike the major where some courses outside the department can be counted towards the major, all courses counting towards the minor must come from the geosciences.

Requirements: Completion of the basis plus other courses for a total of 24 credits in geosciences, with no more than 14 credited at the 100-level.

Honors

Director: Bosiljka Glumac, 2019–20 and Sara Pruss, 2020-21

Honors students must complete all the 100-level and 200-level requirements for one of the three Geosciences tracks, at least one 300-level class, plus an honors thesis, GEO 430D or GEO 432D.

GEO 430D Honors Project
Credits: 4
Normally offered each academic year

GEO 432D Honors Project
Credits: 6
Normally offered each academic year

Please consult the director of honors or the departmental website for specific requirements and application procedures.
Field Experience

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. It may also 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 17 colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

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.

GEO 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} Credits: 4
Members of the department
Normally offered each fall

GEO 102 Exploring the Local Geologic Landscape
The Connecticut Valley region is rich with geologic features that can be reached by a short van ride from Smith. This is a field-based course that explores geology through weekly trips and associated assignments during which we examine evidence for volcanoes, dinosaurs, glaciers, forming mountains and Himalayan-size mountains in Western Massachusetts. 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. Enrollment limited to 17, with preference to students who are enrolled concurrently in GEO 101 or who have already taken a Geoscience course. {N} Credits: 2
Mark Elliott Brandriss
Normally offered each fall

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 attempt to decipher this history by careful examination of field evidence. Class meetings take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants 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 16 first-year students. WI {N} Credits: 4
Members of the department
Expected to be offered in the next 3 years

GEO 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} Credits: 4
Kinuyo Kanamara
Normally offered each academic year

GEO 106 Extraordinary Events in the History of Earth, Life and Climate
A journey through the 4.6 billion-year history of global change, with a focus on extraordinary events that have shaped the evolution of Earth and life through time. These events include the earliest development of life, the buildup of oxygen in the atmosphere, the devastation of the living world by catastrophic mass extinctions, the tectonic rearrangement of continents, the alternation of ice ages and eras of extreme warmth, and the evolution of modern humans. We also examine ways in which humans are changing our climatic and biologic environment and discuss potential consequences for the future of our planet. {N} Credits: 4
Members of the department
Normally offered each spring

GEO 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 required field trip. {N} Credits: 4
Bosiljka Glumac
Normally offered each spring

FYS 109 Exobiology: Origins of Life and the Search for Life in the Universe
This course explores interdisciplinary approaches to the search for life in the Universe by using the Earth as a natural laboratory. We will address fundamental questions surrounding the formation of our solar system and the first appearance of life, the definition of life and how we can search for it elsewhere, and the biases we introduce by using Earth as a model system. The goal of this class is to present a multidisciplinary view of exobiology by integrating geology, chemistry, biology, astronomy, and physics. Enrollment limited to 16 first-year students. {E} WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
Same as ARC 112. What makes a mineral or rock particularly useful as a stone tool or attractive as a sculpture? Students in this course explore this and other questions by applying geological approaches and techniques in studying various examples or 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 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 artificial rocks (building stones and sculptures) described in the literature, displayed in museum collections, and found in the field locally. {N} Credits: 4
Members of the department

GEO 150 Mapping our World: An Introduction to Geographic Information Systems
Same as ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS — the industry standard GIS software — and online mapping platforms, and carry out semester-long projects in partnership with local conservation organizations. Enrollment limited to 20. {N} Credits: 4
John Loveless
Normally offered each fall
GEO 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 see minerals in the field. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently. Recommended: CHM 111 or equivalent. {N} Credits: 5
Mark Elliott Brandriss
Normally offered each fall

GEO 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 emphasizes the microscopic study of rocks in thin sections. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. {N} Credits: 5
Members of the department
Normally offered each fall

GEO 231 Invertebrate Paleontology and the History of Life
A study of the major evolutionary events in the history of life, with a special focus on marine invertebrates. Special topics include evolution, functional adaptations, paleoenvironments, the origin of life, mass extinction and origination, and how life has changed through time. At least one weekend field trip. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently; open also to students who have fulfilled the basis for the BIO major. {N} Credits: 5
Sara B. Pruss
Normally offered each fall

GEO 232 Sedimentary Geology
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 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently; open also to students who have fulfilled the basis for the BIO major. {N} Credits: 5
Bosiljka Glumac
Normally offered each fall

GEO 241 Structural Geology
The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, methods of analysis and relationship to plate tectonics. Laboratories before spring break involve computer-based analysis of the map patterns of geologic structures and the mechanics of their formation. After spring break, weekly field trips during the lab period connect local examples of structures to New England tectonics. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. Recommended: MTH 111 or equivalent. Enrollment limit of 20. {N} Credits: 5
John Loveless
Normally offered each spring

GEO 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 involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories include field trips to examine landforms in the local area. Prerequisite: 101, or 102, or 108 or FYS 103. {N} Credits: 5
Robert Morgan Newton
Normally offered each spring

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 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 emphasizes wet-chemistry analytical techniques. Participants 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. {N} Credits: 5
Members of the department
Normally offered each spring

GEO 302 Field Studies of the Desert Southwest
This field-oriented course examines the diverse stratigraphic record of mass extinction and Snowball Earth as well as structural complexities preserved in Death Valley and adjacent areas. A required week-long field trip takes place in January followed by a semester-long course in the spring semester. Field analyses include measuring stratigraphic sections and field mapping. Prerequisites: GEO 231 or GEO 232 or GEO 241 and get permission of the instructor. Enrollment limit of 10 students. {N} Credits: 5
Members of the department
Expected to be offered in the next 3 years

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 involves studying a local groundwater problem. Prerequisites: 101, or 102, or 108, or FYS 103 and MTH 111. Enrollment limited to 14. Credits: 5
Robert Morgan Newton
Normally offered in alternate years

GEO 334 Carbonate Sedimentology
Students in this class engage in detailed studies of the formation of carbonate sediments and rocks through participation in a required 7–10 day field trip to one of the modern tropical carbonate-producing environments (such as the Bahamas) during January interterm, followed by semester-long research projects based on the data and specimens collected in the field. Students present their results at Celebrating Collaborations in April. Class discussion topics include the history of carbonate rocks from the Precambrian to the present. Prerequisite: GEO 232 and/or 231. Enrollment limited to 8. Registration by permission only. Interested students should contact the course instructor early in the Fall semester. Students are responsible to partially cover expenses associated with the January trip. {N} Credits: 5
Bosiljka Glumac
Expected to be offered in the next 3 years

GEO 361 Tectonics
A broadly-based examination of tectonics, the unifying theory of geology. We discuss lithospheric plate movements, the creation and destruction of Earth's crust, the formation of mountain belts and sedimentary basins, the dynamic coupling of crust and mantle, and how these processes have shaped the Earth through time. Emphases include critical reading of the primary literature; communication of scientific ideas orally and in writing; and the central role of
tectonics in uniting diverse fields of geology to create a cogent picture of how the Earth works. Prerequisite: any two 200-level courses in geosciences, one of which may be taken concurrently. {N} Credits: 4

John Loveless
Normally offered each fall

GEO 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.
Credits: 1–4

Members of the department
Normally offered both fall and spring semesters

GEO 430D Honors Project
Credits: 4

Members of the department
Normally offered each academic year

GEO 432D Honors Project
{H} {S} Credits: 6

Members of the department
Normally offered each academic year

Cross-Listed Courses

AST 220 Special Topics in Astronomy
Topics course.

Astronomy and Public Policy
This seminar explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? We focus on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Throughout the course we will develop science communication skills using proven techniques borrowed from theater. Prerequisite: one college science course in any field and MTH 111 or the equivalent. {N} Credits: 4

Glenn William Ellis
Normally offered each academic year

For additional offerings, see Five College Course Offerings by Five College Faculty.

EGR 340 Seminar: Geotechnical Engineering
What is quicksand and can you really drown in it? Why is Venice sinking? In this seminar students are introduced to the engineering behavior of soil within the context of a variety of real-world applications that include constructing dams, roads and buildings; protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics covered include soil classification, permeability and seepage, volume changes, effective stress, strength and compaction. We use a variety of approaches to learning including discussion, hands-on activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241 or permission of the instructor. Enrollment limit of 12. {N} Credits: 4

Glenn William Ellis
Normally offered each academic year
German Studies

Professor
Joseph George McVeigh, Ph.D.  

Associate Professor
Joel P. Westerdale, Ph.D., Chair

Senior Lecturer
Judith Keyler-Mayer, Ph.D.

Lecturer
TBA

The Major
Advisers: Joseph McVeigh, Joel Westerdale, Judith Keyler-Mayer
Requirements: Ten courses (or 40 credits) beyond the basis (GER 110Y)
Required Courses: GER 161, GER 250 or 260, GER 300, GER 350, GER 360
Electives: Five further courses, of which at least two must be in German.
Period Requirements: Students, in consultation with their departmental adviser(s) must select a combination of courses that covers a wide array of literary and/or cultural periods, from the early modern period to the present.
Courses taken during the Study Abroad Program in Hamburg that are not listed in the Smith catalog will be numbered differently and considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.
Courses outside the Department of German Studies may be counted toward the major, with prior departmental approval.

The Minor
Advisers: Joseph McVeigh, Joel Westerdale, Judith Keyler-Mayer
Requirements: Six courses (or 24 credits) beyond the basis (GER 110Y) of which no more than two may be in English. Three of the six courses are required: GER 161, GER 250, and GER 350 or GER 360.
Courses taken during the Study Abroad Program in Hamburg that are not listed in the Smith catalog will be numbered differently and considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.
Courses outside the Department of German Studies may be counted toward the minor, with prior departmental approval.

Honors
Directors: Joseph McVeigh, Joel Westerdale
GER 430D Honors Project
This is a full-year course. Credits: 8
Normally offered each fall
Please consult the director of honors or the departmental website for specific requirements and application procedures.
Placement and Preparation:
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 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 GER 110Y or GER 200.
Advisers for Study Abroad: Joseph McVeigh, Joel Westerdale, Judith Keyler-Mayer

A. German Language, Literature, and Culture
GER 110Y is a yearlong course. Credit is not granted for the first semester only.
GER 110Y Elementary German
An introduction to spoken and written German, and to the culture and history of German-speaking peoples and countries. Emphasis on grammar and practical vocabulary for use in conversation, reading, and composition. Prerequisite: 110Y, permission of the instructor, or by placement. [F] Credits: 5
Judith Keyler-Mayer

GER 200 Intermediate German: The German Environment
An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. Prerequisite: 110Y, permission of the instructor, or by placement. [F] Credits: 4
Members of the department

GER 250 Advanced Intermediate German: Environmental Culture
Discussion of modern German culture, society and technology, with an emphasis on environmental issues. Introduction and practice of more advanced elements of grammar; work on expanding vocabulary specific for academic fields; weekly writing and oral assignments. Students who successfully complete
GER 250 are eligible for the Study Abroad Program in Hamburg. Prerequisite: 200, permission of the instructor or by placement. (F) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GER 260 German All Over Campus
This course emphasizes a "hands on" approach to language acquisition. It will be conducted at various academic locations around campus in collaboration with colleagues of the respective departments and facilities. (Physics, Astronomy, Chemistry, Biology, Studio Art, Landscape studies, Museum, etc.). Students will engage in experiments and other activities at these various locations through which they will learn to express themselves in written and oral German in a variety of disciplines and situations. The practical activities will be accompanied by new grammar topics appropriate for an advanced intermediate course as well as literary and journalistic texts that complement the topics. Prerequisite: GER 200 or placement. Enrollment limit of 18. (E) (F) Credits: 4
Judith Keyler-Mayer
Expected to be offered in the next 3 years

GER 300 Topics in German Culture and Society
Topics course. Normally offered both fall and spring semesters.

German Songs, Language and History
Music has always been an integral part of German culture, most famously in operas and symphonies. But songs are the most original and common expression of the time in which they were written and performed. This is an upper-level language course that will look at songs within a cultural-historical framework. The objective is to develop students' ability to express thoughts on more abstract and complex topics in German language by probing the symbiosis of music and text in Germany from the Middle Ages to the present. The students will learn and analyze a wide variety of songs and perhaps perform some of them. Prerequisite, 250 or permission of the instructor. (F) Credits: 4
Members of the department
Expected to be offered in the next 3 years

Vom Krieg zum Konsens: German Film Since 1945
This course investigates German film culture since the fall of the Third Reich. Included are works by Fatih Akin, Michael Haneke, Werner Herzog, Margarethe von Trotta and Wolfgang Staudte. Students learn to analyze film and conduct basic research in German. Discussion addresses aesthetic and technical issues; portrayals of race, gender, class and migration; divided Germany and its reuni-fication; and filmic interventions into the legacy of Nazism. Conducted in Ger-man. Prerequisite: GER 250 or permission of the instructor. (E) (F) Credits: 4
Judith Keyler-Mayer
Expected to be offered in the next 3 years

GER 350 Seminar: Language and the German Media
A study of language, culture and politics in the German-language media; supplemental materials reflecting the interests and academic disciplines of students in the seminar. Practice of written and spoken German through compositions, linguistic exercises and oral reports. Conducted in German. (F) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GER 360 Seminar: Advanced Topics in German Studies
Each topic focuses on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German. Normally offered each spring.

Ingeborg Bachmann and the Renewal of German Literature After World War II
Few writers had a greater impact on the shaping of German-language literature in the decades following World War II than the Austrian writer Ingeborg Bachmann (1928–1973). This seminar will examine a selection of her works (poetry, radio plays, short stories, novels, correspondences) as a barometer of the shifts in Central European culture after the devastation of the war and consider, among other things, her thoughts on the relationship between the writer, her writings and society. (F) (L) Credits: 4
Members of the department
Normally offered in alternate years

Evil and the German Imaginary
For some, German culture had a shadowy international profile even before the Nazis came to power. This seminar examines the works of the imagination that contributed to this dark image, including the Faust legend, the works of horror once called "German tales," and the haunted screen of Weimar cinema. We will also consider the transformed understanding of such works in the aftermath of the Holocaust. Literary works from Goethe, Kafka, Thomas Mann, Edgar Allen Poe, and Guy de Maupassant; theoretical writings from Nietzsche, Freud, Adorno; films from Wiene, Murnau, Spielberg. Conducted in German. Prerequisites: GER 161 and GER 300 (or above); or permission of instructor. (F) (L) Credits: 4
Members of the department
Normally offered each spring

Reinventing the Germans in the 21st Century
Issues of immigration, globalization, energy and environmental policy, the war on terror, EU integration and wide-reaching changes in the social welfare system have provided the most recent impetus for another round of one of Germany's favorite national pastimes in the 20th century: asking "Who are we?" i.e., "Who are the Germans?" This seminar will briefly examine past efforts at building a German national, cultural and ethnic identity, as a basis for comparison with the vagaries of German identity in today's world. Emphasis will be placed on issues of the integration of refugees and minorities, the parameters of citizenship, youth culture, the media, Germany's political and military role in the world and other factors, which are in play in the current round of identity formation. Readings by Martin Walser, Günter Grass, W.G. Sebald, Baha Güncör and others. Conducted in German. (F) (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GER 400 Special Studies
Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. Credits: 1—4
Members of the department
Normally offered both fall and spring semesters

B. Courses in English

GER 161 The Cultures of German-Speaking Europe
This course provides curious students with a practical guide to the cultures of German-speaking Europe from Teutonic barbarians to Teutonic rap. This course focuses on the interconnectedness of many diverse areas of German culture through the centuries (literature, art, philosophy, music, domestic culture, popular culture) and their relationship to contemporary life and society. Class discussions and practice sessions emphasize the application of this knowledge to today's world. No previous knowledge of German culture or language required. Conducted in English. (H) (L) Credits: 4
Joseph George McVeigh
Normally offered in alternate years
GER 231 Topics in German Cinema
Topics course. Normally offered each spring.

Weimar Film
During the brief period between the fall of the Kaiser and the rise of the Nazis, Germany was a hotbed of artistic and intellectual innovation, giving rise to an internationally celebrated film industry. With an eye to industrial, political, and cultural forces, this course explores the aesthetic experience of modernity and modernization through formal, narrative, and stylistic analyses of feature films from the “Golden Age” of German cinema. Films by Wiene, Lange, Murnau, Pabst, Ruttmann, Sternberg, Sagan and Riefenstahl. Conducted in English. (A) Credits: 4

Members of the department
Expected to be offered in the next 3 years

Nazi Cinema
Explore and examine the Third Reich’s media dictatorship: how spectacle and entertainment can engineer consent with manipulative distractions; how mass media can serve a totalitarian regime by responding to festering resentments with nationalistic fantasies of cultural renewal; how seemingly harmless entertainment can promote a politics of fear and racism to horrific ends. Course emphasizes entertainment films of the Third Reich, with special attention to the works of Leni Riefenstahl. Conducted in English. (A) Credits: 4

Members of the department
Expected to be offered in the next 3 years

GER 271 Imagining Evil
Same as ENG 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil—how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A. Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. Conducted in English. (E) (L) Credits: 4

Members of the department
Expected to be offered in the next 3 years

C. Courses Offered on the Study Abroad Program in Hamburg

262 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); and (3) to offer extensive exposure to the cultural and social life of Hamburg and its environs. Students are also introduced 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. (F) Credits: 2

Staff
Offered Fall 2019 and Spring 2020; for four weeks on the Smith Program Abroad 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 is on the political, economic, social and cultural issues the republic was facing. For the Third Reich, we focus on the establishment of dictatorship, the persecution of Jews, everyday life in Hitler Germany, World War II, resistance and opposition, and the end of the Third Reich. Limited to students enrolled in the study abroad program. (H) (F) Credits: 4

Rainer Nicolaysen
Offered Fall 2019 on the Smith Program Abroad 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 roles, its economics and administration. We study the semiotics of theater and learn the technical vocabulary to describe and judge a performance. Plays are by German authors from different periods, but occasionally include other texts as well. The study abroad program covers the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the study abroad program. (L) (F) Credits: 4

Julia Gutzeit
Offered Fall 2019 on the Smith Program Abroad in Hamburg

290 Language on Location I: Current Topics, Recurrent Issues
Building on work done in the orientation program, this course refines written and oral skills by examining everyday and academic challenges along with current topics in German media. Emphasis in class is on building practical vocabulary and mastering grammatical structures (corresponding to CEF level B1). Prerequisite: by placement. (F) Credits: 4

Kathrin Beletti Mata
Offered Fall 2019 on the Smith Program Abroad in Hamburg

298 Language on Location II: Culture, Society, Environment
This course builds on the written and oral skills covered in 290 or the spring orientation program by exploring current cultural and social issues in Germany, particularly contemporary approaches to environmental issues. Emphasis in class is on grammatical structures (corresponding to CEF level B2) and expanding vocabulary, and includes a general introduction to German academic writing. Prerequisite: 290 or by placement. (F) Credits: 4

Kathrin Beletti Mata
Offered Spring 2020 on the Smith Program Abroad in Hamburg

310 The Academy and the Environment
The objective of this course is to improve written and oral skills, building on work done during the orientation program or in the fall semester. Students learn to employ complex grammatical structures (corresponding to CEF level C1) and expand their vocabulary while investigating current social and cultural issues. Emphasis is on academic challenges, such as composing a German term paper (Hausarbeit), and environmental challenges as discussed in German media. Prepares students for (optional) TesDAF exam. Prerequisite: by placement. (F) Credits: 4

Kathrin Beletti Mata
Offered Fall 2019, and Spring 2020 on the Smith Program Abroad in Hamburg

320 Germany 1945–90: Politics, Society and Culture in the Two German States
This course, which provides a continuation of 270, covers 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 study abroad program. (L) (H) (F) Credits: 4

Rainer Nicolaysen
Offered Spring 2020 on the Smith Program Abroad in Hamburg
D. Cross-Listed Courses

**FYS 187 The Temptations of Knowledge**
Would you sell your soul for knowledge? What fate would await you if you did?
Since the sixteenth century, the story of Faust, the scholar-magician-charlatan who traded his soul to the Devil, has explored these questions anew, and over the centuries each retelling provides a window into the struggles and ambitions of its age, including our own. Enrollment limited to 16 first-year students.

*WI {L} Credits: 4*

Joel P. Westerdale

Expected to be offered in the next 3 years

**JUD 110 Introduction to Yiddish Culture**
An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation.

*{H} {L} Credits: 4*

Members of the department

Expected to be offered in the next 3 years

**JUD 260 Yiddish Literature and Culture**
From dybbuks and schlemiels to radicals and revolutionaries, Yiddish literature and culture are more than *Fiddler on the Roof*. Explores Yiddish stories, novels, poetry, and drama as a site for political activism, ethnic performance, and creative expression in tsarist and revolutionary Russia, interwar Poland, and immigrant America. Why did Yiddish so often find itself at the bloody crossroads of art and politics? How have post-Holocaust engagements with Yiddish memorialized not only a lost civilization but also re-imagined a homeland in language? All texts in translation. No prerequisites.

*{L} Credits: 4*

Justin Daniel Cammy

Expected to be offered in the next 3 years

**WLT 218 Holocaust Literature**
What is a Holocaust story? How does literature written in extremis in ghettos, death camps, or in hiding differ from 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 genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums), and critical theories of representation. All readings in translation. No prerequisites.

*{H} {L} Credits: 4*

Members of the department

Expected to be offered in the next 3 years
The global financial institutions concentration (GFIC) combines academic courses, research and fieldwork to provide a rigorous study of global financial markets. Students acquire in-depth knowledge of the structure and operation of U.S. and world financial institutions. Through a sequence of six courses, two internships, and a workshop to develop appropriate computer skills, the GFX would specifically equip students with knowledge of the workings of financial institutions such as the IMF, the World Bank, central banks around the world, and private financial institutions as well as related financial regulations. Students could normally complete the requirements of GFX in three years. The concentration admits a maximum of 15 students each year, starting in their sophomore year.

Requirements

1. Gateway Course

2. Electives

Students are required to take four electives drawn from at least two different departments. One of the courses must be ECO 265 (Economics of Corporate Finance), ECO 275 (Money and Banking) or a similar course chosen with the GFX adviser.

Only one statistics course and no more than three elective courses that fulfill the requirements for a student’s major will be counted toward fulfillment of this concentration. Students can select from the approved list of Smith and Five College-related courses (provided below) drawn from course offerings in computer science, economics, government, math, philosophy and psychology. Concentrators may choose to focus on a specific region (Africa, Asia, Europe or the Americas) by selecting relevant courses on that region and doing research in their capstone seminar related to the region. Concentrators focusing on a region are strongly recommended to study a language spoken in that region.

3. Capstone: Seminar Plus

Students fulfill the capstone requirement for the concentration by taking one seminar selected from a list of concentration-approved seminars (provided below). These seminars are drawn from disciplines in which global finance research is already featured, such as economics, government and public policy. Concentrators take an additional 1-credit course with the faculty concentration coordinator that will bring all of the concentrators in a given class year together four times during the second semester of the senior year to share the research that they did or are doing in their capstone seminar. In addition, GFX students are required to present their research in one of the following ways: during the annual Collaborations event in April, at an approved academic conference, or to the concentration students and faculty advisers.

4. Experiential Learning

Students are required to have two experiential learning components. Concentrators can choose either a combination of a workshop and a summer internship in financial institutions or to do two internships.

Workshop
2. Excel workshop(s) one-day workshop offered by WFI
3. Smith-Tuck Summer Bridge Program

Summer Internships

Students are required to complete one summer internship (approved ten-week programs) prior to the senior year; (Praxis may be used). Concentrator can consult their GFX faculty adviser in choosing an internship.

Strongly Recommended

Related Courses: Foreign Language, Cultures and Society

Students interested in a particular geographical region of global financial markets are strongly encouraged to acquire the relevant language skills, as well as political and cultural knowledge.

Additional Activities

In order to enhance knowledge of financial markets and language, concentrators are required to participate in one of the following approved activities and are strongly encouraged to participate in more than one. WFI lunchtime lectures, particularly Principles of Investing

• Smith College Investment Club (maintain active membership status)
• CDO Finance Résumé and Cover Letters workshop
• CDO Mock Finance Interview Day
• WFI/CDO annual excursion to Wall Street in New York City
• WFI/CDO day trips to the Federal Reserve Bank and Board

Courses

GFX 100 Introduction to Global Financial Institutions

This eight-week lecture series provides an overview of the financial system and the role of financial institutions in the global economy; domestic and international regulation; domestic and international banking. Faculty and guest lecturers reflect on contemporary developments and challenges in their fields. Credits: 1

Mahnaz Mahdavi
Capstone Seminars

ECO 375 The Theory and Practice of Central Banking
ECO 396 International Financial Markets
ECO 37 Financial Globalization (Amherst College)
ECON 335 Advanced Corporate Finance (Mount Holyoke)
ECO 338 Money and Banking (Mount Holyoke)
GOV 343 Corruption and Global Governance
SOC 333 Social Justice, the Environment and the Corporation

General Electives

ACC 223 Financial Accounting
ECO 220 Introduction to Statistics and Econometrics
OR
MTH 201 Statistical Methods for Undergraduate Research
OR
MTH 246 Probability
ACC 223 Financial Accounting
ECO 241 Anthropology of Development
ECO 226 Economics of European Integration
ECO 240 Econometrics
ECO 265 Economics of Corporate Finance
ECO 275 Money and Banking
ECO 296 International Finance
GOV 242 International Political Economy
GOV 244 Foreign Policy of United States
GOV 252 International Organizations
PRS 318 Religion of the Marketplace: A Demystification
SS 291 State and Politics in Africa (Hampshire College)

Courses Especially Recommended for Regional Focus

ANT 271 Globalization and Transnationalism in Africa
GEOG 215 Geography of Middle East and North Africa (Mount Holyoke)
ECON 267 Development Post-Independence Africa (UMass)
EAS 220 Culture and Diplomacy in Asia
EAS 100 Intro to Modern East Asia
GOV 228 Government and Politics of China
HST 211 Emergence of China
HST 247 Aspects of Russian History
GOV 226 Latin American Political Systems
POLIT 354 Public Policy in Latin America (Mount Holyoke)
HST 260 Colonial Latin American 1821–Present
HST 261 National Latin American 1821–Present
SOC 327 Global Migration in the 21st Century
Global South Development Studies

Advisers
Charles P. Staelin, Ph.D., Professor of Economics
Gregory Whayne White, Ph.D., Professor of Government, Director of GSDS
Leslie L. King, Ph.D., Professor of Sociology
Caroline M. Melly, Ph.D., Associate Professor of Anthropology
Jeffrey S. Ahlman, Ph.D., Associate Professor of History
Vis Taraz, Ph.D., Assistant Professor of Economics

Global South 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:
- One course from history
- One course from economics
- 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. Comparable courses at other colleges may be included with the consent of the minor adviser.
- Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East
- The student can include no more than two courses from any department.

See departmental and program listing for course prerequisites.

GSD 404 Special Studies
For juniors and seniors, admission by permission of the Global South Development Studies Advisory Board. Can only be taken once to count toward the minor. Credits: 4
Normally offered each academic year

Approved Courses

Anthropology

ANT 234 Culture, Power and Politics
Normally offered in alternate years

ANT 257 Native South Americans
Normally offered in alternate years

ANT 218 The Anthropology of Human Rights
Expected to be offered in the next 3 years

ANT 229 Africa and the Environment
Expected to be offered in the next 3 years

ANT 348 Seminar: Topics in Development Anthropology
Expected to be offered in the next 3 years

ANT 353 Seminar: Topics in Anthropology
Normally offered in alternate years

Economics

ECO 211 Economic Development
Normally offered each academic year

ECO 311 Seminar: Topics in Economic Development
Normally offered in alternate years

Government

GOV 220 Introduction to Comparative Politics
Normally offered each spring

GOV 224 Colloquium: Globalization From an Islamic Perspective
Normally offered in alternate years

GOV 230 Chinese Politics
Expected to be offered in the next 3 years

GOV 237 Colloquium: Politics of the U.S./Mexico Border
Normally offered each spring

GOV 241 International Politics
Normally offered both fall and spring semesters

GOV 242 International Political Economy
Normally offered each academic year

GOV 252 International Organizations
Normally offered each academic year

GOV 257 Colloquium: Refugee Politics
Normally offered in alternate years

GOV 326 Seminar in Comparative Politics
Expected to be offered in the next 3 years

GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
Expected to be offered in the next 3 years

GOV 347 Seminar in International Politics and Comparative Politics
Expected to be offered in the next 3 years

GOV 348 Seminar in International Politics
Normally offered in alternate years

EAS 210 Colloquium: Culture and Diplomacy in Asia
Normally offered each spring
History

HST 209 (C) Aspects of Middle Eastern History
Expected to be offered in the next 3 years

HST 234 (C) Global Africa
Normally offered in alternate years

HST 235 Independent Africa: A Social and Cultural History
Normally offered in alternate years

HST 256 (L) Making of Colonial West Africa: Race, Power and Society
Normally offered each academic year

HST 258 (L) Modern Africa
Normally offered each academic year

HST 259 (C) Aspects of African History
Normally offered in alternate years

HST 260 (L) Colonial Latin America, 1492–1825
Expected to be offered in the next 3 years

HST 261 (L) Latin America, 1821 to the Present
Expected to be offered in the next 3 years

AFR 202 Topics in Africana Studies
Expected to be offered in the next 3 years

EAS 100 Modern East Asia
Normally offered each fall

EAS 219 Modern Korean History
Expected to be offered in the next 3 years

EAS 220 Colloquium: Environment and Society in Contemporary China
Expected to be offered in the next 3 years

LAS 301 Seminar: Topics in Latin American and Latino/a Studies
Expected to be offered in the next 3 years

Sociology

SOC 232 World Population
Normally offered in alternate years

SOC 327 Seminar: Global Migration in the 21st Century
Normally offered in alternate years

EAS 200 Colloquium: Topics in East Asian Studies
Expected to be offered in the next 3 years
Professors
Donald C. Baumer, Ph.D., Chair
Dennis Yasutomo, Ph.D. *1
J. Patrick Coby, Ph.D. **1
Steven Heydemann, Ph.D.
Gary L. Lehring, Ph.D.
Howard Jonah Gold, Ph.D.
Gregory Whayne White, Ph.D., Chair *1
Mlada Bukovansky, Ph.D. **1
Alice L. Hearst, Ph.D., J.D. **1, *1
Marc R. Lendler, Ph.D. *1
Velma E. García, Ph.D.

Associate Professors
Brent M. Durbin, Ph.D. **1

Assistant Professors
Sara Newland, Ph.D.
Erin Pineda, Ph.D. *2
Bozena C. Welborne, Ph.D.

Lecturer
Ulku Zumray Kutlu Tonak, Ph.D.
Anna Kapambwe Mwaba, Ph.D.

Research Associates
Michael James Clancy, Ph.D.
Noel Twagiramungu, Ph.D.

The Major
Advisers: Donald Baumer, Mlada Bukovansky, Patrick Coby, Brent Durbin, Velma Garcia, Howard Gold, Alice Hearst, Steven Heydemann, Marc Lendler, Gary Lehring, Erin Pineda, Bozena Welborne, Gregory White, Dennis Yasutomo

Graduate School Adviser: TBA

Director of the Jean Picker Semester-in-Washington Program: Brent Durbin 2019–2020

Requirements 11 semester courses:
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. GOV 205 or an equivalent statistics course taken in another department;
4. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under point 2 above; they may be in the same subfield of the department, or they may be in another subfield, in which case a rationale for their choice must be accepted by the student and her adviser; and
5. three additional elective courses.

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 six courses, which shall include five additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors
Director: Erin Pineda

GOV 400 Special Studies
Credits: 1–4
Members of the department

GOV 430D Honors Project
Credits: 8
Members of the department

GOV 431 Honors Project
Credits: 8
Members of the department

Please consult the director of honors or the departmental website 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.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite a 200-level course in the same field.
GOV 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. Open to all students. Entering students considering a major in government are encouraged to take the course in their first year, either in the fall or the spring semester. [S] Credits: 4
J. Patrick Coby, Alice L. Hearst, Erin R. Pineda, Gregory Whayne White
Normally offered both fall and spring semesters

American Government
200 is suggested preparation for all other courses in this field.

GOV 203 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 is paid to survey data and to data analysis using computer software. Enrollment limit of 75. [M] [S] Credits: 5
Howard Jonah Gold
Normally offered each spring

GOV 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] Credits: 4
Donald C. Baumer
Normally offered each spring

GOV 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] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 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] Credits: 4
Members of the department
Normally offered each spring

GOV 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] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 205 Colloquium: The Return of the Native Indigenous Peoples in the New Global Order
The status of indigenous peoples, both domestically and internationally, is dizzyingly complex. The course begins by looking at indigenous rights claims under both domestic and international laws to understand the nature of “group” rights. The course then explores the status of indigenous persons in the US, looking at relationships among and between tribes and tribal members, between states and tribes, and between tribes and the federal government. Throughout, the course will draw comparisons with the treatment of indigenous claims across the globe. The second half of the course explores contemporary issues, such as claims of indigenous groups to the protection of sacred sites, the repatriation of indigenous remains, the treatment of indigenous children, and subsistence and other issues associated with environmental exploitation and development. Enrollment limited to 20. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 206 The American Presidency
An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. [S] Credits: 4
Marc R. Lendler
Normally offered each spring

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] Credits: 4
Donald C. Baumer
Normally offered in alternate years

GOV 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. [S] Credits: 4
Members of the department
Normally offered each fall

GOV 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 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] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 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. Credits: 4
Howard Jonah Gold
Expected to be offered in the next 3 years

GOV 211 LGBT Politics in America
This course offers an overview of lesbian and gay politics, culture(s) and histories in the United States from the late 19th century to the present. We focus on how the struggles for community formation and community building succeeded in the creation of sophisticated social movements for legal rights and institutional inclusions in the 20th and 21st centuries. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years
GOV 213 Colloquium: The Bush Years
This course looks at the eight years of the Bush presidency, including his election, domestic issues such as tax cuts, response to 9/11, the lead up to and conduct of the war in Iraq, the controversies around the “unitary presidency,” the response to Hurricane Katrina, and the financial destabilization of 2008. The purpose is to bring perspective to those years. Enrollment limited to 20. Prerequisite is at least one other course in American government. {S} Credits: 4
Members of the department
Normally offered in alternate years

GOV 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} Credits: 4
Members of the department
Normally offered each fall

GOV 216 Judicial Decision Making and the Legal Reasoning Process
This course provides the necessary background to integrate our modern understanding of judicial behavior into the realm of American Political Science. For centuries the prevailing wisdom was that judges merely applied the relevant law to the facts in evidence. Over the past seventy years a more nuanced analysis has emerged, and we are now very much inclined to attribute both bias and political motive to many of the holdings that courts issue. GOV 216 will give students an understanding of both judicial behavior, and of the connections between legal reasoning and the final political outcomes that court opinions bring about. (E) {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 217 Race and the Problem of American Citizenship
This course will examine the relationship between race and the discourse, concept, and practice of citizenship as it has developed in the United States. We will interrogate how ideologies and experiences of race and citizenship have constituted each other over time, enabling forms of unequal political belonging to coexist with claims to equality, liberty, and democracy. We will also consider how the meaning of citizenship has been challenged and reformulated by those who have contested racialized hierarchies and exclusions. While this course will cover texts from early settlement and antebellum periods, focus will be on the modern era, from the late 19th century through the present, drawing on historical texts as well as political theory to analyze both race and U.S. citizenship. {S} Credits: 4
Members of the department
Normally offered in alternate years

GOV 219 Throwaway Children: Law, Policy and Dependency
Family dysfunction affects children in all aspects of their lives. This course examines how children fare in abuse and neglect proceedings, particularly when they are removed from their biological families and placed in foster care. It also explores children in the juvenile justice system, linking back to questions about how to deal with fragile families, and explores whether rights-based approaches to child well-being would provide better outcomes for children than current approaches. The course compares child welfare programs in other countries and assesses their advantages or disadvantages in the context of domestic politics and policies. (E) {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 281 The Obama Years
This class is a cross-sectional look at the Obama presidency, including his path to election, major domestic, national, and foreign policy debates, and the conflicts of those eight years. Enrollment limit of 20. (E) {S} Credits: 4
Members of the department
Normally offered in alternate years

GOV 304 Seminar in American Government
Topics course.

Topic: Policing and the Problem
A comparative examination of police organizations and practices. Prerequisite: a 200-level course in American government. {S} Credits: 4
Members of the department
Normally offered in alternate years

GOV 305 Seminar in American Government
Topics course.

Strange Bedfellows: State Power and Regulation of the Family
This seminar explores the status of the family in American political life and its role as a mediating structure between the individual and the state. Emphasis is placed on the role of the courts in articulating the rights of the family and its members. Suggested preparation: GOV 202 or WST 225. {S} Credits: 4
Members of the department
Normally offered in alternate years

GOV 306 Seminar in American Government
Topics Course

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 is covered. Students complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 307 Seminar in American Government
Topics Course

Latinos and Immigration 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. Credits: 4
Members of the department
Normally offered in alternate years

GOV 312 Seminar in American Government
Topics course.

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 involve analysis of survey data. {S} Credits: 4
Members of the department
Normally offered in alternate years

GOV 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. Credits: 4
Members of the department
Normally offered each fall

GOV 412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. Credits: 8
Members of the department
Normally offered each fall
GOV 413 Washington Seminar: The Art and Craft of Political Science Research
This seminar provides students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students are 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] Credits: 2
Members of the department
Normally offered each fall

Comparative Government

GOV 220 Introduction to Comparative Politics
This course introduces students to comparative political analysis and provides a foundation to better understand major political, economic and social forces in a diverse set of countries. We first focus on key methods and concepts such as state and nation, asking where states come from and how are nations built. The course then addresses questions including: Why are some countries democratic and others authoritarian? How do states promote or stymie economic development? What role do civil society and social groups play in political and economic transition? The course combines theoretical and conceptual analysis with cases drawn from around the world. [S] Credits: 4
Sara A. Newland
Normally offered each spring

GOV 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] Credits: 4
Mlada Bukovansky
Normally offered in alternate years

GOV 223 Russian Politics
This course examines recurring issues facing the Russian state and its citizens: the complex interplay between formal institutions and informal politics, patterns of cooperation and antagonism in relationships with other countries, and the “resource curse.” It also addresses the importance of public opinion in a hybrid political regime; the use of the Internet and the mass media; and human rights in contemporary Russia. It examines history to provide sufficient context, but will concentrate on the period between the end of the Soviet Union and the present day. Enrollment limit of 40. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 224 Colloquium: Globalization From an Islamic Perspective
This course introduces students to the diversity of political and economic challenges and opportunities facing the Muslim world in a globalizing context. We cover a range of contemporary topics from the legacies of colonialism, evolving human security issues, and the emergence of Islamist politics to the popularity of Islamic banking and commerce, as well as changing gender roles. Enrollment limited to 20. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 225 Ethnic Politics in Comparative Perspective
What is the relationship between ethnicity and politics? When does ethnic difference lead to competition and conflict? Does coethnicty encourage greater cooperation and provision of public goods? We explore these and related questions looking at experiences across the world. Though we read scholarship from the American context, the focus is on ethnicity and politics in other countries. Enrollment limit of 20 students. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 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 is covered. [S] Credits: 4
Velma E. García
Normally offered each fall

GOV 227 Contemporary African Politics
This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa’s political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa’s political economy. Enrollment limited to 35. [S] Credits: 4
Anna Kapambwe Mwaba
Normally offered each spring

GOV 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] Credits: 4
Dennis Yasutomo
Normally offered each fall

GOV 229 Gender and Politics
Why was Hillary Clinton the only female prospect for the 2016 presidential election? Why are so few heads of state women? Taking an intersectional approach, this course examines the role of gender and other identities in political institutions, participation, and representation in a transnational context. Three questions are explored: To what extent do women and men think/act differently in politics and what might explain these differences? To what extent are political processes and institutions gendered and how might they gender individuals’ political activities? Why are women underrepresented in politics and to what extent do female politicians have an impact? [E] [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 230 Chinese Politics
The People’s Republic of China represents approximately one quarter of the world’s population, sustains the largest bureaucracy in the history of the world, and currently possesses of a system of political economy that combines elements of both communism and capitalism. This course introduces students to the basic concepts of political processes, political institutions, and political events in China, primarily focusing on the reform era (1978-present). Specifically, we examine China’s political institutions, political economy, state-society relations, and the politics of Hong Kong and Taiwan. [S] Credits: 4
Sara A. Newland
Expected to be offered in the next 3 years
Government

GOV 231 Colloquium: Women’s Social Movements in the Middle East
This course explores how women’s movements emerge and sustain themselves in different global contexts with a special focus on women’s movements in the Middle East. Beginning with a broad overview of the status of women globally, the class then shifts to an investigation of how the women’s movement evolved in the U.S. and ends with a comparison of the political strategies of secular and Islamic feminists in modern-day Egypt. The course covers issues affecting women’s lives that range from securing the vote, gaining recognition as full persons and gaining reproductive rights. It looks at issues of religious freedom to inquire into how women, especially in the Middle East, negotiate a world of both contemporary and traditional religious and secular values. Students leave this course with a fuller appreciation of the variety of issues around which women mobilize as well as an understanding of the diverse strategies they adopt to meet their chosen goals. [S] Credits: 4
Bezena C. Welborne
Expected to be offered in the next 3 years

GOV 232 Comparative Political Economy
How do politics shape markets, and markets shape politics? Why do some countries become rich while others stay poor? Why does capitalism take many different forms, and what do these differences mean for societies, firms, and individuals? This class will be divided into three units. First, we will explore the core theoretical texts of political economy. Second, we learn about the “varieties of capitalism” and the different forms that transitions from communism to capitalism have taken. The third unit focuses on the political economy of development, the role of politics in creating patterns of wealth and poverty around the world. Enrollment limit of 24. [S] Credits: 4
Sera A. Newland
Expected to be offered in the next 3 years

GOV 233 Problems in Political Development
This course explores the practical meaning of the term “development” and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 234 Colloquium: Comparative Responses to AIDS in Africa
Before AIDS became the international priority it is today, local communities and national governments experiencing the AIDS pandemic firsthand responded in diverse ways. Why have some states been more active than others in responding to AIDS? What has been tried in the fight against AIDS in Africa, and more importantly, what, if anything, is working? What conditions are necessary for success? In this course, we aim to learn about politics and policy in resource-constrained settings using the case study of response to AIDS in Africa. We start with learning the epidemiology of HIV/AIDS and the experience of AIDS in Africa. We then explore the responses to AIDS by national and international actors. The remainder of the course focuses on the interventions against HIV and AIDS, concluding with a close look at the local realities of the global intervention against AIDS. Enrollment limit of 20. WI [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 235 Government and Politics in East Asia
East Asia has increasingly played a great role in global politics. Organized in themes and parallel case studies, this course provides a comprehensive and systematic introduction to the comparative study of the nations of East Asia, with a particular focus on Japan, North Korea, South Korea, China, and Taiwan. The course addresses several topical areas of inquiry: political culture and heritage, democratization, government structure and institutions, political parties and leaders, social movements, and women’s political representation and participation. While this course studies East Asian countries, intra-regional issues and issues involving relations with other parts of the world are also examined. Enrollment limit of 20. [E] [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 236 Comparative Politics of Immigration
This course examines immigration from a comparative perspective by drawing on European, American, and Asian examples. Part I explores theories and empirical evaluations of the economic, humanitarian, and cultural causes of immigration. Part II explores the consequences of immigration faced by receiving countries, as well as immigrants. We specifically focus on how native citizens, politicians, political parties, states, and the media respond to increasing immigration. We also investigate the raced, gendered, and classed effects of the economic, social, and political integration of immigrants. We end the course on discussions of the meanings, roles, and enactments of societal membership and citizenship. [E] [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 237 Colloquium: Politics of 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 United States and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course focuses on the border as a region historically marked both by conflict and interdependence. Open to majors in government and/or Latin American studies. Enrollment limited to 24. [S] Credits: 4
Velma E. García
Normally offered each spring

GOV 238 Elections Around the World
Why and how do we hold elections? In this class, we study the rules that structure how we select leaders to represent us and the subsequent political behavior in response to those rules. Our examination of elections worldwide involves a global overview of modern elections, including those held in authoritarian regimes. By the end of the course, each student is an expert on an election of their choice. We have two questions motivating our journey in this course. First, do elections matter? Second, how should we hold elections? [E] [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 239 Social Justice Movements in Latin America
This seminar examines the relationship between social movements and the state in Latin America. There is a focus on environmental, gender, and indigenous issues and movements and their relationship with state institutions. [S] Credits: 4
Velma E. García
Normally offered in alternate years
GOV 323 Seminar in Comparative Government
Topics course.
Political Science Research in the Field
This course introduces students to a variety of methods used in the field to gather data to study political phenomena. The primary goal of the course is to take students from being consumers to becoming producers of political science research. An appreciation of different methods of inquiry is essential in producing quality work, but also further enables students to be more critical and analytical consumers of research. Students develop a rich understanding of research methods and are able to discuss the benefits and challenges of various qualitative and quantitative data collection procedures. By the end of the course, students are able to draw a representative sample from a population of interest, identify an appropriate method of data collection to study the problem in that representative sample, collect and analyze original data, and present findings of the research. Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 326 Seminar in Comparative Politics
Topics course.
The Middle East in World Affairs
This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. It introduces students to the diversity of challenges facing the region and gives students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study explorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 327 East Asian Politics Seminar
This course examines thematic issues in East Asian politics, including the formation of nations and states, democracy, authoritarianism, political parties, political economy, gender, and social movements. The emphasis in this course pivots on understanding theoretical and conceptual issues that are anchored in East Asian politics but that are generally pertinent to comparative politics in the world. The course has two goals: (1) to enable students to gain an empirical and conceptual understanding of the political dynamics of the region and (2) to prepare students to address and debate theoretical questions through completion of an original research proposal. (E) (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 328 Rising China
This course explores China’s rise and its global implications. In particular, how has China achieved its economic “miracle”? What are the economic and political challenges faced by China? How does a rising China influence international affairs—especially US-China relations? (E) (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 329 Comparative Politics of Northeast Asia
This seminar focuses on one of the world’s largest and most economically vibrant regions, Northeast Asia. Organized around a series of core themes in comparative politics—political economy, state-society relations, democratic transition and consolidation, and electoral politics—the course will compare domestic politics in Japan, South Korea, China, and Taiwan. In addition to gaining regional expertise, students will learn to conduct original research in comparative politics. Students will generate original research questions based on the course material, and produce a research paper comparing two or more countries (or multiple regions within a single country) with respect to their question of interest. Enrollment limit of 12. (S) Credits: 4
Members of the department
Expected to be offered in alternate years

GOV 340 Seminar: Taiwan—Internal Politics and Cross-Strait Relations
Regarded by some as a province of China, by others as a sovereign country, and by still others as somewhere in the middle, Taiwan is a longstanding source of tension in the US-China relationship. Taiwan has also undergone remarkable political and economic changes since the 1940s. This course in comparative politics and international relations will address the historical roots, current challenges, and possible future of the US-PRC-Taiwan relationship. It will also use Taiwan as a case study to examine major themes in comparative politics, among them authoritarianism and democratic transitions; corruption; the political economy of rapid development, and identity politics. Prerequisites: Junior or senior standing required. At least one course in comparative politics, international relations, or East Asia preferred. (S) Credits: 4
Sara A. Newland
Normally offered both fall and spring semesters

International Relations

241 is suggested preparation for all other courses in this field.

GOV 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 50. (S) Credits: 4
Mlada Bukovansky, Gregory Whayne White
Normally offered each academic year

GOV 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 Marxist 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. First-year students may enroll only if they have completed 241. Enrollment limited to 40. (S) Credits: 4
Bozena C. Welborne
Normally offered each academic year

GOV 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 United States 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) Credits: 4
Brent M. Durbin
Normally offered in alternate years

GOV 246 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
GOV 247 International Relations in Africa
This course provides an introduction to the international relations of contemporary Africa. It explores how Africa has redefined our understanding of international relations and its role as a global actor. Core themes include the politics of post-independence international alignments, the external causes and effects of authoritarian rule, and the continent’s role in the global political economy. The course concludes with a consideration of pressing current issues on the African continent, including state failure, health interventions, issues of peace and security, and China's growing economic and political influence. (E) [S] Credits: 4
Anna Kapambwe Mwaba
Expected to be offered in the next 3 years

GOV 248 The Arab-Israeli Dispute
This course investigates the causes and effects of the Arab-Israeli disputes of the past and present as well as the viability of efforts to resolve them. We consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict touches on issues related to human security, terrorism and political violence as well as broader questions of human rights, national identity and international governance. (S) Credits: 4
Bezena C. Welborne
Normally offered in alternate years

GOV 249 International Human Rights
This course examines international human rights and the legal regime designed to protect them. Beginning with a theoretical inquiry into the justification of human rights, the course moves into an analysis of the contemporary system, from the UN to regional associations to NGOs. With that background in place, the course turns to specific topics, including the rights of vulnerable persons (women, children, minority communities, internally and externally displaced persons); human rights concerns arising from globalization and corporate responsibility; environmental concerns; and issues of peacekeeping. It concludes by examining enforcement strategies, from humanitarian intervention to political mobilization to judicial enforcement of rights in both domestic and international tribunals. (S) Credits: 4
Alice L. Hearst
Normally offered in alternate years

GOV 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) Credits: 4
Dennis Yasutomo
Normally offered each spring

GOV 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) Credits: 4
Members of the department

GOV 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) Credits: 4
Members of the department

GOV 256 Colloquium: Corruption and Global Governance
This course investigates the causes and effects of the Arab-Israeli disputes of the past and present as well as the viability of efforts to resolve them. We consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict touches on issues related to human security, terrorism and political violence as well as broader questions of human rights, national identity and international governance. (E) [S] Credits: 4
Bezena C. Welborne

GOV 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 the Middle East, other cases of refugee politics are examined. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. (S) Credits: 4
Ulku Zumray Kiddingi Tonak

GOV 258 Government
This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. It introduces students to the diversity of challenges facing the region and gives students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study ex-
plorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 343 Seminar in International Politics and Comparative Politics
Topics Course

Humanitarianism
Humanitarian assistance such as emergency food aid, establishment of refugee camps, disaster relief and military interventions to protect civilians has become a pervasive feature of international relations. This seminar explores the complex governance and economic distribution networks that have evolved around humanitarian assistance, networks that include national governments, NGOs, international organizations and private donors. Through readings in a wide variety of fields, it delves critically into the philosophical and ethical issues surrounding the principles and practice of humanitarian relief and intervention. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 344 Seminar on Foreign Policy of the Chinese People’s Republic
Topics course.

China’s Post-Mao Reform: Domestic and International Implications
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 focuses on the process and substance of the nation’s contemporary international behavior. Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 345 Seminar in International Politics
Topics course.

Intelligence and National Security
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 seventeen different agencies requiring upwards of $80 billion per year in funding. We review the history of this system, including theories of individual cognition and bias, small-group decision-making, bureaucratic politics, and organizational behavior. These different approaches are applied to several in-depth cases drawn from the last fifty years of U.S. foreign policy. Prerequisites: Junior or Senior standing; GOV 241 (International Politics) or equivalent; and one college-level course in American politics. GOV 244 (Foreign Policy of the United States) or equivalent is recommended. (S) Credits: 4
Members of the department
Normally offered in alternate years

GOV 347 Seminar in International Politics and Comparative Politics
Topics course.

North Africa in the International System
This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya, focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) 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 political change. (S) Credits: 4
Members of the department
Normally offered in alternate years

Environmental Security
This advanced seminar examines the political implications of treating environmental events and trends as matters of (inter)national security. It approaches the issue historically—examining the conceptual evolution of security over time and the relatively recent incorporation of environmental issues into security frameworks. Primary focus is devoted to climate change, but other ecological issues are examined as well: development, natural resource use, waste and pollution, biodiversity, etc. Prerequisite: 241, 242, 244 or 252. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 348 Seminar in International Politics
Topics course.

Conflict and Cooperation in Asia
The seminar identifies and analyzes the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course concludes by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. (S) Credits: 4
Members of the department
Normally offered in alternate years

Political Theory

GOV 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, warfare 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) Credits: 4
J. Patrick Coby
Normally offered in alternate years

GOV 262 Early Modern Political Theory, 1500–1800
A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty and peace; limitations on power, the general will, and liberalism’s relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. Credits: 4
Members of the department
Normally offered in alternate years
GOV 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. Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 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) Credits: 4
Members of the department
Expected to be offered in alternate years

GOV 265 Reacting to the Past: America’s Founding
A departmental version of the historical role-playing First-Year Seminar by the same name, featuring games on the American Revolution and the Constitutional Convention. Course satisfies the department’s political theory requirement and is open to all levels of students. (S) Credits: 4
Members of the department
Normally offered in alternate years

GOV 266 Contemporary Political Theory
A study of major ideas and theories of justice and rights since World War II. Beginning with the work of John Rawls and his critics, we move to examine the debates raised by Rawls in the works of other authors who take seriously his idea of building a just society for all. Special attention is paid to the politics of inclusion for groups based on race, gender, sexual orientation and ethnicity as their claims for rights/justice/inclusion present challenges to our rhetorical commitment to build a just and fair society for all. Successful completion of 100 or another political theory course is strongly suggested. (S) Credits: 4
Members of the department
Normally offered in alternate years

GOV 267 Problems in Democratic Thought
What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. (S) Credits: 4
Members of the department
Normally offered in alternate years

GOV 268 Utopian/Dystopian Visions and Political Theory
Thomas More penned his novel Utopia in 1516, and in 1868 John Stuart Mill coined ‘dystopia’ as the antithesis of More’s idyllic vision. But the word utopia literally translates as “nowhere land.” This course will explore the question how the exploration of “what could be” has been and remains a central focus in the work of much of political theory. Serving as both an exemplar and a warning of planned political societies, utopian and dystopian literature is always engaged in the work of making, unmaking, and remarking the possibilities for the original political question, “How should we govern?” Enrollment limit of 25. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 269 Politics of Gender and Society
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 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. Credits: 4
Members of the department
Expected to be offered in alternate years

GOV 272 Conceptualizing Democracy
In the contemporary world, democracy is often considered not merely a form of government or one type of regime among many, but the very condition of political legitimacy. But what exactly does democracy entail? Is it an institution, a practice, a value, a virtue? This course provides a survey of different historical and theoretical answers to these questions, from the foundations of self-government in ancient Athens through the present day. (S) Credits: 4
Erin R. Pineda
Normally offered in alternate years

GOV 362 Seminar in Political Theory
Topics course.

GOV 363 Civil Disobedience
This seminar in political theory examines the idea and practice of civil disobedience. Are citizens morally obligated to obey unjust laws? How do we know when a law is unjust? What kinds of protest actions are justified? Is violence ever legitimate? This course will engage student with these questions by reading classic and contemporary texts from both philosophers and practitioners of forms of disobedience and resistance. Texts include works by John Rawls, Judith Shklar, Henry David Thoreau, MK Gandhi, Martin Luther King Jr. and Hannah Arendt. Prerequisite: Some previous course on American government or permission of the instructor. Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 366 Seminar in Political Theory
Topics course.

The Politics of Heterosexuality
This course explores the social and political construction of heterosexuality; its interaction with race, class and gender; and the queer resistances to heteronormativity that have formed to oppose it. Examining heterosexuality as a form of social and political privilege, we explore the ways in which it acts as a coercive yet successful cultural norm, often disappearing as a category of investigation altogether. Attention is paid to rendering visible the historical, political, economic and social forces that have contributed to the construction and maintenance of a coerced and coercive heterosexuality, while simultaneously exploring the uniqueness produced through the intersections of heterosexuality with race, class and gender. These intersections reveal the many ways that heteronormativity has been deployed as a form of political organization of the body politic, even as it produces multiple locations of resistance for politicized bodies. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years
The Political Theory of Michel Foucault

This course examines 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 poststructuralist. 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 explore the theoretically rich and dense approaches undertaken by Foucault, as well as illuminating 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 is given to how his works simultaneously advance and critique much of the canon of political theory. Prerequisite: Coursework in political theory or permission of the instructor. [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 367 Seminar in Political Theory

Topics course.

Politics, Wealth and Inequality

Since Plato and Aristotle, wealth inequality has been the subject of political interrogation. In the last 50 years, most economic benefits have gone to the top 1 percent of the population; corporations and the very rich have paid lower taxes and corporations have received more corporate support from government while federal, state and local budgets for social welfare programs have been cut and working people’s salaries have fallen. This course examines and compares what contemporary political theorists and mainstream authors have to say about the connection between wealth, inequality and the health of a political system. [S] Credits: 4

Members of the department

Normally offered in alternate years

GOV 369 African American Political Thought

This seminar examines central questions in African American political thought: freedom and domination; power, powerlessness, and subjectivity; inclusion, exclusion, and autonomy; the meaning of race and its relationship to citizenship, democracy, and nationhood; and political action, resistance, and emancipation. In this course, we will take up the study of African American political thought both as political thinking generated by concrete historical experiences of enslavement, colonialism, violence, and resistance/resilience; but also, as political thinking that engages, challenges, and fundamentally shapes the core conceptual categories of modern political theory. Prerequisite: coursework in political theory or coursework in the history of political thought. Enrollment limit of 12. [S] Credits: 4

Members of the department

Normally offered in alternate years

Cross-Listed Courses

FYS 157 Syria Beyond the Headlines

WI [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

MES 217 International Relations and Regional Order in the Middle East

[S] Credits: 4

Steven Heydemann

Expected to be offered in the next 3 years

MES 220 The Arab Spring: Economic Roots and Aftermath

[H] [S] Credits: 4

Members of the department

Normally offered in alternate years

MES 230 Society and Development in the Middle East

[S] Credits: 4

Steven Heydemann

Normally offered in alternate years

MES 240 Encounters With Unjust Authority: Political Fiction of the Arab World

[L] [S] Credits: 4

Steven Heydemann

Expected to be offered in the next 3 years

MES 380 Seminar: Authoritarianism in the Middle East

[S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

Special Studies

GOV 404 Special Studies

Admission for majors by permission of the department. Credits: 4

Members of the department

Normally offered both fall and spring semesters

GOV 408D Special Studies

Admission for majors by permission of the department. Credits: 8

Members of the department

Normally offered each academic year

Cross-Listed Courses

FYS 157 Syria Beyond the Headlines

WI [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

MES 200 Syria Beyond the Headlines

[S] Credits: 4

Members of the department

Expected to be offered in the next 3 years
The Major


The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. HST 150: The Historian’s Craft
2. 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 since 1650; 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.
3. Additional courses: five courses, of which four must be in two fields distinct from the field of concentration.
4. No more than three courses taken at the 100-level may count toward the major.
5. Geographic breadth: among the 11 semester courses counting toward 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 and the Caribbean
   - 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. Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

AP courses do not count toward the major.

The S/U grading option is not allowed for courses counting toward the major.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Note: Students in classes of 2019 and 2020 may satisfy the requirements for the major with the following amendments: 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.
* Instead of HST 150, students may take an additional course described in point #3 above.

Study Away

Students planning to study away from Smith during the academic year or during the summer must consult with their departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with their departmental adviser for study away both before and after their participation in study abroad programs.

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: Richard Lim

HST 430D Honors Thesis
This is a full-year course. Credits: 4
Normally offered each academic year

HST 431 Honors Thesis
Credits: 8
Normally offered each fall
Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate

HST 590 Research and Thesis
Credits: 4
Normally offered each academic year
HST 590D Research and Thesis
This is a full-year course. Credits: 8
Normally offered each academic year

HST 580 Special Problems in Historical Study
Arranged individually with graduate students. Credits: 4
Normally offered each academic year

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.

100-level and 200-level history courses are designated as either Lectures (L) or Colloquia (C). History lecture classes are typically capped at 40 students while history colloquia have a limit of 18.

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.

100-Level Courses

History majors are required to take HST 150 The Historian’s Craft. Beyond that, first-year students may enroll in an appropriate First-Year Seminar taught by a historian (see below), or a cross-listed course from a related department and program, or a 200-level HST course in an area of interest. See below for further information about taking a 200-level HST course as an entering student.

HST 150 (L) The Historian’s Craft
This course serves as an introduction to the study of history and to what historians do. It is a requirement for the history major. At the root of this course is the question of what is history and what it means to study history. Key questions driving the course are: Is history simply the study of the past? What is the past’s connection to the present? Is it even necessary to make such connections to the present and what is lost and gained in making such connections? (H) Credits: 4
Jeffrey S. Ahlman
Normally offered each academic year

FYS 142 Reacting to the Past
In Reacting, students learn by taking on roles, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in complicated situations. Reacting roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas, and improves intellectual and academic skills. Enrollment limited to 24 first-year students. WI (H) Credits: 5
J. Patrick Coby
Expected to be offered in the next 3 years

FYS 154 The World of Anna Karenina
The FYS explores the social, cultural and political history of late imperial Russia through Leo Tolstoy’s iconic novel Anna Karenina. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-year students. (E)
WI (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

FYS 183 Geisha, Wise Mothers and Working Women
This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first-year students. WI Credits: 4
Members of the department
Expected to be offered in the next 3 years

200-Level Courses

200-level HST courses are suitable for all students. If you are an entering student and have special interest in a particular area, you should not hesitate to enter a 200-level course in that field. Should you have any questions regarding a particular course and whether it would serve you well, feel free to contact the instructor.

Lectures and Colloquia

Lectures (L) are normally limited to 40 students. Colloquia (C) are primarily reading and discussion courses limited to 18. Lectures and colloquia are open to all students unless otherwise indicated. By and large, lectures are built around presentations by the professor as well as class discussions, whereas colloquia contain more structured opportunities for students to participate through common discussion of reading and oral presentations.

In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

HST 201 (L) The Silk Road and Premodern Eurasia
An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. (H) Credits: 4
Richard Lim
Normally offered each academic year

HST 202 (L) Ancient Greece
A survey of the history of the ancient Greeks during their most formative period, from the end of the Bronze Age to the end of the Classical Age. We examine the relationship between mythology, archaeology and historical memory, the evolution of the city-state, games and oracles, colonization, warfare and tyranny, city-states Sparta and Athens and their respective pursuits of social justice, wars with Persia, cultural interactions with non-Greeks, Athens’ naval empire and its invention of Democracy, family and women, and traditional religions and forms of new wisdom, and the trial and death of Socrates in 399 B.C. (H) Credits: 4
Members of the department
Normally offered in alternate years
HST 203 (L) Alexander the Great and the Hellenistic World
The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, “fusion” literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and “barbarians,” Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kings and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome. [H] Credits: 4
Members of the department
Normally offered in alternate years

HST 204 (L) The Roman Republic
A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people. We trace Rome’s early rise through mythology and archaeology and follow developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. [H] Credits: 4
Richard Lim
Normally offered in alternate years

HST 205 (L) The Roman Empire
The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an Emperor that governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. We trace how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages. [H] Credits: 4
Richard Lim
Normally offered each spring

HST 206 (C) Aspects of Ancient History
Topics course.

Diseases, Health and Medicine in the Ancient World: An Intellectual and Cultural History
This course introduces students to the history of the culture and history of the ancient Mediterranean world through the lens provided by Greek and Roman medical writers. The Greek Enlightenment in the sixth century B.C. ushered in a “scientific” approach to healing that continued to evolve throughout antiquity even as traditional methods retained their importance. Specific themes highlighted in this course include interactions between traditional temple healing, the magical arts and scientific medicine; the emergence of an epidemiology based largely on environmental factors; women as health practitioners; women’s bodies in ancient medical theorizing and practice; and medicine and the ancient educational system. No previous background needed and first-year students are welcome. [H] Credits: 4
Members of the department
Normally offered in alternate years

Islamic Middle East

HST 208 (L) The Making of the Modern Middle East
This is an introductory course on modern Middle Eastern history, (1789–2011), focusing on the main socio-political and cultural forces that affected the region. It analyzes how specific events and long-term processes informed the realities of Middle Eastern life with emphasis on significant developments, including Ottoman reform; role of imperialism and colonialism; the emergence of nationalism(s) the rise of nation-states; and ideologies such as Zionism and Islamism. [H] Credits: 4
Members of the department
Normally offered each academic year

HST 209 (C) Aspects of Middle Eastern History
Topics course.

In Search of Modern Iran: From the Safavids to the Islamic Republic
This course explores critical events and trends in the political, economic, social and religious history of Iran from the early sixteenth century through the Iranian Revolution in 1978 and the establishment of the Islamic Republic. Several themes, including the role of kingship, tribes and Shia’ism in the history of Iran following the sixteenth century, the processes of modernization, urbanization, and the emergence of new forms of identity in early modern and modern Iran, and the impact of informal and direct European colonial rule into the region in the nineteenth and twentieth centuries will constitute the focus of the course. [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

MES 223 Mobility and the Middle East: Pilgrims and Nomads to Migrants and Refugees (1500 to the Present)
The study of the movement of peoples across the Middle East has provided scholars with an important lens through which regions, peoples, and cultures can be understood. This course provides an in-depth examination of mobility in the history of the Middle East. From the Nomadic and Pastoral communities who forged empires, to the caravans of pilgrims which tied together religious communities, and to the modern majority migrant worker states of the Persian Gulf. The history of the Middle East has been defined by the communities and people who were on the move as pilgrims, refugees, migrants, or merchants. Topics which this course covers includes: empire, genocide, communal violence, gender, citizenship, nationalism, networks, identity formation, and orientalism. [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

MES 224 The Rise and Fall of the Ottoman Empire from 1299–1918
The Ottoman Empire was one of the most significant world empires in history beginning in the Medieval period and finally collapsing just over 100 years ago. The empire spanned, for much of its history, the Balkans, North Africa, the Arab world, Anatolia, and the Eastern Mediterranean. The empire was composed of diverse sets of peoples including Orthodox Greeks, Sephardic Jews, Armenians, and Turkish and Arab Muslims. The spatial and social diversity of the Ottoman Empire highlights the empire’s historic importance for any student who wishes to understand the pre-history of the modern Middle East, the Balkans, or the Mediterranean world. [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years
East Asia

HST 200 (L) Modern East Asia
This introductory course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish national identities in a rapidly emerging and often violent modern world order. Although each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also look at how individuals respond to and are shaped by larger historical movements. (H) Credits: 4

Ernest Benz

Normally offered each fall

HST 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) Credits: 4

Members of the department

Normally offered each academic year

HST 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) Credits: 4

Members of the department

Normally offered each academic year

HST 214 (C) Aspects of Chinese History
Topics course.

The World of Thought in China
Readings from the major schools of Chinese thought, such as Confucianism, Daoism, Legalism and Buddhism. Consideration is also given to the relevance of these traditional teachings in contemporary China. As China moves away from Marxist-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) Credits: 4

Members of the department

Normally offered each academic year

HST 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) Credits: 4

Marnie S. Anderson

Normally offered in alternate years

HST 222 (C) Aspects of Japanese History
Topics course.

The Place of Protest in Early Modern and 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, the incipient democratic movements and the new militarist 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) Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 223 (C) Women and Gender in Japanese History
Topics course.

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 seventh through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion and political context that have affected women’s and men’s lives. (H) (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENV 230 Colloquium: Environment and Society in Contemporary China
China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management and deforestation. The course considers these environmental issues, examining how they have come about; the Chinese response to them; their global impact; and the measures being proposed—and taken—to address them. Environmental issues are placed in the context of the social, economic and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion. Finally, the course considers China’s traditional attitudes toward nature and the environment, and asks what role those attitudes play today. Enrollment limited to 18. (H) (N) (S) Credits: 4

Daniel K. Gardner

Expected to be offered in the next 3 years

South Asia

HST 281 (L) South Asian Pasts and Presents
This course introduces students to the history, culture, and politics of the region we know as South Asia. We begin when the British East India Company was beginning to assert its influence over parts of the subcontinent. We then work through the transfer of the Company’s Indian dominions to the British Crown and the rise of nationalism culminating in independence and partition in 1947. The second half of our course shall be informed by more presentist discussions surrounding economic development trajectories, movements for social justice and self-determination, and the South Asian diaspora in various parts of the world. (E) (H) Credits: 4

Members of the department

Normally offered each spring
Europe

History 224, 225 and 226 form an introductory sequence in medieval history.

HST 224 (L) History of the Early Middle Ages
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) Credits: 4 Members of the department Normally offered in alternate years

HST 225 (L) Making of the Medieval World, 1000–1350
From the High Middle Ages through the 15th century. Topics include cathedrals and universities, struggles between popes and emperors, pilgrimage and popular religion, the Crusades and Crusader kingdoms, heresy and the Inquisition, chivalry and Arthurian romance, the expansion and consolidation of Europe, and the Black Death and its aftermath. (H) Credits: 4 Members of the department Normally offered in alternate years

HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 to 1600
Were the Renaissance and Reformation something new and modern, or a continuation of medieval trends? Topics include the Black Death, Europe as a persecuting society, the emergence of humanism, the fragmentation of religious unity across Europe, Witch Trials, the intersection of politics and science, and the beginnings of the Age of Exploration and European Imperialism. (H) Credits: 4 Members of the department Normally offered in alternate years

HST 227 (C) Aspects of Medieval European History
Topics course.

Magic in the Middle Ages
The course uses magic as a case study for exploring cultural transmission in the Middle Ages. We begin by examining Germanic and Greco-Roman occult traditions, and the way in which the medieval synthesis of these cultures effects understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences. (H) Credits: 4 Members of the department Normally offered in alternate years

HST 229 (L) A World Before Race? Ethnicity, Culture and Difference in the Middle Ages
Twenty-first century scholars argue that race is a constructed social identity that began to coalesce around the seventeenth century. But were they right? In this course, we will look to the Middle Ages to challenge the consensus that racial constructions were a byproduct of modernity. Does race function differently between the world of Latin Christendom and that of the dar al-Islam? What are the advantages and dangers of using the prism of race to analyze ethnic, cultural and religious differences in this medieval period? What does studying race in the Middle Ages teach us about contemporary conceptions of race? Enrollment limit of 18. (H) Credits: 4 Members of the department Expected to be offered in the next 3 years

HST 236 (L) World History 1000–2000: The European Millennium?
A critical investigation of a thousand years of globalization, centering on China, Persia, and Britain. How did Europe, a mere cape of Asia, come to dominate much of the planet politically and culturally? Ventures by Vikings, Crusaders, conquistadors, missionaries, traders, settlers, revolutionaries, and feminists. How distinctive forms of family, state, religion, and economy participated in and grew out of imperialism. Open to all students. (H) Credits: 4 Members of the department Expected to be offered in the next 3 years

HST 239 (L) Imperial Russia, 1650–1917
The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), 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) Credits: 4 Serguei Glebov Expected to be offered in the next 3 years

HST 240 (C) Stalin and Stalinism
Joseph Stalin created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union and the Communist movement worldwide. This course covers the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII and the onset of the Cold War. We consider several questions about Stalinism: Was it a result of Communist ideology or a deviation? Did it enjoy any social support? To what extent was it a product of larger social forces and in what degree was it shaped by Stalin’s own personality? Did it have total control over the people’s lives? Why hasn’t there been a de-Stalinization similar to de-Nazification? How is Stalinism remembered? The course is a combination of lectures and class discussions. (H) Credits: 4 Members of the department Expected to be offered in the next 3 years

HST 241 (L) Soviet Union in the Cold War
Focuses on the history of the Soviet Union during the “greater Cold War,” that is, between World War II and the disintegration of the USSR. Touches on foreign policy developments but the main focus is on the social, political and economic processes and cultural developments inside the USSR itself. Explores Soviet history in the second half of the 20th century through historical works and a range of primary sources. Topics include the post-war reconstruction, rise of the military-industrial complex, education, popular culture and dissent. (H) Credits: 4 Members of the department Expected to be offered in the next 3 years

HST 243 (C) Reconstructing Historical Communities
How much can historians learn about the daily lives of the mass of the population in the past? Can a people’s history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. (H) (S) Credits: 4 Ernest Benz Expected to be offered in the next 3 years
HST 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. {H} Credits: 4
Members of the department
Normally offered each academic year.

HST 247 (L) Aspects of Russian History
Topics course.

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} Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 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 prose, poetry, drama and film. Focus on Paris 1787–95. Enrollment limited to 18. {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

History 249, 250, and 251 form an introductory sequence in modern European history.

HST 249 (L) Early Modern Europe 1600–1815
A survey of the ancien régime. On behalf of the central state, war-making absolutists, Enlightened philosophe and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 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} Credits: 4
Ernest Benz
Expected to be offered in the next 3 years

HST 251 (L) Europe in the 20th Century
Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 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} Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 254 (C) Individual and Community
Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Goethe, Schopenhauer, Burke, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. Enrollment limited to 18.

{H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 255 (C) Art and Politics in the Era of Fascism
The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? Enrollment limited to 18. {A} Credits: 4
Darcy C. Buerkle
Expected to be offered in the next 3 years

HST 256 (L) Making of Colonial West Africa: Race, Power and Society
This course provides a general, introductory survey of 19th- and early-20th-century West African history, with a particular focus on the contradictions and complexities surrounding the establishment and lived experiences of colonial rule in the region. Key themes in the course include the interactive histories...
of race, family, religion and gender in the exercise and negotiation of colonial power as well as the resistance to it. This course assumes no prior knowledge or experience with African history. Enrollment limit of 40 students. (H) Credits: 4
Members of the department
Normally offered each academic year

HST 257 (L) Beyond Bondage: African History Through the Slave Trade
This course is a general, introductory survey of African history through the end of the slave trade. It provides students with a framework for understanding Africa’s early political, social and economic history and for appreciating the strategies African peoples employed as they made sense of, accommodated themselves to and confronted their changing landscapes. Key subjects addressed in the course include African agricultural development, the introduction of monotheistic religions on the continent, African trade in the Indian Ocean and the effects of the Atlantic slave trade on West and Central Africa. Credits: 4
Jeffrey S. Ahlman
Normally offered in alternate years

HST 258 (L) Modern Africa
This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa.
(H) (S) Credits: 4
Members of the department
Normally offered each academic year

HST 259 (C) Aspects of African History
Topics course.

Discourses of Development
This course interrogates and historicizes the problem of “development” in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of inquiry include an analysis of the relationship between western and non-western “modernities,” and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called “underdeveloped world.” Enrollment limited to 18.
(H) Credits: 4
Members of the department
Normally offered in alternate years

Femininities, Masculinities and Sexualities in Africa
This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history.
(H) Credits: 4
Members of the department
Normally offered in alternate years

Latin America

HST 263 (C) Aspects of Latin American History
Topics course. (H) Credits: 4
Diana Sierra Becerra
Expected to be offered in the next 3 years

Women and Gender in Latin America
This course will use gender as an analytical lens to understand key themes and periods of Latin American history, from the pre-Columbian era to present-day neoliberalism. Drawing from a variety of methodological approaches, the course will illuminate how gender has shaped social relationships, institutions, identities, and discourses in the region. It will prioritize the role of women and how their individual and collective actions have impacted Latin America. Special attention will be paid to the racial and class differences among women, and their social movement participation. Enrollment limit of 18. (E) (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 264 Women and Revolutions
Same as LAS 264. Women have been key players in revolutionary movements. They have organized militant workers’ movements, built alternative institutions, and waged armed struggle. Why have women joined revolutionary movements? How did gender shape their participation? How have women defined the meaning and practice of revolution? We will consult primary and secondary sources to understand the goals of radical women and how they shaped revolutionary theories such as Marxism, Maoism, anarchism, and feminism. We will focus on historical case studies from the twentieth-century Global South.
(E) (H) Credits: 4
Diana Sierra Becerra
Expected to be offered in the next 3 years

LAS 201 Colloquium in Latin American and Latino/a Studies
Topics course.

Climate and Conflict
This class examines the intersections of climate trends and conflict dynamics in Latin America and the world. Recent climate change and global warming developments have triggered a multidisciplinary reflection on the remaking of twenty-first century geographies of social conflict. This course discusses the region’s centrality in understanding the historical roots of the convergence of climate and conflict, the emergence of environmental refugees and displacement, the rise of indigenous environmental activism and grassroots movements, and the enduring experiences of environmental suffering.
Members of the department
Normally offered each academic year

Environmental Legacies and Ecological Futures of Latin America
Latin America is often signaled as both a region of biological diversity and a space of daunting environmental degradation. This course explores the ecological and environmental relationships between nature and society in Latin America from pre-conquest to contemporary times. The overarching goal of the class is to examine socioenvironmental issues, integrating knowledge from the sciences and the humanities while giving students a chance to reflect on their disciplinary assumptions about critical issues such as ecological crises, the human perils of extractive industrial activities, environmental determinism, activism and environmental justice.
Members of the department
Normally offered each academic year
United States

History 265, 266 and 267 form an introductory sequence in United States history.

AFR 202 Topics in Africana Studies
Topics course.

The Black Archive
Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the twentieth century. Enrollment limit of 40. (E) {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change
This interdisciplinary colloquial course explores 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 is 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. Enrollment limited to 25. (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

AFR 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 addresses a neglected theme in the history of the Afro-American experience—that is, the history of free blacks before the passage of the 13th amendment. Recommended background: AFR 117. (H) Credits: 4
Louis Edward Wilson
Expected to be offered in the next 3 years

AFR 366 Seminar: Contemporary Topics in Africana Studies
Topics course.

Seminar: The Politics of Grief
What role has grief played in the black freedom struggle? How have conceptions of race and gender been articulated, expanded, and politicized through public performances of collective mourning? This seminar explores the ways in which post-emancipation black politics developed through efforts, often led by women, to not only challenge but to also embody and inhabit trauma. We will consider a range of theoretical texts alongside historical documents from the late nineteenth century to today. (H) (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

This seminar examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum’s world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, we explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Admission by permission of the instructor. {A} {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

AFR 340 Taking the Archives Public
The capstone seminar brings together a cohort of concentrators and other advanced students to explore contemporary issues at the intersection of archives and public history. The seminar readings focus on case studies about contemporary challenges in preservation, access and interpretation of archival materials. In a variety of media, students analyze how these materials become part of a meaningful and usable past for general audiences. In addition, each student completes an independent public history project that draws on primary sources and materials objects from local repositories. Enrollment limited to 15.
(H) Credits: 4
Kelly P. Anderson
Normally offered each spring

HST 262 (C) The History of the N-Word: Race, Violence and Language in the United States
The N-word is the great symbol of white supremacy in the United States. When spoken by African Americans, it emerges as a powerful symbol of anti-racist politics, verbal protest and artistic expression. What does the N-word really mean? How does it create a firestorm in certain contexts, but not others? In this interdisciplinary course, students explore history, film, literature, music and political debate to look closely at the histories of race and racism in the U.S. They also ask larger questions about how to talk about the N-word, “the atomic bomb of racial slurs,” in the classroom and in public.
(H) Credits: 4
Elizabeth S. Pryor
Normally offered in alternate years

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861
Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. 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. (H) Credits: 4
Elizabeth S. Pryor
Normally offered each fall

HST 266 (L) Emancipation and the Afterlife of Slavery
Examines the longevity of the U.S. Civil War in historical memory, as a pivotal period in the development of American racism and African American activism. Explores cutting-edge histories, primary source materials, documentaries, popular films, and visual and political culture. Explores the Civil War as a mass slave insurrection and studies the myriad meanings of Emancipation. Looks at the impact of slavery on race and racism on the twentieth and twenty-first centuries. (H) Credits: 4
Elizabeth S. Pryor
Normally offered each academic year
HST 267 (L) Race, Capitalism, Justice: United States Since 1877
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 and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights and other liberatory movements for social justice. (H) Credits: 4
Members of the department
Normally offered each academic year

HST 270 (C) Aspects of American History
Topics course.

Oral History and Lesbian Subjects
This course explores the history of lesbian/queer communities, cultures and activism. While becoming familiar with the existing narratives about lesbian lives, students are introduced to the method of oral history as a key documentation strategy in the production of queer histories. Our texts include secondary literature on late-20th-century lesbian culture and politics, oral history theory and methodology, a walking tour of Northampton, and primary sources from the Sophia Smith Collection (SSC). Students conduct, transcribe, edit and interpret their own interviews for their final project. The oral histories completed for the class become part of the Documenting Lesbian Lives collection in the SSC. Not open to first-year students. (E) (H) Credits: 4
Members of the department
Normally offered in alternate years

Slavery in the Atlantic World
Historical debates surrounding slavery, diaspora, gender and social identity, particularly of African-descended people, throughout the Atlantic world, tracing the experiences of black people from Western Africa and the Middle Passage to the British colonies, the United States, Haiti and the British Isles. A focus on enslavement in the United States but also on forced laborers throughout the larger Atlantic World. Particular attention to the historiography of slavery, including methodology, African cultural retention as well as questions of agency, resistance and humanity. In contrast to historical renderings of slavery, students also read descriptions from enslaved people themselves. (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

Anatomy of a Slave Revolt
During slavery, white Americans, especially U.S. slaveholders, feared the specter of insurrection. Uprisings at Stono or those led by Denmark Vesey and Nat Turner proved that slaves often fought back. Yet the central historiographical question remains: why didn’t U.S. slaves overthrow enslavement like Haitian slaves did on Santo Domingo? Enslaved people challenged slavery in a variety of ways including violence, revolts, maroon communities, runaways, passing, suicide and day-to-day resistance. This course examines the primary documents and contentious historical debates surrounding the import of slave resistance, primarily in the American South. Students examine slave societies, theories on race, gender, sexuality and resistance, as well as modern literature and film to investigate violent and nonviolent resistance and how they are memorialized both in history and in the popular imagination. (H) Credits: 4
Members of the department

HST 278 (L) Decolonizing U.S. Women’s History 1848–Present
Survey of women’s and gender history with women of color, working-class women and immigrant women at the center and with a focus on race, class and sexuality. This course is guided by the cultural and theoretical work of women of color feminists to decolonize knowledge, history, and the world. Topics include labor, racial formation, colonialism, imperialism, im/migration, popular culture, citizenship, education, medicine, war, consumerism, feminism, queer cultures, capitalism and neoliberalism. Emphasis on discussion and analysis of original documents. (H) Credits: 4
Members of the department
Normally offered each academic year

HST 280 (C) Im/migration and Transnational Cultures in U.S. History
Explore the significance of im/migrant workers and their transnational social movements to U.S. history from the 19th century to the present. How have im/migrants responded to displacement, marginalization and exclusion, by redefining the meanings of home, citizenship, community and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black and Brown Liberation, and anti-colonialism? Topics also include racial formation; criminalization, incarceration and deportation; reproductive justice; and the politics of gender, sexuality, race, class and nation. (H) Credits: 4
Members of the department
Normally offered each academic year

HST 300 Public Writing About Nationalism—A Calderwood Seminar in Public Writing
Because of its claims to define culture, economy, and politics in the modern age, nationalism has become the subject of a multidisciplinary field which offers advanced students in an array of majors a capstone opportunity to consolidate and express what they’ve learned. How does nationalism today continue to underwrite political projects across the world? We will take this question as a point of departure and explore how to translate complex scholarly conversations about nationalism into public discourse interventions. The work in class will focus on writing, work-shopping, and revising the assignments designed in different formats of public discourse. WI (H) Credits: 4
Serguei Glebov
Expected to be offered in the next 3 years

HST 313 Seminar: Problems in East Asian History
Topics course.

Remembering the Asia-Pacific War
Examines recent historical controversies over World War II in East Asia, also known as the Asia-Pacific War. Focuses on the Japanese empire and includes studies of government policies, narratives of life on the homefront and in the colonies, and the critical transition from a “hot” war to the Cold War. Topics include war crimes, total war, “Comfort Women,” atomic bombs, and biological warfare. There are no specific disciplinary prerequisites, but the course is well-suited for juniors and seniors with a background in History or East Asian Studies. Although the course focuses on East Asia, students are welcome to research other theaters of the war. (H) Credits: 4
Members of the department
Normally offered in alternate years

HST 343 Seminar: Problems in World History
Topics course.

Twentieth-Century Revolutions
This seminar provides students with an introduction to the problem of “revolution” in 20th-century world history. In doing so, the course will comparatively examine a number of revolutionary contexts, including the Soviet Union, Algeria,
Iran, and black radical politics in Africa and its diaspora. Throughout the course, we will thus question the complex interplay between the theorizing of revolution and the lived, historical experiences on the ground. Moreover, key to the course will be the students’ completion of their own primary-source driven research project on a topic of their choosing connected to the course theme. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 350 Seminar: Modern Europe
Topics course.

Gender, Race and the History of Human Rights in Post-1945 Europe
This course takes as its focus histories of humanitarianism and the beginnings of internationalism, while attending to the history of relevant gendered and racialized logics. Final projects are developed early in the semester and informed by archival research. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Research Methods in European Gender History
Credits: 4

Members of the department

Expected to be offered in the next 3 years

Gender, Race and Fascism
This course will be organized around several central questions: What is the history of fascism and how does it matter? How can we historicize and understand the critical currency of gendered and racialized categories at the center of fascist ideologies? Students will develop a clear understanding of how historians have studied fascism through primary and secondary reading, as well as an examination of relevant visual culture. Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 355 Seminar: Topics in Social History
Topics course.

Gender and the Aftermath of War in the 20th Century
In this course, we focus on the work of reconstruction, recovery and memorialisiation in the aftermath of war and consider how that work interacted with gendered experience. Primary questions will include: Was the aftermath of war as gender-specific as war experience itself? What role did women take in post-war recoveries? How was the aftermath of war reflected in cultural production through fiction, film and visual art in the 20th century? Primary focus will be on Europe, but students can expect to actively engage with the transnational effects and sources. {H} {S} Credits: 4

Members of the department

Normally offered each academic year

HST 371 Seminar: Problems in 19th-Century United States History
Topics course.

Researching People of Color at Smith College
The history of students of color at Smith College. Draws from readings about African American, Latinx, Asian American, Indigenous, international and other students of color in higher education. Explores the Smith College archives for documents, ephemera and oral histories. Students also familiarize themselves with archival materials compiled by student activists and sourc The Sophian (Smith’s weekly newspaper) to uncover the histories of racial policy, racism, community-building, social justice and activism at Smith College. Students work to produce one original academic project such as a podcast, a digital timeline, another digital humanities project or a traditional research paper. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Remembering Slavery: A Gendered Reading of the WPA Slave Interviews
Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Students write an original research paper using the WPA interviews as their central source. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 383 Seminar: Research in United States Women's History—Domestic Worker Organizing
This course is an advanced research seminar in which students work closely with archival materials from the Sophia Smith Collection and other archives to explore histories of resistance, collective action and grassroots organizing among domestic workers in the United States, from the mid-19th century to the present. Domestic work has historically been done by women of color and been among the lowest paid, most vulnerable and exploited forms of labor. Your research will assist the National Domestic Workers Alliance, as they incorporate history into their political education curriculum and use history as an organizing tool in their current campaigns. Recommended: previous course in U.S. women’s history and/or relevant coursework in HST, SWG, AFR, SOC, LAS, etc. Permission of the instructor required. Not open to first-years and sophomores. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 390 Seminar: 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} Credits: 4

Peter T. Gunn

Normally offered each fall

HST 399 Historical Pedagogy
This course is focused on the practice of teaching history at the college level. It is an independent course, but participation in it is also dependent on the students’ roles as teaching assistants in HST 150. Key pedagogical themes and debates explored in the class include issues around student engagement, teaching research and writing, and what it means to help students learn to think historically. Students in the course will also develop their own research project centered on historical pedagogy as well as design their own course. Prerequisite: history major, permission of instructor. Credits: 4

Jeffrey S. Ahlman

Normally offered each academic year
HST 400 Special Studies
By permission of the department. Credits: 1–4
Members of the department
Normally offered each academic year

Admission to seminars assumes prior preparation in the field and is by permission of the instructor. In certain cases, students may enroll in 200-level HST colloquia for seminar credit with permission of the instructor.
History of Science and Technology

Advisers
Robert Dorit, Ph.D., Professor of Biological Sciences
Nathanael Alexander Fortune, Ph.D., Professor of Physics
Albert G. Mosley, Ph.D., Professor of Philosophy
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Jeffry Lee Ramsey, Ph.D., Associate Professor of Philosophy, Director
Dale Renfro, Instructor, Clark Science Center—Center for Design/Fabrication

Cross-Listed Courses

CHM 100 Perspectives in Chemistry
Topics course. Enrollment limit of 16.

Chemistry of Art Objects
In this museum-based course, chemistry is discussed in the context of art. We 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 are discussed along with examples from the Smith College Museum of Art. Course meetings take place in the museum and consist of three hours of lecture, discussion and demonstration. Enrollment limited to 16. {A} [N] Credits: 4

Members of the department
Normally offered each spring

ANT 135 Introduction to Archaeology
Same as ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical technique 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. This course is 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. Limited to first-year students and sophomores. Enrollment limited to 30. {N} [S] Credits: 4

Members of the department
Normally offered each academic year

ANT 248 Medical Anthropology
This course looks at the cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention is given to the role of the traditional healer, the anthropological contribution to international health care and the training of physicians in the United States. Enrollment limited to 30. [N] [S] Credits: 4

Members of the department
Normally offered each academic year

GER 291 Topics in the Culture of Science and Technology of German-Speaking Europe
Topics course.

Laboratories of Modernity 1800/1900
This course investigates the interchange of ideas between the realms of the natural sciences, philosophy and literature, focusing primarily on the turn of the 19th and 20th centuries. We examine the important influence of scientific developments on cultural production during these pivotal periods, while at the same time exploring the cultural environments that fostered these scientific innovations. The emphasis is on modes of observation and the notions of the observing subject that they reflect. At the center of discussion are literary, scientific and philosophical texts—along with a few films—that negotiate the intersection of perception, documentation and communication. Readings include scientific, literary and aesthetic works from Goethe, Lessing, Lichtenberg, Lange, Nietzsche, Mach, Freud, Schnitzler and Benjamin. Readings and discussions in English. Credits: 4

Members of the department
Expected to be offered in the next 3 years

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.

HSC 207 The Technology of Reading and Writing
Same as ENG 207. 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 is 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; the fundamentally transformative effects of electronic communication. {L} Credits: 4

Douglas Lane Patey
Normally offered in alternate years

HSC 211 Perspectives in the History of Science
Topics course.

The Scientific Revolution
What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of ‘science,’ which was known as ‘natural philosophy,’ change during this time period? Readings are drawn from primary and secondary sources. {H} [N] Credits: 4

Members of the department
Normally offered each spring

HSC 404 Special Studies
Credits: 4

Members of the department
Normally offered each academic year

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.

The Scientific Revolution

Was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of ‘science,’ which was known as ‘natural philosophy,’ change during this time period? Readings are drawn from primary and secondary sources. {H} [N] Credits: 4

Members of the department
Normally offered each spring

GER 291 Topics in the Culture of Science and Technology of German-Speaking Europe
Topics course.

Laboratories of Modernity 1800/1900
This course investigates the interchange of ideas between the realms of the natural sciences, philosophy and literature, focusing primarily on the turn of the 19th and 20th centuries. We examine the important influence of scientific developments on cultural production during these pivotal periods, while at the same time exploring the cultural environments that fostered these scientific innovations. The emphasis is on modes of observation and the notions of the observing subject that they reflect. At the center of discussion are literary, scientific and philosophical texts—along with a few films—that negotiate the intersection of perception, documentation and communication. Readings include scientific, literary and aesthetic works from Goethe, Lessing, Lichtenberg, Lange, Nietzsche, Mach, Freud, Schnitzler and Benjamin. Readings and discussions in English. Credits: 4

Members of the department
Expected to be offered in the next 3 years
Italian Studies

Professors
Giovanna Bellesia, Ph.D., Chair †2
Anna Botta, Ph.D. *1

Senior Lecturer
Maria Succi-Hempstead, M.A.

Lecturers
Stephanie Foster, M.A.
Simone M. Gugliotta, Ph.D.
Marco Piana

The Department of Italian Studies offers an immersion in Italian culture through courses in Italian language, translation theory, literature, cinema, immigration, design, culinary traditions, and Mediterranean studies.

Students planning to major in Italian studies and/or intending to spend a semester or a year in Italy should begin studying Italian as early as possible in order to meet all requirements and take full advantage of all academic and internship opportunities available abroad. No prior knowledge of the language is required upon entering Smith as most students begin learning Italian on campus.

Study Abroad in Florence
Advisers for Study Abroad: Members of the Department

Students from all majors can apply to study abroad in Florence, preferably in their junior year, for one semester (fall or spring) or the whole academic year (two semesters). In order to be eligible, students must have completed at least three semesters of Italian language courses (or the equivalent) and must take ITL 250 or ITL 245 in the semester before joining the study abroad program.

Students who arrive at Smith with previous knowledge of Italian and have taken ITL 245 before the fall of their junior year are required to take another Italian course approved by the department before going to Florence for spring semester.

The Major in Italian Studies
Advisers: Members of the Department

Requirements: Ten semester courses in addition to the basis ITL 110 or ITL 111 (ITL 135 highly recommended). The following courses are compulsory for majors:

• ITL 220*
• ITL 230 or
• ITL 250
• ITL 251†
• ITL 332 (Dante) and/or ITL 334 (Boccaccio)
• One senior seminar normally taken during the senior year.

The rest of the courses can be chosen from the following: FYS 161, FYS 174 or FYS 185 and 200/300 level courses taught in the Department of Italian Studies (no S/U). ITL 200 and ITL 205 do not count toward the major because they are S/U courses. ITL 235 counts toward the major only if taken twice (4 credits) or combined with ITL 275.

Any course taught in the Program Abroad in Florence such as:

• Sustainable Food
• Costume, Fashion, Arts and Crafts
• Art History of the Italian Renaissance
• Migration in Contemporary Italy
• Contemporary Italian Social History
• Approved courses to be taken at the University of Florence
• Yearlong internship in Early Childhood Education in Pistoia (equivalent to one 4-credit course)

Up to two courses in English or Italian may be taken in other Smith departments/programs or in the Five Colleges. These courses will be chosen in accordance with the interest of the student and with the approval of the major adviser. Only courses whose main focus is on Italian culture can count for the Italian studies major.

Relevant departments/programs include, but are not limited to: Art History, World Literatures, Film Studies, Classics, Education, History, International Relations, Linguistics, Religion, Government, American Studies, Music and Philosophy.

All courses taught by Italian department faculty members outside the Italian department will also fulfill the major requirement (for instance, courses in CLT, FMS or FYS). Prior approval of the department is required.

Students considering graduate school in Italian studies are strongly encouraged to take WLT 300.

The Minor in Italian Studies
Advisers: Members of the Department

A minor in Italian studies offers the student the opportunity to acquire the basic skills and reasonable knowledge of the Italian language as well as an overview of Italian culture. Furthermore, it offers students returning from study abroad the possibility to continue with Italian.

Requirements: Six semester courses in addition to the basis ITL 110 or ITL 111 (ITL 135 highly recommended). The following courses are compulsory for minors.

• ITL 220*
• ITL 230 or
• ITL 245 or ITL 250 or ITL 251†
• One 300-level course taught in the Italian department at Smith College

The remaining courses can be chosen from the following:

Any FYS course taught by an Italian studies faculty member and 200/300-level courses taught in the Department of Italian Studies (no S/U). Courses taken during study abroad in Florence not included in the requirements for the minor will count if taught at the Smith Center, but need prior adviser's approval if taken at the University of Florence. ITL 235 counts toward the minor only if taken twice (4 credits) or combined with ITL 275.

*Students arriving at Smith with previous knowledge of the language can be placed out of one or all of these courses. They still need to take ten (10) courses to complete the major.

†Since ITL 251 and *Stylistics* are not taught on campus, students who decide not to study abroad in Florence should discuss with their major adviser possible ways of replacing these courses and must obtain the Italian department’s permission.
Honors in Italian Studies

Directors: Anna Botta, Giovanna Bellesia, Maria Piana

ITAL 430D Honors Project
This is a full-year course. Credits: 4
Members of the department

Normally offered each academic year

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

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 with the only exception of ITL 111 which can be taken S/U ONLY by seniors.

ITAL 110Y Elementary Italian
One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220 or ITL 230 (when offered) in the following year. Preference given to first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session which meets outside class time. Enrollment limited to 20 per section. Students entering in the spring need permission of the department and must take a placement exam. In the second semester, students may change sections only with permission of the instructors. Course may not be taken S/U. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5
Stephanie Lynne Price Foster, Maria Succi-Hempstead

Normally offered both fall and spring semesters

ITAL 111 Accelerated Elementary Italian
One-semester course designed for students with a background in other foreign languages or students deciding in their sophomore year to apply for the semester program in Florence (Italy). It covers the material of the yearlong ITL 110Y in one semester. Three class meetings per week, plus required weekly multimedia work and a discussion session. Students should enroll in ITL 220 the following semester. This course doesn’t fulfill the language requirement for Latin honors because it is a one-semester introductory language course and two-semesters of an introductory language course are needed to fulfill that requirement according to the College. However, it could be combined with a higher level course (such as ITL 220) to fulfill that requirement. Course may be taken S/U ONLY by seniors. Enrollment limited to 20. Credits: 5
Simone M. Gugliotta

Normally offered both fall and spring semesters

ITAL 135 Elementary Italian Conversation
Designed to support beginning Italian students and to help them improve their conversational skills. This course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class participation, role-playing and short oral presentations. Prerequisite: one semester of ITL 110 or placement exam to ensure correct language level. Enrollment limit of 12 students per section. Credits: 2
Members of the department

Normally offered each spring

ITAL 220 Intermediate Italian
Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material constitutes the base for in-class discussions and compositions. Students taking ITL 220 are also strongly encouraged to take a conversation course. Taking both courses strengthens students’ confidence and ability to become proficient in Italian. Prerequisite: ITL 110Y or ITL 111 or permission of the department. (F) Credits: 4
Maria Succi-Hempstead

Normally offered both fall and spring semesters

ITAL 235 Intermediate Italian Conversation
Designed to support intermediate Italian students to help them improve their conversational skills, this course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class discussions, role-playing and short oral presentations. Prerequisite: two semesters of ITL 110 or placement exam to ensure correct language level. (F) Credits: 2
Simone M. Gugliotta

Normally offered both fall and spring semesters

ITAL 275 Advanced Italian Conversation
This course is designed to help advanced Italian students maintain their level of spoken language while at the same time further their knowledge of contemporary Italian society and culture. It enables students to express themselves with an advanced degree of fluency and proficiency as well as appropriate use of formal and informal register. Prerequisite: ITL 235 (Intermediate Italian Conversation) or placement exam to ensure correct language level. (F) Credits: 2
Members of the department

Expected to be offered in the next 3 years

ITAL 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition
Same as FRN/ POR/ SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 16. (E) (F) (S) Credits: 4
Simone M. Gugliotta

Normally offered each academic year

ITAL 340 The Theory and Practice of Translation
This is a course for very advanced students of Italian with strong English language skills. It is a practical course in translation from Italian into English based on solid theoretical readings. It has a progressive structure; it includes literary and technical texts as well as a section on subtitling. During the second half of the semester students select a work for independent translation as the major component of their portfolio of translated work. Enrollment limited to 12. Permission of the instructor required. This course does not count as a senior seminar for Italian majors. (F) (L) Credits: 4
Giovanna Bellesia

Expected to be offered in the next 3 years

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230. There is no prerequisite for ITL 200, 205, 248 and 252 or FYS courses taught by an Italian Studies faculty member because they are conducted in English.
The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor.

**ITL 200 Made in Italy: Italian Design and World Culture**
Italian culture is internationally renowned for its attention to quality and craftsmanship. The course focuses on post-World War II culture and students learn how Italian traditional artistic and craft excellence was negotiated with technological modernization and the creation of a mass-consumer society. By looking at Italy's achievements in sectors such as fashion, interior design, automobiles, architecture and advertising, students learn how, in the course of a century, designers, stylists and industrialists played a critical role in manufacturing an iconic Italian image made of luxury and glamour appealing to domestic and international consumers. Taught in English. S/U only. {A} {L} Credits: 2
Members of the department
Normally offered each spring

**ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture**
This course examines Italy's varied geography, history and artistic tradition to further appreciate Italy's rich, delicious, yet simple cuisine. In our travels we move from the caffè 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. Enrollment limited to 100. Graded S/U only. {L} Credits: 2
Giovanna Bellesia
Normally offered each fall

**ITL 245 Culture Context: Italian Immersion**
This course offers an in-depth study of Italian culture to broaden the students' understanding of Italian history, literature, and customs. Through readings, discussions, interactions with native speakers and films, students will gain a good understanding of Italian society. This course also intends to further develop students' intermediate knowledge of the Italian language and prepare them for their study-abroad experience in Florence. Prerequisites: ITL 110Y or 111 and ITL 220 or 230 or permission by the department. {F} {L} Credits: 4
Members of the department
Normally offered each fall

**ITL 250 Survey of Italian Literature I**
Students applying to Study Abroad in Florence for the year must take this course. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. Prerequisite: ITL 220, and/or 230 or permission of the instructor. Course may not be taken S/U by Italian majors, Italian minors or students applying to the Study Abroad in Florence program. A separate discussion session is a required part of the course (ITL 250D). {F} {L} Credits: 5
Members of the department
Normally offered each fall

**ITL 332 Finding Dante: A Reader's Guide to Getting Out of Hell**
Detailed study of Dante's *Inferno* in the context of his other works. Conducted in English or Italian according to the year. If conducted in English [L]. If conducted in Italian [F] [L] Credits: 4
Members of the department
Normally offered each fall

**ITL 344 Senior Seminar: Italian Women Writers**
Topics course. 
Women in Italian Society: Yesterday, Today and Tomorrow
This course provides an in-depth look at the changing role of women in Italian society. Authors studied include Natalia Ginzburg, Elsa Morante, Dacia Maraini and Elena Ferrante. A portion of the course is dedicated to the new multicultural and multiethnic Italian reality with a selection of texts written during the last 20 years by contemporary women immigrants. Limited enrollment. Permission of the instructor required. Conducted in Italian. {F} {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

**ITL 400 Special Studies**
For qualified juniors and senior majors only. Admission by permission of the instructor and the chair. Credits: 1–4
Members of the department
Normally offered both fall and spring semesters

**Cross-Listed Courses**

**FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation?**
By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/translation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required, but highly recommended. Enrollment limited to 16 first-year students. WI Credits: 4
Giovanna Bellesia
Expected to be offered in the next 3 years

**FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema**
Examining Italian cinema from neorealism to today, this course investigates 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). We study the Italian pinups of postwar cinema, the Latin lover figure, representations of Fascism, the Bel Paese myth, portraits of the lower classes and the immigrants. Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Oszpetek, Pasolini, Sorrentino and Visconti. Conducted in English. Films with English subtitles. This course counts toward the film and media studies and Italian studies majors. Enrollment limited to 16 first-year students. WI Credits: 4
Giovanna Bellesia
Expected to be offered in the next 3 years

**WLT 341 Calderwood Seminar—Mobilities: How People, Goods and Information Cross Borders**
In an age of increased movement and connectivity, how can we envision individuals, objects, and ideas as mobile units, circulating across space, time, and media? How might we reflect on the competing forces of cultural resistance and homogenization? This Calderwood seminar challenges upper-class students in an intimate workshop setting to develop critical skills in realtion to globalization, and to build upon knowledge derived from previous coursework and experiential learning (including study abroad and internships). Classes will include collaborative editing workshops and activities to build a writing foundation in public discourse (blog posts, editorials, abstracts, interviews, exhibition texts, and film reviews). WI Credits: 4
Anna Botta, Thomas Lee Roberts
Expected to be offered in the next 3 years
Jewish Studies

Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and World Literatures **1
Joanna Caravita, Ph.D., Five College Lecturer in Hebrew

Jewish Studies Advisory Committee
Ernest Benz, Ph.D., Associate Professor of History
Silvia Berger, Ph.D., Senior Lecturer in Spanish and Portuguese
Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and World Literatures, Director **1
Joanna Caravita, Ph.D., Lecturer in Modern Hebrew Language
Lois C. Dubin, Ph.D., Professor of Religion **2
Joel S. Kaminsky, Ph.D., Professor of Religion
Ellen Wendy Kaplan, M.F.A., Professor of Theatre

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 at Smith and in the Five Colleges in Jewish literature, history, politics, religion and culture. Students who wish to pursue advanced work in Jewish studies should begin learning Hebrew (or another Jewish language) as soon as possible. Completion of JUD 102 or equivalent is required before beginning a semester of study in Israel.

A. Basic Requirements

1. Basis: JUD 125 The Jewish Tradition (same as REL 125), normally taken in a student’s first or second year.
2. Language: JUD 101 and JUD 102 Elementary Modern Hebrew I and II. Students who arrive at Smith with the equivalent of a half-year of college-level Hebrew may petition for exemption from JUD 101. Those who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from JUD 102 as well; in such cases, they are strongly encouraged to continue their study of Jewish languages. Exemption from JUD 101 or JUD 102 does not reduce the requirement to take ten semester courses for the major.

B. Breadth Requirement

Six further courses from the categories Language, The Bible and Classical Judaism, Religion and Thought, History and Politics, and Literature and the Arts. In keeping with the multidisciplinary character of Jewish Studies, these six courses must be drawn from at least three of the following four categories: The Bible and Classical Judaism, Religion and Thought, History and Politics, and Literature and the Arts. Students can expect advisers to work closely with them to select courses that cover the chronological sweep of Jewish civilization from biblical times to the present.

C. Capstone Requirement

Seminar or research-intensive Special Studies
One seminar from the Program’s approved list of courses (for example, JUD 362, REL 310, REL 320) or a research-intensive JUD 400 Special Studies, in which a student investigates an advanced topic under the direction of a faculty supervisor.

Additional Guidelines

1. No course counting toward the major shall be taken with the Satisfactory/Unsatisfactory grading option.
2. In addition to JUD 125 (same as REL 125), JUD 101 and JUD 102, no more than two courses at the 100 level shall count toward the major.
3. Although JUD 102 is the minimum language 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 201 Readings in Modern Hebrew Language; JUD 400 special studies in language. A student may continue study of Hebrew, or of another language such as Yiddish, within the Five-College consortium or at an approved program elsewhere.
4. Courses on Study Abroad Programs or on other approved programs for study away may count toward the major. A student’s petition to count such courses must be approved by the major adviser and the Jewish Studies Program after the course has been completed.
5. With the approval of her adviser, a student may count one Smith College course from outside the approved list of Jewish Studies courses toward the major, when that course offers a broader comparative framework for Jewish Studies. In such a case, the student writes at least one of her assignments for the course on a Jewish Studies topic.

Honors

Director: Ernest Benz

JUD 430D Honors Project
Full-year course offered each year. Credits: 8 for yearlong course. Normally offered each academic year

Requirements for the honors major: Eleven 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 will normally have a 3.4 cumulative GPA through the junior year, demonstrate an ability to do independent work and have her thesis topic and application approved by the program by the requisite deadline.

For honors guidelines, please consult the Jewish studies website 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 125 (same as REL 125) or JUD 102, as the basis of the minor;
2. Four additional courses distributed over at least three of the areas of Jewish studies (Language, The Bible and Classical Judaism, Religion and Thought, History and Politics, and Literature and the Arts).
Study Abroad

The program encourages international study as a way to enhance knowledge of Jewish history, experience and languages. The completion of a year of elementary Hebrew at Smith or its 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.

Adviser for Study Away: Justin Cammy

Courses Counting Toward the Jewish Studies Major and Minor

I. Basis

<table>
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<tr>
<th>Course</th>
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<tbody>
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<td>JUD 125</td>
<td>The Jewish Tradition</td>
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II. Language

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<th>Course</th>
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<tbody>
<tr>
<td>JUD 101</td>
<td>Elementary Modern Hebrew I</td>
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<tr>
<td>JUD 102</td>
<td>Elementary Modern Hebrew II</td>
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<tr>
<td>JUD 200</td>
<td>Intermediate Modern Hebrew</td>
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<tr>
<td>JUD 201</td>
<td>Readings in Modern Hebrew Language</td>
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III. Bible and Classical Texts

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<td>FYS 117</td>
<td>The Bible and the American Public Square</td>
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<td>REL 112</td>
<td>Introduction to the Bible</td>
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<td>REL 211</td>
<td>What Is the Good Life? Wisdom from the Bible</td>
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<td>REL 213</td>
<td>Social Justice in the Hebrew Bible</td>
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<td>REL 214</td>
<td>Women in the Hebrew Bible</td>
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<tr>
<td>REL 310</td>
<td>Seminar: Hebrew Bible Sibling Rivalries: Israel and The Other Why Do the Innocent Suffer?</td>
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IV. Religion and Thought

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<td>JUD 229</td>
<td>Judaism and Environmentalism</td>
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<td>REL 110</td>
<td>Colloquia: Thematic Studies in Religion The Holy Land</td>
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<td>REL 201</td>
<td>Ritual: Performance and Paradoxes</td>
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<td>REL 221</td>
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<td>REL 226</td>
<td>Gender, Power, and Bioethics in Rabbinic Literature</td>
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<tr>
<td>REL 320</td>
<td>Seminar: Jewish Religion and Culture Judaism, Feminism and Religious Politics in the U.S.</td>
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V. History and Politics

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<th>Course</th>
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<tr>
<td>GOV 248</td>
<td>The Arab-Israeli Dispute</td>
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<td>HST 243(C)</td>
<td>Reconstructing Historical Communities</td>
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<td>HST 246(C)</td>
<td>Memory and History</td>
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<td>HST 350</td>
<td>Seminar: Modern Europe Gender and Histories of the Holocaust</td>
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<td>JUD 210</td>
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<td>JUD 215</td>
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<td>JUD 235</td>
<td>Antisemitism</td>
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<td>JUD 235</td>
<td>Perspectives on the Arab-Israel Conflict</td>
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VI. Literature and the Arts

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<th>Course</th>
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<tr>
<td>ENG 230</td>
<td>American Jewish Literature</td>
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<td>FYS 186</td>
<td>Israel through Literature and Film</td>
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<td>GER 230</td>
<td>Topics in German Cinema Nazi Cinema</td>
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<td>GER 241</td>
<td>Jews in German Culture</td>
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<td>JUD 110</td>
<td>Introduction to Yiddish Culture</td>
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<td>JUD 215</td>
<td>What Matters George Eliot's Daniel Deronda</td>
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<td>JUD 230</td>
<td>American Jewish Literature</td>
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<td>JUD 253</td>
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<td>JUD 259</td>
<td>Jews and American Popular Culture</td>
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<td>JUD 260</td>
<td>Yiddish Literature and Culture</td>
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<td>JUD 265</td>
<td>The Jewish Graphic Novel</td>
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<td>SPN 230</td>
<td>Latin American and Peninsular Culture Society of Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv</td>
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<td>SPN 245</td>
<td>Latin American and Peninsular Studies Jewish Women of the Muslim Mediterranean</td>
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<td>SPN 246</td>
<td>Latin American Literature and Culture Through the Jewish Lens A Latin American Story</td>
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<td>THE 208</td>
<td>American Musical Comedy: From Gershwin to Sondheim</td>
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<td>THE 241</td>
<td>Staging the Jew</td>
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<td>WLT 214</td>
<td>Literary Anti-Semitism</td>
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<td>Holocaust Literature</td>
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<td>WLT 277</td>
<td>Jewish Fiction</td>
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VII. Other courses that may count toward the major

With the prior approval of an adviser, one course that touches on Jewish studies may count as an elective toward the major. Students must write one of their assignments for such courses on an appropriate Jewish studies topic.

Basis

JUD 125 The Jewish Tradition
Same as REL 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary, and cultural perspectives, organized around different themes; the theme for fall 2019 is Food and Foodways. {H} {L} Credits: 4

Lois C. Dubin

Normally offered each academic year

Language

JUD 101 Elementary Modern Hebrew I
The first half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song
and television/film. No previous knowledge of modern Hebrew is necessary. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. Credits: 5

Joanna Caravita

Normally offered each fall

JUD 102 Elementary Modern Hebrew II
The second half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students are able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. Prerequisite: JUD 101 or equivalent. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. (F) Credits: 5

Joanna Caravita

Normally offered each spring

JUD 201 Readings in Modern Hebrew Language
The course will focus on practical skills necessary to decipher, comprehend and translate Hebrew literature, music, film, television, or print media. The course will be organized around topics suited to student interests and language level as ascertained by the instructor, such as colloquial Hebrew used in everyday situations. Prerequisite: JUD 102 or equivalent, or permission of the instructor. Can be repeated with a different topic.

Reading Hebrew Literature
This course focuses on acquiring and enhancing proficiency and communicative skills in Hebrew through the reading and discussion of selections of Modern Hebrew literature in the original language. (F2) Credits: 2

Members of the department

Normally offered in alternate years

Everyday Hebrew
The course will be organized around topics suited to student interests and language level with a focus on colloquial Hebrew used in everyday situations. Prerequisite: JUD 102 or equivalent, or permission of the instructor. (F2) Credits: 2

Members of the department

Normally offered in alternate years

The Program in Jewish Studies at Smith College partners with the Department of Judaic and Near Eastern Studies at the University of Massachusetts to offer Smith students a full complement of courses to bring them to advanced proficiency in modern Hebrew. Normally, students who have completed JUD 102 at Smith College will enter UMass Hebrew 230 in the fall and follow it with UMass Hebrew 240 in the spring. In fall 2019, UMass Hebrew 230 will be taught by Joanna Caravita. Smith students will not have to travel to UMass if they enroll in this course; they will be able to participate in the class through videoconference at Smith. For more information on the Hebrew program, or if you have a question about language placement, please contact Joanna Caravita.

Students interested in Yiddish language should contact Justin Cammy. Smith students regularly enroll in intensive Yiddish summer programs, both domestically and abroad.

Bible and Classical Texts

FYS 117 The Bible and the American Public Square
We examine what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-year students. WI {H} {L} Credits: 4

Joel S. Kaminsky

Expected to be offered in the next 3 years

REL 214 Women in the Hebrew Bible
This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. (E) (H) {L} Credits: 4

Joel S. Kaminsky

Expected to be offered in the next 3 years

REL 310 Seminar: Hebrew Bible
Topics course.

Why Do the Innocent Suffer?
Many biblical texts question whether God consistently rewards the righteous and punishes the wicked. Prominent examples include Job, Ecclesiastes and certain Psalms, but similar ideas occur in the Torah and the Prophets. While focusing most deeply on Job, this course introduces students to an array of biblical and ancient Near Eastern texts, as well as some post-biblical and even modern literature, to illuminate the Hebrew Bible's discourse surrounding this issue.

(H) {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Religion and Thought

JUD 229 Judaism and Environmentalism
Explores the relationship between environmentalism and ecological thinking in Jewish religious, philosophical, mystical, ethical, and literary texts and practices. How has religion, both historically and now, encouraged or impeded ecologically mindful lives? Can an intellectual, spiritual, and activist vocabulary invest environmental awareness with religious meaning and purpose? Includes guest lectures by leading local figures in the Jewish environmental movement. Students interested in other religious or secular traditions are invited to pursue a comparative final project. No prerequisites. (H) (L) Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

REL 201 Ritual: Performance and Paradoxes
A central feature of religious traditions and lived religious experience, ritual is often thought of as repetitive, unchanging, and prescriptive. Yet, enacted rituals are often open-ended and allow considerable room for creativity and innovation. Through embodied action and symbolic drama, rituals serve complex functions of making meaning, deepening spirituality, performing cultural identity, and advocating for social change. In this course, students will study various theories of ritual and examine ritual practices (religious and secular) in diverse traditions and societies. For their final project, students will themselves participate in the process of ritualizing—that is, crafting new rituals.

(H) [S] Credits: 4

Lois C. Dubin

Expected to be offered in the next 3 years
REL 221 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. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in religious texts, individual piety, popular practice and communal politics. Readings drawn from the works of the great philosopher Maimonides, the mystical classic the Zohar and other thinkers, as well as personal documents of religious experience and thought. All readings in English. (H) Credits: 4
Lois C. Dubin
Normally offered in alternate years

History and Politics

JUD 210 Jewish Studies in the Field
Enables students to focus on the intersection of Jewish Studies and a topic of regional, national, or global concern through intensive field study. Instructor permission only. (H) {S} Credits: 2
Members of the department
Expected to be offered in the next 3 years

JUD 215 What Matters
Explores pressing questions at the heart of Jewish Studies from multiple theoretical, historical, political, cultural and artistic perspectives. Students may take the course as many times as they wish, so long as it is a different topic.

Antisemitism
What is antisemitism? How has antisemitism persisted and morphed into new forms in different societies and conditions? How does current antisemitism resemble and interact with other forms of racism, xenophobia, nationalism, and white supremacy? (H) {L} Credits: 1
Members of the department
Expected to be offered in the next 3 years

JUD 235 Perspectives on the Arab-Israel Conflict
Same as MES 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. (H) {S} Credits: 4
Justin Daniel Cammy
Expected to be offered in the next 3 years

JUD 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 Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. (H) Credits: 4
Members of the department

Expected to be offered in the next 3 years

JUD 288 History of Israel
A historical survey of the State of Israel, from the pre-state origins of Zionism in the late 19th century to the present. Interpretation of Israeli political and cultural history through analysis of primary sources, documentary film, and debates over how history is written, and by whom. Places discussions about Zionism and Israel within the broader histories of Europe, Judaism, Palestine, and the Middle East. (H) Credits: 4
Members of the department

Expected to be offered in the next 3 years

JUD 362 Seminar in Jewish Studies
Topics course.

The Middle East Peace Process
What has prevented a resolution of the Israeli-Palestinian Conflict? Is it solvable, or can it only be managed? Teams of students investigate key issues at the heart of the conflict (borders, sovereignty, security, settlements, Jerusalem, refugees, competing historical claims) in order to create position papers and a framework for an international conference. Students scrutinize the various state, regional, and international players to evaluate the status quo, variations on the two-state solution, and alternative models critically. A previous course in Middle Eastern history or politics such as GOV 248 or MES 235 is recommended. Includes meetings with outside experts. Enrollment limited to 12. Credits: 4
Members of the department
Expected to be offered in the next 3 years

Yiddishland
Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment by instructor permission. Credits: 4
Members of the department

Expected to be offered in the next 3 years

HST 243 (C) Reconstructing Historical Communities
How much can historians learn about the daily lives of the mass of the population in the past? Can a people’s history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. (H) {S} Credits: 4
Ernest Benz
Expected to be offered in the next 3 years

MES 235 Perspectives on the Arab-Israel Conflict
Same as JUD 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. (H) {S} Credits: 4
Justin Daniel Cammy
Expected to be offered in the next 3 years
JUD 253 Queer Jews
An exploration of Jewishness as itself a “queer” set of histories and perspectives. Organized thematically around such topics as hybridity, “passing,” and the gendered Jewish body from the Torah to contemporary television. Students will conceptualize an emerging, collective queer Jewish genealogy and analyze representations of Jewish queerness and queer Jewishness across vast bodies of scholarship and modes of cultural production. (H) {L} {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years

JUD 259 Jews and American Popular Culture
Jews’ contributions to American popular culture over the past two centuries, from Emma Lazarus’s verse on the Statue of Liberty to Jill Soloway’s television series Transparent. Negotiating identity within different popular media, with attention to specific Jewish communal rhythms and to the American social, political, and cultural climate. Traces concerns of Jewish American identity in such forms as graphic art, comedy, music, film, theater, and poetry. Topics include immigrant self-fashioning, inter-generational family dynamics, ambivalence around acculturation, Holocaust memory and Old World nostalgia, and the subversive wit of confessional, postmodern voices. (E) {A} {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

JUD 260 Yiddish Literature and Culture
From dybbuks and schlemiels to radicals and revolutionaries, Yiddish literature and culture are more than Fiddler on the Roof. Explores Yiddish stories, novels, poetry, and drama as a site for political activism, ethnic performance, and creative expression in tsarist and revolutionary Russia, interwar Poland, and immigrant America. Why did Yiddish so often find itself at the bloody crossroads of art and politics? How have post-Holocaust engagements with Yiddish memorialized not only a lost civilization but also re-imagined a homeland in language? All texts in translation. No prerequisites. {L} Credits: 4
Justin Daniel Cammy
Expected to be offered in the next 3 years

ENG 230 American Jewish Literature
Same as JUD 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficient for contemporary gatekeepers of diversity? No prerequisites. (H) {L} Credits: 4
Justin Daniel Cammy
Expected to be offered in the next 3 years

SPN 246 Latin American Literature and Culture
Topics course. May be repeated with a different topic. Normally offered each academic year.

Through the Jewish Lens: A Latin American Story
This course will examine representations of the Jewish-Latin American experience through the study of 20th- and 21st-century texts and films. It will explore how recent authors and filmmakers present issues concerning this minority group’s identity and belonging. Special attention will be given to images of Jews and Jewish history as expressions of current social and political concerns. Texts will be in Spanish and in Spanish translations from Portuguese. Movies, in both languages, will be shown with subtitles. Fulfills the writing requirement for the major. Prerequisites: SPN 220 or above. (F) {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

THE 208 American Musical Comedy: From Gershw in to Sondheim
The course examines the roots of the American musical as a seminal theatrical form, with its own distinctive venues and styles; we pay particular attention to the socio-cultural factors that made the American musical stage a locus for identity-formation. The history of the American musical is deeply intertwined with the assimilationist project, particularly among Jewish-Americans, who were highly instrumental in its development. The economics of theatrical production in the early 20th century, along with the rise of a burlesque middle class with
time for leisure (a new phenomenon), gave rise to a “popular” form of musical theatre—the musical comedy—that was instrumental in creating what became “show business.”

Ellen Wendy Kaplan
Normally offered in alternate years

WLT 218 Holocaust Literature
What is a Holocaust story? How does literature written in extremis in ghettos, death camps, or in hiding differ from 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 genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums), and critical theories of representation. All readings in translation. No prerequisites.

Members of the department
Expected to be offered in the next 3 years

WLT 277 Jewish Fiction
What is the relationship between the homeless imagination and imagined homecomings, political upheaval and artistic revolution, the particularity of national experience and the universality of the Jew? Focuses on four masters of the 20th-century short story and novel: Franz Kafka’s enigmatic narratives of modern alienation; Isaac Babel’s bloody tales of Revolution; Isaac Bashevis Singer’s Yiddish demons and Nobel prize laureate S. Y. Agnon’s neo-religious parables of loss and redemption. All readings in translation; open to any student with a love of great literature.

Members of the department
Expected to be offered in the next 3 years

Special Studies

JUD 400 Special Studies
Advanced research or language study, conducted by a faculty member in Jewish studies. Credits: 1–4

Members of the department
Normally offered each academic year
Landscape Studies

Ann Leone, Ph.D., Professor of French Studies and Landscape Studies, Director
Steven Thomas Moga, Assistant Professor of Landscape Studies
Reid W. Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies

Associated Faculty
Alice L. Hearst, Ph.D., J.D., Professor of Government
Barbara A. Kellurn, Ph.D., Professor of Art
Ruth Ozeki, A.B.
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Jesse Bellerme, Ph.D., Associate Professor of Biological Sciences
Elisa Kim, M.Arch., Assistant Professor of Art
Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Tim Johnson, Director, Botanic Garden

Landscape studies is a multidisciplinary exploration of the ways in which land becomes a landscape—that is, a cultural as well as physical construction that is both imagined and engineered. The minor offers approaches to the study of cultures, politics and potentials of place, with perspectives from architecture, landscape architecture and planning.

The Minor

The minor consists of six courses (24 credits or more), to be chosen in consultation with a landscape studies adviser. One course should normally be LSS 300.

Requirements for all minors include:
1. A one-semester introductory course: LSS 105 or an equivalent approved by the program
2. Two other non-studio LSS course: LSS 200, 210, 220 (colloquia), 300, or LSS 100 taken twice
3. Biology 120 and 121 (landscape plants & issues + lab), or Biology 122 and 123 (horticulture + lab)

We do not require a studio course, although we strongly recommend at least two studies, including ARS/LSS 389, as well as LSS 300 for any student considering graduate studies in landscape-related fields.

Students select three other courses from the list of related courses (see our website), in consultation with the LSS minor adviser. We encourage you to concentrate these three courses in one of the following areas, in consultation with the minor adviser:
- Landscape design, history and theory (examples: LSS 250 and LSS 300, studio courses, LSS-related courses in art history and literature)
- Land use and development (examples: anthropology, archeology, environmental science and policy, engineering, urban studies, sociology, studio courses)
- Horticulture and plant biology

Advisers
For the Minor:
Ann Leone, Hatfield 307; aleone@smith.edu, x3364
Steven Moga, Wright Hall 111; smoga@smith.edu, x3145

For Graduate Programs:
Reid Bertone-Johnson, Wright Hall 108, rbertone@smith.edu, x3328

LSS 100 Landscape, Environment and Design
Through readings and a series of lectures by Smith faculty and guests, we examine the history and influences out of which landscape studies is emerging. We look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological 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. {A} {H} {S} Credits: 2
Reid W. Bertone-Johnson
Normally offered each spring

LSS 105 Introduction to Landscape Studies
This introductory course explores the evolving and interdisciplinary field of landscape studies. Drawing upon a diverse array of disciplinary influences in the social sciences, humanities and design fields, landscape studies is concerned with the complex and multifaceted relationship between human beings and the physical environment. Students in this course learn to critically analyze a wide variety of landscape types from the scale of a small garden to an entire region, as well as to practice different methods of landscape investigation. It is a course designed to change the way one sees the world, providing a fresh look at everyday and extraordinary places alike. Priority given to first-year students, sophomores and LSS minors. Enrollment limited to 30. {A} {H} {S} Credits: 4
Steven Thomas Moga
Normally offered each fall

LSS 110 Interpreting New England Landscape
Expected to be offered in the next 3 years

LSS 230 Urban Landscapes
Students in this course investigate the production of the built environment and the landscape of cities, focusing on key actors such as neighborhood activists, real estate developers, city officials, and environmentalists, among other advocates and interested parties. Organized thematically and supplemented by readings in urban theory and related fields, the course tackles questions of how urban spaces are made, why different cities look and feel the way they do, and who shapes the city. Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. {A} {H} {S} Credits: 4
Steven Thomas Moga

LSS 240 Cultural Landscapes and Historic Preservation
Debates over the meaning, interpretation and management of unique, artistic, historic and/or culturally significant places take center stage in this course. Students consider how and why some landscapes and buildings get preserved
and protected while others are redesigned, ignored, neglected or demolished. Major themes in the course include continuity and change in the built environment, notions of cultural heritage and the concept of authenticity. Readings include theoretical and historical perspectives on the topic supplemented by case studies and field investigations. Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20.

LSS 245 Place Frames: Photography As Method In Landscape Studies
Photography and landscape are intertwined. Scholars, design professionals, artists, and journalists use photographs as evidence, as a means of representing sites, as a design tool, as source material for project renderings, and as documentation. This course focuses on how photography is a part of field observations and research techniques, how photographs are used in landscape studies, and how text and image are combined in different photographic and scholarly genres. Students will take photographs and examine the photographs of landscape architects, urbanists, artists, and journalists. Field exercises are combined with workshops, discussions, and research at the Smith College Museum of Art. Enrollment limit of 15. (A) (H) (S) Credits: 4

Steven Thomas Moga
Normally offered each spring

LSS 250 Studio: Landscape and Narrative
Landscape architects are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Students work through a series of site-specific 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. Priority given to LSS minors and ARCH majors. Enrollment limited to 14. (A) (S) Credits: 4

Members of the department

Steven Thomas Moga
Expected to be offered in the next 3 years

LSS 255 Art and Ecology
Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students design a series of projects that explore the potential for melding art and ecology. Prerequisite: one college-level art history, architectural history, landscape studies or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of $75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 15. (A) Credits: 4

Reid W. Bertone-Johnson

Expected to be offered in the next 3 years

LSS 260 Visual Storytelling: Graphics, Data and Design
Communicating with images is different than communicating with words. By learning how the eye and brain work together to derive meaning from images, students take perceptual principles and translate them into design principles for effective visual communication. Course lectures, readings, and exercises cover graphic design, visual information, information graphics and portfolio design. Students are introduced to graphic design software, online mapping software and develop skills necessary to complete a portfolio of creative work or a visual book showcasing a body of research. By permission of the instructor. Enrollment limited to 12. (E) (A) Credits: 4

Reid W. Bertone-Johnson

Expected to be offered in the next 3 years

LSS 300 Rethinking Landscape
This capstone course in the study of the built environment brings history and theory alive for those students with interests in diverse fields such as art, architecture, American studies, engineering and the natural sciences. Designed as an advanced-level seminar, it explores key concepts and theoretical debates that have shaped the interdisciplinary field of landscape studies. In particular, students investigate how the field has changed over time and critically consider where it is likely to go in the future. Classic texts from thinkers such as J.B. Jackson, Yi-Fu Tuan, John Stilgoe, Anne Spirn and Dolores Hayden are paired with contemporary critiques and new approaches to the study of space and place. Independent research work and participation in class discussion are strongly emphasized. Prerequisite: one 200-level course in LSS or permission of the instructor. Priority given to LSS minors, and seniors and juniors. Enrollment limited to 12. (H) (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

LSS 389 Broad-Scale Design and Planning Studio
Same as ARS 389. This class is for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Prerequisites: Permission of instructor. Previous studio experience and two architecture and/or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. (A) Credits: 4

Reid W. Bertone-Johnson

Expected to be offered in the next 3 years

LSS 400 Special Studies
Admission by permission of the instructor and director, normally for senior minors. Advanced study and research in landscape studies-related fields. May be taken in conjunction with LSS 300 or as an extension of design work begun during or after a landscape studies or architecture studio. Credits: 1–4

Members of the department

Expected to be offered in the next 3 years

Cross-Listed Courses

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in discourse about the inhabitation of the built environment, which is explored through the architectural design process. Students create projects to represent their ideas and observations in response to challenging questions about the art and craft of space-making. This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college-level art history, architectural history, landscape studies or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of $75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 15. (A) Credits: 4

Members of the department

Normally offered each fall

ARS 285 Introduction to Architecture
The primary goal of this studio is to gain insight into the design and representation of architectural space. Students gain skills in graphic communication, model making, and working in multiple media including digital modeling. We look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings.
This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college-level art history, architectural history, landscape studies, or architectural design studio course. Note: LSS 255 can substitute for ARS 285 in the Plan C studio art major. A required fee of $75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limit of 15. (A) Credits: 4

Members of the department

 Normally offered each spring

ARS 386 Studies in Architecture

This course explores a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include the role of technology within the built environment, vernacular architecture and landscapes, the role of context in its many forms, urban design and planning, architectural theory and practice, material culture methods or other themes. Prerequisites: ARS 283, ARS 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. A required fee of $75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 12.

Credits: 4

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers the many ways through which places are constructed, culturally, socially and physically. We examine how to analyze contextual factors and intervene effectively within the complexity of the built environment. A final project involving the examination and manipulation of place and space through modeling and graphic communication is required. A required fee of $75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Prerequisites: ARS 283, ARS 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. (A) Credits: 4

Members of the department

Normally offered each fall

Related Courses

(Refer to landscape studies website for additional related courses. Many Five College courses may count, as well. Before including any of these courses in your LSS minor, please confer with your LSS adviser.)

Listed below are courses that may count toward the landscape studies minor. All courses are not offered every year. Check the Smith College course catalogue for current offerings.

American Studies

AMS 201 Introduction to the Study of American Society and Culture

Anthropology

ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
ANT 229 Africa and the Environment

ANT 233 History of Anthropological Theory
ANT 236 Economy, Ecology and Society
ANT 252 The City and the Countryside in China
ANT 317 Seminar: The Anthropology of Landscape—Space, Place, Nature
ANT 352 Seminar: Topics in Anthropology

Architecture

ARS 280 Introduction to Architectural Design Studio: Analog Processes—Ground
ARS 281 Introduction to Architectural Design Studio: Digital Design Processes—Air
ARS 380 Architectural Design Studio: Transient Spaces—Terrestrial Bodies
ARS 381 Architectural Design Studio: Transient Spaces—Aquatic Bodies

Art History

ARH 101 Approaches to Visual Representation (C)
ARH 212 Ancient Cities and Sanctuaries
ARH 280 Art Historical Studies
ARH 285 Great Cities

Art Studio

ARS 161 Design Workshop I
ARS 162 Introduction to Digital Media
ARS 163 Drawing I
ARS 164 Three-Dimensional Design
ARS 264 Drawing II
ARS 266 Painting I
ARS 283 Introduction to Architecture: Site and Space
ARS 386 Studies in Architecture
ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
ARS 390 Five College Advanced Studio Seminar

Biological Sciences

BIO 101 Modern Biology for the Concerned Citizen
BIO 103 Economic Botany: Plants and Human Affairs
BIO 120 Horticulture: Plants in the Landscape
BIO 122 Horticulture: Botany for Gardeners
BIO 123 Horticulture: Botany for Gardeners Laboratory
BIO 130 Biodiversity, Ecology and Conservation
BIO 131 Biodiversity, Ecology and Conservation Laboratory
BIO 202 Cell Biology
BIO 204 Microbiology
BIO 205 Microbiology Laboratory
BIO 206 Plant Physiology
BIO 207 Plant Physiology Laboratory
BIO 260 Invertebrate Diversity
BIO 261 Invertebrate Diversity Laboratory
BIO 264 Plant Diversity and Evolution
BIO 265 Plant Diversity and Evolution Laboratory
BIO 268 Marine Ecology
BIO 269 Marine Ecology Laboratory
BIO 355 Ecophysiology
BIO 356 Ecophysiology Laboratory
BIO 364 Plant Ecology
BIO 365 Plant Ecology Laboratory
BIO 366 Biogeography
Chemistry
CHM 108  Environmental Chemistry

Dance
DAN 151  Elementary Dance Composition
DAN 241  Scientific Foundations of Dance
DAN 252  Intermediate Dance Composition
DAN 553  Choreography and Design

Economics
ECO 224  Environmental Economics
ECO 230  Urban Economics
ECO 271  The Economics of Climate Change
ECO 324  Seminar

Education and Child Study
EDC 390  The Teaching of Science, Engineering and Technology

Engineering
EGR 100  Engineering for Everyone
EGR 315  Seminar: Ecolhydrology

English
ENG 238  What Jane Austen Read: The 18th-Century Novel
ENG 245  Worldbuilding: Topics in Reading and Writing Creative Fiction
ENG 382  Readings in American Literature

Environmental Science and Policy
ENV 101  Sustainability and Social-Ecological Systems
ENV 150  Mapping Our World: An Introduction to Geographic Information Systems
ENV 201  Researching Environmental Problems
ENV 311  Interpreting and Communicating Environmental Information
ENV 312  Sustainable Solutions
ENV 323  Climate and Energy Policy

French
FRN 230  Colloquium in French Studies
Dream Places and Nightmare Spaces: French Literary Landscapes
FRN 290  The Colonial City: Global Perspectives

First-Year Seminars
FYS 103  Geology in the Field
FYS 151  Our Mill River
FYS 163  Exploring Our National Parks

Geology/Geosciences
GEO 101  Introduction to Earth Processes and History
GEO 102  Exploring the Local Geologic Landscape
GEO 104  Global Climate Change: Exploring the Past, the Present and Options for the Future
GEO 105  Natural Disasters: The Science Behind the Headlines
GEO 106  Extraordinary Events in the History of Earth, Life and Climate
GEO 251  Geomorphology

Government
GOV 204  Urban Politics
GOV 207  Politics of Public Policy
GOV 249  International Human Rights
GOV 254  Colloquium: Politics of the Global Environment
GOV 305  Seminar in American Government
GOV 306  Seminar in American Government
GOV 347  Seminar in International Politics and Comparative Politics

Jewish Studies
JUD 229  Judaism and Environmentalism

Latin American Studies
LAS 201  Colloquium in Latin American and Latino/a Studies
Environmental Legacies and Ecological Futures of Latin America
LAS 301  Seminar: Topics in Latin American and Latino/a Studies
Favelas in Brazil: The Commodification of Places of Protest

Mathematics
MTH 107  Statistical Thinking
MTH 220  Introduction to Probability and Statistics

Philosophy
PHI 238  Environmental Ethics
PHI 304  Colloquium in Applied Ethics

Sociology
SOC 233  Sociology of Climate Change
SOC 335  Seminar: Social Justice, the Environment and the Corporation

Spanish and Portuguese
POR 220  Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid

Statistical and Data Sciences
SDS 107  Statistical Thinking
SDS 136  Communicating with Data
SDS 201  Statistical Methods for Undergraduates

Theatre
THE 100  The Art of Theatre Design

Study of Women and Social Change
230  Gender, Land and Food Movements

World Literatures
WLT 100  Introduction to Comparative Literature: The Pleasures of Reading Islands, Real and Imaginary
WLT 242  What and Where Is Main Street?
WLT 253  Literary Ecology
Latin American and Latino/a Studies

Latin American and Latino/a Studies Steering Committee
Ginetta E. B. Candelario, Ph.D., Professor of Sociology and of Latin American and Latino/a Studies
Dana Leibsohn, Ph.D., Alice Pratt Brown Professor of Art, Director
Javier Puente, Ph.D., Assistant Professor of Latin American Studies

Latin American and Latino/a Studies Program Committee
Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Velma E. García, Ph.D., Professor of Government
Maria Estela Harretche, Ph.D., Professor of Spanish
Michelle Joffroy, Ph.D., Associate Professor of Spanish
Marguerite I. Harrison, Ph.D., Associate Professor of Portuguese and Brazilian Studies
Elizabeth A. Klarich, Ph.D., Five College Associate Professor of Anthropology
Malcolm Kenneth McNee, Ph.D., Associate Professor of Portuguese and Brazilian Studies
Javier Puente, Ph.D., Assistant Professor of Latin American and Latino/a Studies
Maria Helena Rueda, Ph.D., Associate Professor of Spanish
Lester Tomé, Ph.D., Associate Professor of Dance

The Major in Latin American Studies

The major builds on an interdisciplinary approach to the study of Latin America as well as proficiency in Spanish. A reading knowledge of Portuguese is also recommended. 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 Latin America, Brazil or other relevant location should consult with the appropriate advisers. Students interested in completing an honors thesis should consult the program honors director.

Adviser for Study Abroad: Members of the Steering Committee (2019–2020)
Honors Director: Ginetta E.B. Candelario (2019–2020)

Five-Year option with Georgetown University: Students interested in pursuing graduate studies in LAS have the option of completing a master of arts 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.

Basis: LAS 150

Other Core Requirements: LAS 250 and LAS 310

All students must also complete seven electives:
- One course that focuses on the arts in/of Latin America (Art History, Film Studies, Theater, Dance); normally this will be at the 200-level [4 credits]
- One course on Latin America at the 300-level; this class may be in any discipline [4 credits]

Of these seven courses, at least one must focus on the period before Independence (e.g., pre-1825) and one must focus on Latino/a Studies.

To build coherence across this range of classes, we expect students to work with their major advisors, choosing their seven courses to develop an intellectual focus. Such foci may be:
- Thematic (e.g., Race/Diaspora, Indigeneity, Gender/Sexuality, Latinidades, Migration/Immigration)
- Geographic (e.g. National, Transborder/border Studies, Regional)
- Temporal (e.g., pre-1825, 19th/20th century, contemporary)

The Minor in Latino/a Studies

The minor in Latino/a Studies consists of six semester-long courses (24 credits). This minor emphasizes key intellectual and methodological capacities for Latino/a Studies: exposure to the shared transnational histories of Latin and Latino/a America; critical engagement with Spanish as a language of thought and cultural production; a shared intellectual and interdisciplinary experience with a community of majors and minors in the Program.

All students must complete three core courses:
- One course in the history of Latin American and/or the Caribbean
- One humanities or cultural communication course in Spanish (normally at the 200-level)
- LAS 310

All students must also complete three Latino/a focused courses that fulfill these distribution requirements:
- At least one course in the social sciences, normally at the 200-level (Anthropology, Economics, Government, Sociology, History)
- At least one course in the humanities/arts, normally at the 200-level (Art History, World Literatures, Dance, English, Spanish, Theatre)
- At least one course on a topic of particular interest to the student, preferable at the 200- or 300-level

Students may count up to two classes taken in the Five Colleges or during study away from Smith toward the minor.

We strongly recommend that students take a community-based research and learning course, either as part of the distribution requirements or in addition to the 24-credit minimum required to complete the minor.

Honors

LAS 430D Honors Project
Credits: 8
Normally offered each academic year

LAS 431 Honors Project
Credits: 8
Normally offered each academic year
Please consult the director of honors or the departmental website for specific requirements and application procedures.  

See also the Five College Certificate in Latin American Studies.

**LAS 150 Introduction to Latin American Studies**

LAS 150 is a multidisciplinary, thematically organized introduction to the cultures and societies of Latin America and serves as a primary gateway to the Latin American Studies major. This course surveys a variety of topics in culture, geography, politics, history, literature, language, and the arts through readings, films, discussions and guest lectures. The course is required for all majors in Latin American Studies. [A] {H} {S} Credits: 4

**Members of the department**

Normally offered each academic year

**LAS 201 Colloquium in Latin American and Latino/a Studies**

**Topics course.**

**Climate and Conflict**

This class examines the intersections of climate trends and conflict dynamics in Latin America and the world. Recent climate change and global warming developments have triggered a multidisciplinary reflection on the remaking of twenty-first century geographies of social conflict. This course discusses the region’s centrality in understanding the historical roots of the convergence of climate and conflict, the emergence of environmental refugees and displacement, the rise of indigenous environmental activism and grassroots movements, and the enduring experiences of environmental suffering. Credits: 4

**Members of the department**

Normally offered each academic year

**Environmental Legacies and Ecological Futures of Latin America**

Latin America is often signaled as both a region of biological diversity and a space of daunting environmental degradation. This course explores the ecological and environmental relationships between nature and society in Latin America from pre-conquest to contemporary times. The overarching goal of the class is to examine socioenvironmental issues, integrating knowledge from the sciences and the humanities while giving students a chance to reflect on their disciplinary assumptions about critical issues such as ecological crises, the human perils of extractive industrial activities, environmental determinism, activism and environmental justice. Credits: 4

**Members of the department**

Normally offered each academic year

**LAS 250 Knowing Latin America**

In this inquiry-driven course, students explore a topic from different disciplinary and interdisciplinary perspectives central to Latin American Studies. Students will be exposed to writing in the humanities, social and natural sciences and gain a solid foundation for evaluating, contextualizing and applying current methodological trends within Latin American Studies. Case studies illustrate the diversity of thought, interdisciplinary approaches, and innovative directions in the field. Discussions address the roles and responsibilities of researchers, analysts and practitioners across a range of professions. Required for the major in Latin American Studies. [A] {H} {S} Credits: 4

**Members of the department**

Normally offered each academic year

**LAS 264 Women and Revolutions**

Same as HST 264. Women have been key players in revolutionary movements. They have organized militant workers’ movements, built alternative institutions, and waged armed struggle. Why have women joined revolutionary movements? How did gender shape their participation? How have women defined the meaning and practice of revolution? We will consult primary and secondary sources to understand the goals of radical women and how they shaped revolutionary theories such as Marxism, Maoism, anarchism, and feminism. We will primarily focus on historical case studies from the twentieth-century Global South. Enrollment limit of 18. (E) {H} Credits: 4

**Diana Sierra Becerra**

Normally offered each spring

**LAS 301 Seminar: Topics in Latin American and Latino/a Studies**

**Topics course.**

**Contesting Space: Art, Ecology and Activism**

A Calderwood Seminar in Public Writing

What do artists have to say to activists and scientists? What makes activist and art effective, or even activist science? Focusing on case studies drawn from the 1960s-present from Latin America and Latinx geographies, this seminar explores - and challenges- these questions and the disciplinary boundaries they presume. Our work centers upon writing for readers outside academia (its own kind of activism), and the intersections—both successful and failed—of art, ecology, and activism. Open to juniors and seniors of any major who wish to write about issues with expansive ethical implication for a wide public. Permission of instructor required. Credits: 4

**Members of the department**

Expected to be offered in the next 3 years

**LAS 400 Special Studies**

Credits: 1–4

**Members of the department**

Normally offered each academic year

**LAS 404 Special Studies**

Credits: 4

**Members of the department**

Normally offered each academic year

**Cross-listed/Approved Courses**

**AFR 111 Introduction to Black Culture**

**AFR 366 Seminar: Contemporary Topics in Africana Studies**

**Afro-Brazilian Culture**

**ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas**

**ANT 234 Culture, Power and Politics**

**ANT 237 Native South Americans**

**ANT 269 Indigenous Cultures and the State in Mesoamerica**
ANT 352 Seminar: Topics in Anthropology
Politics of Language
The Anthropology of Multiculturalism

ARH 204 Art and Architecture of the Ancient Americas

ARH 207 Translating New Worlds

ARH 218 Modern Architectures in North America

ARH 280 Art Historical Studies
Global Modernism in Architecture

DAN 144 Tango I
DAN 244 Tango II

DAN 377 Advanced Studies in History and Aesthetics
Salsa in Theory and Practice

FYS 127 Cuba and the U.S. Embargo

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature

GOV 220 Introduction to Comparative Politics
GOV 226 Latin American Political Systems
GOV 237 Colloquium: Politics of the U.S./Mexico Border
GOV 307 Seminar in American Government
Latinos and Immigration Politics in the U.S.

GOV 322 Seminar in Comparative Government
Latin American Social Movements

HST 263 (C) Aspects of Latin American History
Women and Gender in Latin America

POR 201 Brazilian Art Inside and Out
POR 228 Indigenous Brazil: Past, Present and Future
POR 232 Popular Music, Nationhood and Globalization in the Portuguese-Speaking World

POR 381 Seminar in Portuguese and Brazilian Studies
Place, Space and Identity in the Portuguese-Speaking World

SOC 213 Race and National Identity in the United States
SOC 214 Sociology of Hispanic Caribbean Communities in the United States

SPN 230 Latin American and Peninsular Culture and Society
A Transatlantic Search for Identity

SPN 240 From Page to Stage
Mujeres de Artes Tomar

SPN 246 Latin American Literature and Culture
Zapatismo Now: Cultural Resistance on the “Other” Border
Reinterpreting Magical Realism
The City in Words and Colors

SPN 260 Latin American Cultural History
Becoming Latin America: Modernization and Resistance
Decolonizing Latin American Literature

SPN 372 Seminar: Topics in Latin American and Iberian Studies
Stages of Conflict: Performing Memory and Change in Spain and Latin America
Teatro x la identidad (2000–17): Social, Political and Cultural Dislocations in Argentine Society

SPN 373 Seminar: Cultural Movements in Spanish America
Recent Latin American Films: Bridging the Public and the Private
Contesting Feminisms: Indigenous Voices Rethinking Latin American Feminism
Decoding Love: Affect and Subjectivity in Contemporary Latin American Culture
Linguistics

Jill Gibson de Villiers, Ph.D., Professor of Philosophy and Psychology, Director

Advisers
Giovanna Bellesia, Ph.D., Professor of Italian Studies
Nalini Bhushan, Ph.D., Professor of Philosophy
Craig R. Davis, Ph.D., Professor of English Language of Literature
Peter A. de Villiers, Ph.D., Professor of Psychology
Jay Lazar Garfield, Ph.D., Professor of Philosophy
Joseph O’Rourke, Ph.D., Professor of Computer Science
Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and World Literatures
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Shannon Audley, Ph.D., Associate Professor of Education & Child Studies
Renata Pienkawa, M.A., Lecturer in Education & Child Studies

The 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.

Related courses at Smith (Note: some may have prerequisites).

Classics
CLS 150  Roots: Greek and Latin Elements in English

East Asian Languages and Literatures
EAL 240  Japanese Language and Culture

Education
EDC 338  Children Learning to Read

English
ENG 207  The Technology of Reading and Writing

Italian
ITL 340  The Theory and Practice of Translation

Logic
LOG 100  Valid and Invalid Reasoning: What Follows From What?

Philosophy
PHI 213  Language Acquisition
PHI 262  Meaning and Truth: The Semantics of Natural Language

Psychology
PSY 213  Colloquium: Language Acquisition
PSY 214  Colloquium: Disorders of Language and Communication
PSY 313  Seminar in Psycholinguistics

World Literatures
WLT 220  Colloquium: Imagining Language
In the last 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.

The Minor

Minors in logic, to be designed in consultation with the director, consist of at least 20 credits, including the following:

- LOG 100
- MTH 153 or CSC 250
- LOG 400

Additional courses may be chosen from the following list:

- CSC 111 Introduction to Computer Science Through Programming
- CSC 250 Theoretical 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
- MTH 153 Introduction to Discrete Mathematics
- PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
- PHI 236 Linguistic Structures
- PHI 262 Meaning and Truth: The Semantics of Natural Language

Depending on the topic, the courses listed below may also be taken for logic minor credit:

- MTH 220 Probability and Statistics
- MTH 238 Topics in Number Theory
- MTH 246 Probability
- MTH 270 Topics in Geometry
- MTH 343 Topics in Mathematical Analysis

There are also courses in the Five College system that may be acceptable, such as courses in linguistics and law.

Logic Courses

LOG 100 Valid and Invalid Reasoning: What Follows From What?
Formal logic and informal logic. The study of abstract logic together with the construction and deconstruction of everyday arguments. Logical symbolism and operations, deduction and induction, consistency and inconsistency, paradoxes and puzzles. Examples drawn from law, philosophy, politics, literary criticism, computer science, history, commercials, mathematics, economics and the popular press. (M) Credits: 4
Jay Lazar Garfield
Normally offered each fall

LOG 400 Special Studies
Credits: 1–4
Members of the department
Normally offered both fall and spring semesters

Cross-Listed Courses

PHI 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?
The course provides an introduction to deductive and inductive logic. It introduces classical Aristotelian and modern truth-functional logic; explains the relationship between truth-functional logic, information science and probability; and it introduces basic features of statistical and causal reasoning in the sciences. This course is designed for students who are uncomfortable with symbolic systems. It is not a follow-up to LOG 100. Students who have taken LOG 100 cannot receive credit for taking PHI 101 subsequently. Students who have taken PHI 101 can subsequently receive credit for taking LOG 100. Enrollment limited to 24. (M) Credits: 4
Members of the department
Normally offered each spring
Marine Science and Policy

The marine science 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 science is obtained through completion of the two basis courses. Students then choose among upper-level courses that focus on or complement scientific investigation of the oceans and the policy aspects of ocean conservation, exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: Six courses, including three required courses as follows: an introductory oceanography course (e.g., GEO 108), BIO 268 (BIO 269 must be taken concurrently), and a Special Studies or 300-level course on a marine-related topic chosen in consultation with the minor adviser. Students select the three remaining courses as electives (example courses are listed below). Other appropriate courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the requirements with consultation and approval of the minor adviser.

Biological Sciences

BIO 260  Invertebrate Diversity
BIO 366  Biogeography
BIO 390  Seminar: Topics in Environmental Biology
The Ecological Impacts of Global Change
Coral Reef Ecology and Conservation
BIO 400  Special Studies

Environmental Science and Policy

ENV 101  Sustainability and Social-Ecological Systems
ENV 108  Environmental Chemistry
ENV 150  Mapping Our World: An Introduction to Geographic Information Systems
ENV 201  Researching Environmental Problems
ENV 202  Researching Environmental Problems Laboratory
ENV 311  Interpreting and Communicating Environmental Information

Geosciences

GEO 231  Invertebrate Paleontology and the History of Life
GEO 232  Sedimentary Geology
GEO 302  Field Studies of the Desert Southwest
GEO 334  Carbonate Sedimentology
GEO 400  Advanced Work or Special Problems in Geosciences

Social Sciences & Humanities

ECO 224  Environmental Economics
ENG 118  Colloquia in Writing
Water: Science and Politics
Writing About Science

ENV 326  Seminar: Natural Resource Management and Environmental Justice in the US and the Global South
GOV 207  Politics of Public Policy
GOV 254  Colloquium: Politics of the Global Environment
GOV 404  Special Studies
PHI 304  Colloquium in Applied Ethics

Five College Course Possibilities

Courses may be chosen from within the Five Colleges with approval of minor advisers; a sample of possible courses follows:

Amherst College

GEOL 105  Introduction to Oceanography
GEOL 107  Marine Environments

Hampshire College

CS 0259  Marine Mammals
CS 0261  Oceans of Change

Mount Holyoke College

GEOL 103  Oceanography
BIOL 321C  Marine Conservation Biology
BIOL 326  Ocean Blues: World’s Oceans

University of Massachusetts

GEO-SCI 131  Intro Oceanography
GEO-SCI 190BH  Biological Oceanography
BIOLOGY 273  Marine Vertebrates
BIOLOGY 487H  Tropical Field Biology
NRC 260  Fish Conservation and Management
MICROBIO 494  A Sea of Microbes

Off-Campus Course Possibilities

Students may choose to fulfill up to three of their minor courses away from Smith through 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); Williams-Mystic Maritime Studies Program; SEA Semester; Duke University Marine Laboratory (semester and summer programs); University of Maine Semester by the Sea (fall semester); marine programs of the School for Field Studies, the School for International Training and Shoals Marine Laboratory.
Mathematics and Statistics

Professors
Joseph O'Rourke, Ph.D. (Computer Science) 
Katherine Taylor Halvorsen, D.Sc. 
Ileana Streinu, Ph.D. (Computer Science) 
Pau Atela, Ph.D. 
Christophe Golé, Ph.D., Chair 
Julianna S. Tymoczko, Ph.D. 

Associate Professors 
Rajan Mehta, Ph.D. 

Assistant Professors 
Patricia Renate Cahn, Ph.D. 
Candice Price, Ph.D. 

Lecturers 
Jennifer Beichman, Ph.D. 
Daniel Schultheis, Ph.D. 
Tian An Wong, Ph.D. 

Visiting Associate Professor 
Bryan Katz, Ph.D. 

Visiting Assistant Professors 
David Meyer, Ph.D. 
Stefanie Wang, Ph.D. 

Research Associates 
Danielle D. Carr Ramdath, Ph.D. 
Sarah-Marie Belcastro, Ph.D. 
Nicholas J. Horton, D.Sc. 
Catherine McCune, Ph.D. 
Anne Schwartz, Ph.D. 

The Major
Advisors: Pau Atela, Benjamin Baumer, Jennifer Beichman, Patricia Cahn, 
Christophe Golé, Katherine Halvorsen, Rajan Mehta, Daniel Schultheis, Julianna Tymoczko

Adviser for Study Abroad: Pau Atela

Requirements: The mathematics major has a foundation requirement, a core 
requirement, a depth requirement and a total credit requirement.

The entryway foundation requirement consists of MTH 111, MTH 112, MTH 153, 
MTH 211 and MTH 212. Some of these requirements might be waived for a well-prepared student.

The core requirement consists of one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 280 or MTH 281). Alternatively, a student may focus on statistics; students pursuing this track through the major are not required to take a course in algebra and instead must complete MTH 220, MTH 246, MTH 320, and either MTH 290 or MTH 291.

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.

In total, majors must take at least 36 credits among courses numbered at or 
above 153, with the following exceptions. With the approval of the department, 
up to 8 of the 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 220.

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 SDS 292) are counted 
as mathematics courses and given full credit toward the mathematics major, as 
does ECO 220. The following courses meet the criteria for 2 credits toward math-
ematics major: AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 
252, CSC 274, CSC 334, ECO 240, ECO 255, EGR 220, EGR 315, EGR 320, EGR 
326, EGR 374, EGR 389, LOG 100, PHY 210, PHY 317, PHY 318, PHY 319, PHY

327, and SDS 293. 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 in Mathematical Sciences

The minor in mathematical sciences consists of 211 and 16 credits from 153, 
205, and courses numbered above 211, including two courses above 218. Four 
of the credits may be replaced by eight credits from the list of courses outside the 
department in the description of major requirements found above.

The Minor in Applied Statistics

Information on the interdepartmental minor in applied statistics can be found 
on the Statistical and Data Sciences page of this catalogue.

The Five College Certificate in Biomathematical Sciences

Information on this certificate can be found on the page about Five College 
Certificate in this catalog.

Honors

A student majoring in mathematics and statistics may apply for the departmen-
tal 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.

Director: TBD

MTH 430D Honors Project
Credits: 4
Normally offered each academic year

MTH 431 Honors Project
Credits: 8
Normally offered each academic year

MTH 432D Honors Project
Credits: 4
Normally offered both fall and spring semesters

Eligibility and application: Normally, a student who applies to do honors work 
must have an overall 3.0 g.p.a. for courses through her junior year, and a 3.3 
g.p.a. for courses in her major. A student may apply either in the second semes-
ter 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**

**MTH 580 Graduate Special Studies**
Credits: 4
Normally offered both fall and spring semesters

**Courses**

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, normally enrolls in Calculus I (111). A student with a year of AB calculus, a levels, or IB math SL normally enrolls in Discrete Mathematics (153) and/or Calculus II (112) during her first year. Placement in 112 is determined not only by the amount of previous calculus but also by the strength of the student’s preparation. If a student has a year of BC calculus or IB math HL, she may omit MTH 112.

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 MTH/SDS (107) are intended for students not expecting to major in mathematics or the sciences.

First and second year students may also wish to consider enrolling in IDP170 (Frontiers in Biomathematics), a gateway course for the Five College Certificate Program in the Biomathematical 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. 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/SDS 107, 201, or 220, PSY 201, or ECO 220. (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.

For further information about the mathematics and statistics program, consult our website at www.math.smith.edu.

**MTH 101 Math Skills Studio**
Same as QSK 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical 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 carry a Latin Honors designation. Credits: 4
*Catherine McCune*
Normally offered each fall

**MTH 102 Elementary Functions**
Linear, polynomial, exponential, logarithmic and trigonometric functions, graphs, verbal descriptions, tables and mathematical formulae. For students who intend to take calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers preparing for certification. {M} Credits: 4
*Daniel Schultheis*
Normally offered each fall

**MTH 103 Precalculus and Calculus Bootcamp**
Same as QSK 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem-solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they use in developing their own future math skills study plan. Enrollment limited to 20 students, the course is usually full by early December. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major. {Q} Credits: 2
*Members of the department*
 Normally offered each interterm

**MTH 105 Discovering Mathematics**
Topics course.

*Inequalities: Numbers and Justice*
What is fair? Can you measure bias? What about racism? This course will explore interactions between mathematical and social inequalities. We will consider topics regarding how mathematicians have tried to rigorously define and quantify notions of fairness (e.g., fair division, voting theory, economic inequality, and gerrymandering) on the one hand, and on the other hand interrogate the utility of critical mathematics pedagogy, drawing on Freire, and the mathematical production of social inequalities and class difference. {M} Credits: 4
*Members of the department*
Expected to be offered in the next 3 years

**MTH 107 Statistical Thinking**
Same as SDS 107. 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 design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} Credits: 4
*Members of the department*
Normally offered each fall

**MTH 111 Calculus I**
Rates of change, differentiation, applications of derivatives including differential equations and the fundamental theorem of the calculus. Written communication and applications to other sciences and social sciences motivate course content. {M} Credits: 4
*Jennifer Beichman, Daniel Schultheis, Tian An Wong*
Normally offered both fall and spring semesters
MTH 112 Calculus II
Techniques of integration, geometric applications of the integral, differential equations and modeling, infinite series and approximation of functions. Written communication and applications to other sciences and social sciences motivate course content. Prerequisite: MTH 111 or the equivalent. {M} Credits: 4
Jennifer Betchman, Rajan Mehta, David C. Meyer
Normally offered both fall and spring semesters

MTH 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} Credits: 4
Pau Alela, Gwen Spencer
Normally offered both fall and spring semesters

MTH 205 Modeling in the Sciences
Same as CSC 205. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems and discrete geometry. The course provides training through programming in Mathematics and/or MATLAB. Prerequisites: MTH 112. CSC 111 recommended. Enrollment limited to 20. {M} Credits: 4
Ilanea Streinu
Normally offered each spring

MTH 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 210. Prerequisite: MTH 112 or the equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. Enrollment limit of 25 students. {M} Credits: 4
Pau Alela
Normally offered both fall and spring semesters

MTH 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. It is suggested that MTH 211 be taken before or concurrently with MTH 212. {M} Credits: 4
Patricia Renate Cahn, David C. Meyer, Tian An Wong
Normally offered both fall and spring semesters

MTH 220 Introduction to Probability and Statistics
Same as SDS 220. An application-oriented introduction to modern statistical inference: study design, descriptive statistics; random variables; probability and sampling distributions; point and interval estimates; hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 220 satisfies the basis requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, GOV 190, ECO 220, MTH/SDS 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. {M} Credits: 0–5
Benjamin S. Baumer, Miles Q. Ott
Normally offered both fall and spring semesters

MTH 225 Differential Equations
Introduction to the theory and applications of ordinary differential equations. We explore different applications in physics, chemistry, biology, engineering and social sciences. We learn to predict the behavior of a particular system described by differential equations by finding exact solutions, making numerical approximations, and performing qualitative and geometric analysis. Specific topics include solutions to first order equations and linear systems, existence and uniqueness of solutions, nonlinear systems and linear stability analysis, forcing and resonance, Laplace transforms. Prerequisites: MTH 112, MTH 212 and MTH 211 (recommended) or PHY 210, or permission of the instructor. {M} Credits: 4
Christophe Golé
Normally offered each academic year

MTH 233 An Introduction to Modern Algebra
An introduction to the concepts of abstract algebra, including groups, quotient groups and, if time allows, rings and fields. Prerequisites: MTH 153 and MTH 211, or permission of the instructor. {M} Credits: 4
Daniel Schultheis
Normally offered each spring

MTH 238 Topics in Number Theory
Topics to be covered include properties of the integers, prime numbers, congruences, various Diophantine problems, arithmetical functions and cryptography. Prerequisite: MTH 153, and MTH 211, or permission of the instructor. {M} Credits: 4
Tian An Wong
Normally offered each fall

MTH 246 Probability
Same as SDS 246. 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} Credits: 4
Katherine Taylor Halvorsen
Normally offered each fall

MTH 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} Credits: 4
Members of the department
Normally offered in alternate years

MTH 255 Graph Theory
The course begins with the basic structure of graphs including connectivity, paths, cycles and planarity. We proceed to study independence, stability, matchings and colorings. Directed graphs and networks are considered. In particular, some optimization problems including maximum flow are covered. The material includes theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} Credits: 4
Members of the department
Normally offered in alternate years

MTH 264 Differential Equations
This course gives an introduction to the theory and applications of ordinary differential equations. We explore different applications in physics, chemistry, biology, engineering and social sciences. We learn to predict the behavior of a particular system described by differential equations by finding exact solutions, making numerical approximations, and performing qualitative and geometric analysis. Specific topics include solutions to first order equations and linear systems, existence and uniqueness of solutions, nonlinear systems and linear stability analysis, forcing and resonance, Laplace transforms. Prerequisites: MTH 112, MTH 212 and MTH 211 (recommended) or PHY 210, or permission of the instructor. {M} Credits: 4
Christophe Golé
Normally offered each academic year
MTH 270 Topics in Geometry
Topics Course. Normally offered in alternate years.

Euclidean and non-Euclidean Geometry
We study 2-dimensional Euclidean, Projective and non-Euclidean geometries. Throughout, we create connections among these geometries, and between them and linear algebra, group theory, and complex numbers. Projects will allow the exploration of recent applications. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. Credits: 4

Members of the department

MTH 280 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. MTH 153 is encouraged. {M} Credits: 4

Christophe Golé
Normally offered each spring

MTH 281 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. MTH 153 is strongly encouraged. {M} Credits: 4

Patricia Renate Cabn, Christophe Golé
Normally offered each fall

MTH 290 Research Design and Analysis
Same as SDS 290. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that 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 is used for data analysis. Prerequisites: one of the following: PSY 201, GOV 190, ECO 220, MTH 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. {M} Credits: 4

Katherine Taylor Halvorsen
Normally offered each spring

MTH 291 Multiple Regression
Same as SDS 291. 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: PSY 201, GOV 190, MTH 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 25. {M} [N] Credits: 4

Benjamin D. Capehart, Albert Y. Kim
Normally offered each fall

MTH 300 Dialogues in Mathematics and Statistics
In this class we don’t do math as much as we talk about doing math and the culture of mathematicians. The class includes 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. {M} Credits: 1

Juliana S. Tymoczko
Normally offered both fall and spring semesters

MTH 301 Topics in Advanced Mathematics and Statistics
Topics course.

Research in Mathematics
In this course students work in small groups on original research projects. Students are expected to attend a brief presentation of projects at the start of the semester. Recent topics include interactions between algebra and graph theory, plant patterns, knot theory, and mathematical modeling. This course is open to all students interested in gaining research experience in mathematics. Prerequisites vary depending on the project, but normally 153 and 211 are required. {M} Credits: 3

Members of the department

MTH 320 Seminar: Mathematical Statistics
Same as SDS 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or permission of the instructor. {M} Credits: 4

Katherine Taylor Halvorsen
Normally offered in alternate years

MTH 333 Topics in Abstract Algebra
Topics course. Normally offered in alternate years.

Advanced Linear Algebra
This is a second course in linear algebra that explores the structure of matrices. Topics may include characteristic and minimal polynomials, diagonalization and canonical forms of matrices, the spectral theorem, the singular value decomposition theorem, an introduction to modules, and applications to problems in optimization, Markov chains, and others. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Galois Theory
In high school algebra you learned a formula for finding the roots of a quadratic equation. The advanced algebra courses you have had in college probably seemed to have very little in common with that early goal. In this course we return to the problem of how to factor a polynomial. Our work requires learning about the algebraic structures of rings and fields. This course begins with the fundamentals of rings and fields and then covers extension fields and Galois theory. Finally, using all this structure we are able to understand fully how to factor polynomials and find their roots. Prerequisite: MTH 233. Credits: 4

Members of the department

Expected to be offered in the next 3 years

MTH 353 Advanced Topics in Discrete Applied Mathematics
Topics course. Normally offered in alternate years.

Stochastic Processes
A stochastic process describes how random variables change over time. This course provides an introduction to the theory of stochastic processes, as well as applications and simulation techniques. Examples of applications include Brownian motions, chemical reactions, fluctuations in financial market, and reliability theory. Specific topics include conditional probability, Markov chains, Poisson processes, queuing theory, and Brownian motion. Prerequisites: MTH
Members of the department

Expected to be offered in the next 3 years

**Optimization**

A senior-level course in Mathematical Optimization. Develops geometric and algebraic views of linear programming in parallel. Proof-based treatment of the Simplex Algorithm and LP Duality. Introduction to classical models in combinatorial optimization (including problems in networks and scheduling). Also covers: modeling logical constraints, integer programming for NP-hard problems, branch-and-bound algorithm, integrality gap, specialized algorithmic methods, dynamic programming, intro to provably-good approximation, and intro to rigorous notions of efficiency. Course is lecture-based, and includes weekly homework, regular computational lab sessions, two exams, and a final presentation (which connects to the applied optimization literature). Prerequisites: Linear Algebra (MTH 211), Discrete Mathematics (Math 153) or similar, and preferred: some previous exposure to computing (either a software like Matlab, R, SPSS, Excel, etc or a coding language like Java, Python, etc). {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**MTH 364 Advanced Topics in Continuous Applied Mathematics**

Topic course. Normally offered in alternate years.

**Dynamical Systems, Chaos and Applications**

An introduction to the theory of Dynamical Systems with applications. A dynamical system is a system that evolves with time under certain rules. We will look at both continuous and discrete dynamical systems when the rules are given by differential equations or iteration of transformations. Topics include the stability of equilibria or of periodic orbits, bifurcations, chaos and strange attractors. Students will do their final project on a scientific application of their choice or a theoretical aspect of the subject. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**Partial Differential Equations**

Partial differential equations allow us to track how quantities change over multiple variables, e.g. space and time. This course provides an introduction to techniques for analyzing and solving partial differential equations and surveys applications from the sciences and engineering. Specific topics include Fourier series, separation of variables, heat, wave and Laplace’s equations, finite difference numerical methods, and introduction to partial formations. Prerequisite: MTH 211, MTH 212, and MTH 264 (strongly recommended) or MTH 280/281, or permission of the instructor. Prior exposure to computing (using Matlab, Mathematica, Python, etc.) will be helpful. {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**MTH 370 Topics in Topology and Geometry**

Topics course. Normally offered in alternate years.

**Topology**

Topology is a kind of geometry in which important properties of a shape are preserved under continuous motions (homeomorphisms)—for instance, properties like whether one object can be transformed into another by stretching and squishing but not tearing. This course gives students an introduction to some of the classical topics in the area: the basic notions of point set topology (including connectedness, compactness, and the definition and use of the fundamental group. Prerequisites: MTH 280 or 281, or permission of the instructor. {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**Geometry of Curves and Surfaces**

An introduction to the local and global geometry of curves in the plane, and curves and surfaces in 3-dimensional space, including connections to topology. Topics include the Four Vertex Theorem, the Fary–Milnor Theorem, the Isoperimetric Problem, and the Gauss–Bonnet Theorem. Prerequisites: MTH 280 or 281, or permission of the instructor. {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**MTH 381 Topics in Mathematical Analysis**

Topic course. Normally offered in alternate years.

**Geometry and Mechanics**

Introduction to modern geometric approaches to classical physics. The essential idea is that the notion of symmetry can be used to simplify the analysis of physical systems. Topics may include Lagrangian and Hamiltonian mechanics, Noether’s Theorem and conservation laws, quantization and special relativity.

Prerequisite: MTH 280 or MTH 281. MTH 233 is suggested (possibly concurrently). No prior exposure to physics is necessary. {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**Fourier Analysis and Wavelets**

The mathematics of how you can stream videos while your mom is using the same cable to call on the phone. Introduction to Functional analysis in Hilbert spaces, Fourier series, Fourier transform, discrete Fourier transforms, wavelets, multisresolution analysis, applications. Students will do a final project on a theoretical aspect or an application of their choice. MTH 281 is required. {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**MTH 382 Complex Analysis**

Complex numbers, functions of a complex variable, algebra and geometry of the complex plane. Differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: MTH 280 or MTH 281, or permission of the instructor. Credits: 4

Members of the department

Expected to be offered in the next 3 years

**MTH 400 Special Studies**

By permission of the department, normally for majors who have had at least four semester courses at the intermediate level. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

**Cross-Listed Courses**

**IDP 325 Art/Math Studio**

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects are pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, are a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) {A} {M} Credits: 4

Members of the department

Normally offered each spring
QSK 102 Quantitative Skills in Practice
A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. [M] Credits: 4

Members of the department
Normally offered each spring

PSY 201 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 study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201, SOC 201, EDC 206. [M] [QS] Credits: 5

Katherine H. Clemans
Normally offered both fall and spring semesters
Medieval Studies

Advisers and Members of the Medieval Studies Council
Nancy Mason Bradbury, Ph.D., Professor of English Language and Literature
Brigitte Buettner, Ph.D., Professor of Art, Director
Craig R. Davis, Ph.D., Professor of English Language and Literature and
World Literatures
Eglal Doss-Quinby, Ph.D., Professor of French Studies
Suleiman Ali Mourad, Ph.D., Professor of Religion
Vera Shevzov, Ph.D., Professor of Religion
Joshua Birk, Ph.D., Associate Professor of History
Ibtissam Bouachrine, Ph.D., Associate Professor of Spanish and Portuguese

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. A biblical or Koranic language (Greek, Hebrew, Arabic) can substitute for Latin with permission of the adviser. The student must pursue the classical or scriptural form of the language, not modern Greek, Hebrew or Arabic.

Required Courses:
A total of 10 semester courses from the following list of approved courses, excluding the Latin requirement, distributed in four areas as follows:

- Two courses in medieval history: normally these are HST 224, HST 225 or HST 226;
- One course in medieval religion or philosophy;
- One course in medieval art;
- 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;
- Two additional courses from the list of approved courses below;
- 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.

The S/U grading option is not allowed for courses counting toward the major.
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 catalog 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 comprise together a meaningful examination of a segment of medieval civilization.

Honors
Director: Nancy Mason Bradbury

MED 430D Honors Project
Please consult the director of medieval studies or the program website for specific requirements or application procedures.

Approved Courses

Art

ARH 233 Medieval Art on the Move: Pilgrimages and Crusades
Members of the department
Normally offered in alternate years

ARH 234 The Age of Cathedrals
Members of the department
Normally offered in alternate years

ARH 352 Studies in Art History
Medievalisms
Members of the department
Expected to be offered in the next 3 years

English and World Literatures

WLT 177 Journeys in World Literature
Epic Worlds
Members of the department
Normally offered each academic year
ENG 200 The English Literary Tradition I  
Nancy Mason Bradbury, Douglas Lane Patey  
Normally offered both fall and spring semesters

ENG 204 Arthurian Legend  
Members of the department  
Expected to be offered in the next 3 years

ENG 217 Studies in Medieval Literature  
Old High German and Old Saxon  
Members of the department  
Expected to be offered in the next 3 years

ENG 250 Chaucer’s Canterbury Tales  
Nancy Mason Bradbury  
Normally offered each academic year

ENG 327 Robin Hood: Legendary Outlaw  
Members of the department  
Expected to be offered in the next 3 years

ENG 283 Victorian Medievalism  
Nancy Mason Bradbury, Cornelia D.J. Pearsall  
Expected to be offered in the next 3 years

ENG 333 Seminar: A Major British or American Writer  
J. R. R. Tolkien  
Members of the department  
Normally offered each academic year

First-Year Seminar

FYS 134 Bookmarks: Reading and Writing From Plato to the Digital Age  
Members of the department  
Expected to be offered in the next 3 years

FYS 167 Viking Diaspora  
Craig R. Davis  
Expected to be offered in the next 3 years

FYS 168 Damaged Gods: Myth and Religion of the Vikings  
Members of the department  
Expected to be offered in the next 3 years

French

FRN 320 Women Defamed, Women Defended  
{F} {L} Credits: 4  
Members of the department  
Expected to be offered in the next 3 years

History

HST 224 (L) History of the Early Middle Ages  
Members of the department  
Normally offered in alternate years

HST 225 (L) Making of the Medieval World, 1000–1350  
Members of the department  
Normally offered in alternate years

HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 to 1600  
Members of the department  
Normally offered in alternate years

HST 227 (C) Aspects of Medieval European History  
Magic in the Middle Ages  
Members of the department  
Normally offered in alternate years

HST 229 (C) A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages  
Members of the department  
Expected to be offered in the next 3 years

Italian

ITL 332 Finding Dante: A Reader’s Guide to Getting out of Hell  
Members of the department  
Normally offered each fall

Latin

LAT 100Y Elementary Latin  
Nancy J. Shumate, Rebecca Worsham  
Normally offered each academic year

LAT 212 Introduction to Latin Prose and Poetry  
Nancy J. Shumate  
Normally offered each fall

LAT 213 Introduction to Latin Literature in the Augustan Age  
Members of the department  
Normally offered each spring

LAT 330 Advanced Readings in Latin Literature I & II  
Roman Satire  
Members of the department  
Normally offered each spring

Latin Love Poetry  
Members of the department  
Normally offered each fall

Middle East

MES 224 The Rise and Fall of the Ottoman Empire from 1299–1918  
Members of the department  
Expected to be offered in the next 3 years

Religion

REL 110 Colloquia: Thematic Studies in Religion  
The Holy Land  
Members of the department  
Normally offered in alternate years

REL 245 Introduction to the Islamic Traditions  
Members of the department  
Normally offered each fall
REL 247 The Qur'an
*Members of the department*
Normally offered each academic year

REL 248 Topics in Modern Islam
*Jihad*
*Members of the department*
Expected to be offered in the next 3 years

**Spanish and Portuguese**

SPN 241 Culturas de España
*Ibtissam Bouacbrine*
Normally offered each spring

SPN 250 Iberian Cultural History
*Sex and the Medieval City*
*Members of the department*
Expected to be offered in the next 3 years

SPN 332 Seminar: The Middle Ages Today
*Islam in the West*
*Members of the department*
Expected to be offered in the next 3 years

**Special Studies**

MED 408D Special Studies
*This is a full year course. Credits: 8*
*Members of the department*
Normally offered each academic year

MED 404 Special Studies
*Admission by permission of the instructor and the Medieval Studies Council.*
*Credits: 4*
*Members of the department*
Normally offered each academic year
Middle East Studies

Middle East Studies Advisory Committee
Joshua Birk, Ph.D., Associate Professor of History
Ibtissam Bouachrine, Ph.D., Associate Professor of Spanish and Portuguese
Joanna Caravita, Ph.D., Five College Lecturer in Hebrew
Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and World Literatures
May George, Ph.D., Lecturer in Middle East Studies
Steven Heydemann, Ph.D, Janet Wright Ketcham 1953 Professor in Middle East Studies, Director if Middle East Studies
John O. Weinert, Lecturer in Arabic
Bozena C. Welborne, Ph.D., Assistant Professor of Government
Gregory Whayne White, Ph.D., Professor of Government

Middle East Studies Faculty
May George, Ph.D., Lecturer in Middle East Studies
Steven Heydemann, Ph.D, Janet Wright Ketcham 1953 Professor in Middle East Studies
John O. Weinert, Lecturer in Middle East Studies

Major in Middle East Studies

Requirements

11 courses (a minimum of 44 credits) are needed to satisfy the requirements of a major in Middle East Studies, and meet the following distribution requirements.

1. Basis
   MES 100: Introduction to Middle East Studies (1 credit).

2. Language
   At least two years of language study in Modern Standard Arabic, Hebrew, Farsi, Turkish or another approved Middle Eastern languages. Only the second year of language instruction will be counted toward the major. (8 credits). Please refer to Additional Guidelines for further information on language requirements.

3. Concentration
   Four courses in an area of concentration, one of which is an upper-level capstone (300-level seminar or research-based special studies—MES 400). Areas of concentration may focus on the religion, history, politics, cultures (literature, film, music, art), or may explore an interdisciplinary topic such as gender in the Middle East, ethno-religious diversity of the region, etc. Students design a concentration in consultation with an adviser. (16 credits)

4. Electives
   Four elective courses, of which at least three must be in areas other than the student’s concentration. Advanced study of a Middle Eastern language may count towards the elective courses (16 credits).

Additional Guidelines:

1. All courses taken for major credit shall be drawn from courses listed or cross-listed by the Program in Middle Eastern Studies. Any First-Year Seminar cross-listed in MES may count towards the major.

2. Students will take at least one course with a primary focus on the Middle East beyond the Arab world (Iran, Israel, Turkey) in the fulfillment of major requirements.

3. Courses in the major may not be taken S/U.

4. Capstone: Majors must take one 300-level seminar or research based MES 400 special studies course in their field of concentration. When MES 400 functions as the capstone for the major it must be a research intensive course approved as the capstone by the major adviser.

5. No more than four courses in the major may be applied toward a double major.

6. Language study beyond the requirements of the major in Arabic, Hebrew, Farsi, or Turkish at Smith or within the Five Colleges is strongly encouraged. Students may apply to the Middle East Studies Committee for funding of summer language study (e.g., Arabic, Farsi, Hebrew, Turkish). In addition, courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages may be applied toward the major, with approval of the student’s adviser. If a course offered by the FCCSWL is worth less than 4 credits, students will be expected to make up the credit shortfall through supplemental language instruction. Participation in study abroad programs offering intensive language instruction may count toward the MES major language requirement, on approval of the student’s adviser.

7. Students proficient in Modern Standard Arabic, Hebrew, Farsi or Turkish may take a placement exam in lieu of coursework. Students who place out of the MES major language requirement are expected to make up 8 credits of coursework through electives or the study of a second, approved regional language.

8. Normally, at least half of a student’s courses towards the major shall be taken at Smith. Students who study abroad may petition the Program in Middle East Studies should they seek credit toward the major of non-Smith courses that exceed half of those required by the major.

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 semester and yearlong programs is available from the Office of International Study. A list of recommended summer language programs is available on the MES program website.

Two Tracks for Students Interested in the Minor

Minor in Middle East Studies and Minor in Arabic

Minor in Middle East Studies

The Middle East studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that treat the region in its historical, political, social and cultural complexity. 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 petition the MES Committee to substitute the minimum requirement of a year of Arabic or Hebrew with the study of another Middle Eastern language (Farsi, Turkish, etc).

Breadth Requirements (2 courses)
1. A course on classical Islam or pre-modern (prior to 1800) Middle Eastern history, broadly defined. (Courses do not necessarily have to be offerings from the history department, but must be historically oriented.)
2. A course on modern history, contemporary politics/economics/cultures/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 adviser 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.

Minor in Arabic
The minor in Arabic is designed for students wishing to achieve proficiency in modern Arabic.

Requirements: Six semester courses (4 credits each) in Arabic.

Students may count only the second semester of Elementary Arabic as one of the six courses to be counted towards fulfillment of the minor.

Students must complete the equivalent of a full year of both Intermediate Arabic and Advanced Arabic.

Capstone course: At least one course, offered in Arabic, should be a non-language course which focuses on a topic or issue. Such courses, which may consist of special studies, might include Media Arabic, Arabic literature, Arabic translation, Arabic linguistics (syntax, semantics, pragmatics, discourse analysis), aspects of Arabic culture, film, religions or philosophy.

Special studies in Arabic may count for as many as two of the six courses, so long as the special studies is worth 4 credits.
Courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages count toward the minor. If a course offered by the FCCSWL is worth less than 4 credits, students will have to make up the credit shortfall elsewhere.

Courses taught in English do not count toward the minor in Arabic.
Students are encouraged to fulfill some of the requirements toward the minor in an Arabic-speaking country, either during a semester or summer of study abroad. Courses taken outside Smith College or the Five College Arabic Program in Arabic language or in Arabic in any discipline must be approved by the head of the Arabic program at Smith (and by the student’s adviser).

Language Courses

ARA 100 Elementary Arabic I
This course introduces the basics of Modern Standard Arabic in addition to brief exposures to one of the Arabic dialects. It is aligned with the American Council on Teaching of Foreign Languages (ACTFL) proficiency guidelines. Following ACTFL proficiency standards, students should be at the Novice-Mid level by the end of this course. The course begins with a focus on reading, pronouncing and recognizing Arabic alphabet and progresses quickly toward developing beginner reading, writing, speaking and listening proficiencies as well as cultural competence. It covers vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). 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 at the Novice level. In addition to the traditional textbook exercises from AlKitaab series, students will write short paragraphs and participate in role plays, presentations and conversations throughout the year. No prerequisites for this course. Enrollment limited to 18 students. Credits: 5

May George
Normally offered each fall

ARA 101 Elementary Arabic II
This is a continuation of First-Year Arabic I. Students will complete the study of the Elementary Arabic AlKitaab book series along with additional instructional materials. Following ACTFL proficiency standards, students should be at the Intermediate-Low level by the end of this course. Emphasis will be on the integrated development of all language skills — reading, writing, listening and speaking — using a communicative-oriented, proficiency-based approach. By the end of this semester, students will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow them to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, students will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities. Enrollment limited to 18 students. Prerequisites: Arabic 101 or equivalent. {F} Credits: 5

May George
Normally offered each spring

ARA 200 Intermediate Arabic I
According to the ACTFL standards, this course is Intermediate Low Arabic. It covers the four skills of the language. Writers at the intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. At the intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics while readers at the same level can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Speakers at the intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Students should expect text assignments as well as work with DVDs, audio materials and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Prerequisite is ARA 100Y or the equivalent. {F} Credits: 4

May George
Normally offered each fall
ARAI 201 Intermediate Arabic II
A continuation of ARA 200. We complete the study of the Al Kitaab II book sequence along with additional instructional materials. In this course, we continue perfecting knowledge of Arabic integrating the four skills: speaking, listening, reading and writing, using a communicative-oriented, proficiency-based approach. By the end of this semester, you should have sufficient comprehension in Arabic to understand most routine social demands and most nontechnical real-life conversations as well as some discussions on concrete topics related to particular interests and special fields of competence in a general professional proficiency level. You gain a broad enough vocabulary that enables you to read within a normal range of speed with almost complete comprehension a variety of authentic prose material and be able to write about similar topics. Also by the end of this semester, you should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials and websites. Exercises and activities include essay writing, social interactions, role plays and in-class conversations, oral and video presentations that cover the interplay of language and culture, extracurricular activities and a final project. Prerequisite: Arabic 201 or permission of the instructor. (F) Credits: 4

John O. Weinert
Normally offered each spring

ARAI 300 Advanced Arabic I
This helps students achieve an advanced level of proficiency in Modern Standard Arabic with an exposure to one Arabic colloquial variety using the four-skills (reading, writing, speaking, listening) approach. Students read within a normal range of speed, listen to, discuss and respond in writing to authentic texts by writers from across the Arab world. Text types address a range of political, social, religious and literary themes and represent a range of genres, styles and periods. All of these texts may include hypothesis, argumentation and supported opinions that covers both linguistic and cultural knowledge. This course covers Al Kitaab, Book 3, units 1–5 in addition to extra instructional materials. Prerequisite: ARA 202, or the completion of Al Kitaab, Book 2, or its equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. (F) Credits: 4

John O. Weinert
Normally offered each fall

ARAI 301 Advanced Arabic II
This course helps students reach advanced proficiency in Arabic through language study and content work focused on Arab history, literature and current events. We continue to focus on developing truly active control of a large vocabulary through communicative activities. Grammatical work focuses on complex grammatical constructions and demands increased accuracy in understanding and producing complex structures in extended discourse. Preparation for class and active, cooperative participation in group activities are essential to students’ progress in this course. Requirements also include active participation in class, weekly essays, occasional exams and presentations and a final written exam. This course covers Al Kitaab, Book 3, units 5–10 in addition to extra instructional materials. Prerequisite: ARA 301, or the completion of Al Kitaab, Book 3, lessons 1–5, or the equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. (F) Credits: 4

John O. Weinert
Normally offered each spring

JUD 101 Elementary Modern Hebrew I
The first half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. No previous knowledge of modern Hebrew is necessary. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. Credits: 5

Joanna Caravita
Normally offered each fall

JUD 102 Elementary Modern Hebrew II
The second half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students are able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. Prerequisite: JUD 101 or equivalent. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. (F) Credits: 5

Joanna Caravita
Normally offered each spring

The Program in Jewish Studies at Smith College partners with the Department of Judaic and Near Eastern Studies at the University of Massachusetts to offer Smith students a full complement of courses to bring them to advanced proficiency in modern Hebrew. Normally, students who have completed JUD102 at Smith College will enter UMASS Hebrew 301 in the fall and follow it with Hebrew 302 in the spring. In fall 2017 Hebrew 301 will be taught by Joanna Caravita. Smith students will not have to travel to UMASS if they enroll in this course. There will be able to participate in the class through videoconference at Smith. For more information on the Hebrew program, or if you have a question about language placement please contact Joanna Caravita.

Advanced study in Hebrew is offered at UMass or through Special Studies at Smith.

Please consult the website of the Program in Jewish Studies (www.smith.edu/jud) for a full list of summer Hebrew language programs.

Middle East Studies Courses

MES 100 Introduction to Middle East Studies
This 8-week course of weekly lectures will provide students with a comprehensive overview of the Middle East by focusing on the big questions that animate the teaching and research of faculty in Middle East Studies and related fields. Graded S/U. Credits: 1

Members of the department
Normally offered in alternate years

MES 203 Introduction to Middle East Comparative Politics
This lecture class provides an introduction to the comparative politics of the Middle East. Readings, lectures, and discussions will examine political environments in the Middle East, with a focus on states as units of analysis, and on the general processes and conditions that have shaped state formation, the formation of national markets, and state-society relations in the region. The course will equip students to understand and critically assess how political interests are organized, the development of major political, social, and economic structures and institutions; and sources of political contestation within Middle Eastern societies. (S) Credits: 4

Steven Heydemann
Expected to be offered in the next 3 years
**MES 210 Modern Middle Eastern Cinema**
Same as HST 210. This course explores the history of Middle Eastern culture and socio-political thought through cinema. It will focus on the representations of gender, sexuality, class, and the evolution of socio-political ideologies over the course of the 20th-21st centuries. Further, it investigates how Arab filmmakers portrayed their reality cinematically, and how they viewed the lens a medium for socio-political debate. (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

**MES 217 International Relations and Regional Order in the Middle East**
The focus of this lecture course will be on the dynamics of inter-state relations in the broader Middle East (encompassing Turkey, Israel, and Iran). It will provide a brief introduction to relevant theoretical frameworks that have been used to explain the international and regional relations of the Middle East. It then applies these theoretical frameworks through in-depth attention to a wide range of themes and cases. In addition to readings on specific cases, the course will cover the origins and development of the Arab state system, alliance dynamics, the effects of oil on international relations, war and international relations, and the domestic sources of Middle East international relations. (S) Credits: 4
Steven Heydemann
Expected to be offered in the next 3 years

**MES 220 The Arab Spring: Economic Roots and Aftermath**
Explores the social, economic and political causes and effects of the mass protest movements that came to be known as the Arab Spring or the Arab Uprisings. Through a wide range of readings, documentaries, media accounts, social media content, and other materials we dissect the most significant, and still unresolved, political transformations in the Middle East in the last 100 years. A previous course in Middle Eastern politics, history or culture recommended, but not required. (H) (S) Credits: 4
Members of the department
Normally offered in alternate years

**MES 222 Islam and Democracy in the Middle East**
This course aims to address the following questions: Are Islam and Democracy compatible? How is religious interest defined? How are Islamic images and institutions used? What is the historical relationship between Islam and politics? When and under what conditions is Islam publicized and politicized? Is Islam compatible with modernity? Is it possible to be modern and Muslim at the same time? How do Islamic scholars deal with the questions of “difference”, democracy, and science? What are the social and political origins of reformist and democratically inclined Islamist parties and movements? How do they envision the relationship between Islam and democracy? (E) (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

**MES 223 Mobility and the Middle East: Pilgrims and Nomads to Migrants and Refugees (1500 to the Present)**
The study of the movement of peoples across the Middle East has provided scholars with an important lens through which regions, peoples, and cultures can be understood. This course provides an in-depth examination of mobility in the history of the Middle East. From the Nomadic and Pastoral communities who forged empires, to the caravans of pilgrims which tied together religious communities, and to the modern majority migrant worker states of the Persian Gulf. The history of the Middle East has been defined by the communities and people who were on the move as pilgrims, refugees, migrants, or merchants. Topics which this course covers includes: empire, genocide, communal violence, gender, citizenship, nationalism, networks, identity formation, and orientalism. (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

**MES 224 The Rise and Fall of the Ottoman Empire 1299–1918**
The Ottoman Empire was one of the most significant world empires in history beginning in the Medieval period and finally collapsing just over 100 years ago. The empire spanned, for much of its history, the Balkans, North Africa, the Arab world, Anatolia, and the Eastern Mediterranean. The empire was composed of diverse sets of peoples including Orthodox Greeks, Sephardic Jews, Armenians, and Turkish and Arab Muslims. The spatial and social diversity of the Ottoman Empire highlights the empire's historic importance for any student who wishes to understand the pre-histories of the modern Middle East, the Balkans, or the Mediterranean world. (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

**MES 230 Society and Development in the Middle East**
This course focuses on the political economy of the Arab Middle East with emphasis on the social dimensions of economic development. It provides students with insight into the effects of shifting economic and social policies and economic conditions on the peoples of the Middle East and the social transformations that have accompanied post-colonial processes of state- and market-building. It explores how economic conditions shaped political activism, social movements, modes of protest, and broader patterns of state-society relations. Students will become familiar with theories of economic and social development and major analytic frameworks that are used to assess and make sense of society and development in the Middle East. (E) (S) Credits: 4
Steven Heydemann
Normaly offered in alternate years

**MES 235 Perspectives on the Arab-Israel Conflict**
Same as JUD 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. (H) (S) Credits: 4
Justin Daniel Cammy
Expected to be offered in the next 3 years

**MES 240 Encounters With Unjust Authority: Political Fiction of the Arab World**
This colloquium will expose students to contemporary political literature of the Arab world in translation. Through their critical engagement with this literature, students will gain a nuanced, tangible, and deeply dimensional sense of society and development in the Middle East. Enrollment limit of 20. (L) (S) Credits: 4
Steven Heydemann
Expected to be offered in the next 3 years

**MES 253 Visual Culture of the Islamic World**
Introduction to the art, architecture, and aesthetics of the Islamic world, with an emphasis on the early modern period. Works of art covered range from landmark monuments such as the Maqam-i Shabad of Isfahan or the Taj Mahal, as well as portable objects including illustrated manuscripts, paintings, and luxury goods. This course will also engage with broader questions of approaches to the visual arts in Islam, engagement with non-Muslim societies, and the validity of characterizing art as Islamic. (E) (A) (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years
Cross-listed Courses

ARH 228 Islamic Art and Architecture
This course surveys Islamic visual art and architecture from the spread of Islam in the seventh-century until the present day, covering the Dome of the Rock and Persian miniatures to French Orientalism and Arab Spring graffiti. Attention is focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings examine the vital roles played by theology, royal patronage, gift exchange, trade and workshop practices in the formulation of visual traditions. Direct analysis of Islamic artworks at the Smith museum expand students’ command of critical visual analysis. Group A, Group B. (A) {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

FRN 230 Colloquium in French Studies
Topics course.
A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

“Banlieue Lit”
In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France’s multi-ethnic suburbs and housing projects, also known as the banlieues and cités. We examine the question of whether banlieue authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the “ghetto”; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the banlieues nevertheless produce vibrant cultural expressions that beg the question: Is the banlieue a mere suburb of French cultural life, or more like one of its centers? [F] {L} Credits: 4
Members of the department
Normally offered each academic year

FYS 157 Syria Beyond the Headlines
Syria today is at the center of turmoil that is remaking the Middle East and challenging global security. Civil war, violent extremism, sectarian polarization and the globalization of terrorism have devastated the country, leading to mass population displacement and the most severe humanitarian crisis since WWI. By exploring the historical origins and the current trajectory of Syria’s revolution in 2011 and its collapse into violent conflict, the seminar provides critical insight into the forces that are defining the future of Syria and the Middle East. Enrollment limited to 16 first-year students. WI {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years

FYS 186 Israel through Literature and Film
What was the role of Hebrew writers in constructing a nation’s founding myths and interpreting and challenging its present realities? How do literature and film about Zionism and the State of Israel frame and interpret tensions between sacred and secular, exile and homeland; indigenous and colonial; language and identity; and the national conflict between Jews and Palestinians? All readings and screenings in English translation. Includes texts from differing historical periods, political perspectives, and languages. Enrollment limited to 16 first-year students. WI {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 224 Colloquium: Globalization From an Islamic Perspective
This course introduces students to the diversity of political and economic challenges and opportunities facing the Muslim world in a globalizing context. We cover a range of contemporary topics from the legacies of colonialism, evolving human security issues, and the emergence of Islamist politics to the popularity of Islamic banking and commerce; as well as changing gender roles. Enrollment limited to 20. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 248 The Arab-Israeli Dispute
This course investigates the causes and effects of the Arab-Israeli disputes of the past and present as well as the viability of efforts to resolve them. We consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict focuses on issues related to human security, terrorism and political violence as well as broader questions of human rights, national identity and international governance. [S] Credits: 4
Bozena C. Welborne
Normally offered in alternate years

GOV 326 Seminar in Comparative Politics
Topics course.
The Middle East and North Africa
This course serves as an overview of major themes in political science research pertaining to the Middle East and North Africa (MENA), while exploring the politics of individual countries and comparative perspectives. We investigate topics concerned with regime type and existing political institutions, political ideology and social movements, economic development, and civil-military relations. Assigned literature considers the interdisciplinary exchange of ideas on the contemporary MENA through a political, economic, and sociological lens, while explaining both regional trends and intra-regional variation. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 341 Seminar in International Politics
Topics course.
The Middle East in World Affairs
This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. It introduces students to the diversity of challenges facing the region and gives students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study explorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years
GOV 347 Seminar in International Politics and Comparative Politics
Topics course.

North Africa in the International System
This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya, focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) 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 political change. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 208 (L) The Making of the Modern Middle East
This is an introductory course on modern Middle Eastern history, (1789–2011), focusing on the main socio-political and cultural forces that affected the region. It analyzes how specific events and long-term processes informed the realities of Middle Eastern life with emphasis on significant developments, including Ottoman reform; role of imperialism and colonialism; the emergence of nationalism(s) the rise of nation-states; and ideologies such as Zionism and Islamism. (H) Credits: 4
Members of the department
Normally offered each alternate year

HST 209 (C) Aspects of Middle Eastern History
Topics course.

In Search of Modern Iran: From the Safavids to the Islamic Republic
This course explores critical events and trends in the political, economic, social and religious history of Iran from the early sixteenth century through the Iranian Revolution in 1978 and the establishment of the Islamic Republic. Several themes, including the role of kingship, tribes and Shi’ism in the history of Iran following the sixteenth century, the processes of modernization, urbanization, and the emergence of new forms of identity in early modern and modern Iran, and the impact of informal and direct European colonial rule into the region in the nineteenth and twentieth centuries will constitute the focus of the course. (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 227 (C) Aspects of Medieval European History
Topics course.

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) Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 229 (C) A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages
Twenty-first-century scholars argue that race is a constructed social identity that began to coalesce around the seventeenth century. But were they right? In this course, we will look to the Middle Ages to challenge the consensus that racial constructions were a byproduct of modernity. Does race function differently between the world of Latin Christendom and that of the dar al-Islam? What are the advantages and dangers of using the prism of race to analyze ethnic, cultural and religious differences in this medieval period? What does studying race in the Middle Ages teach us about contemporary conceptions of race? Enrollment limit of 18. (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

JUD 200 Intermediate Modern Hebrew
Continuation of JUD 100. 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) Credits: 4
Members of the department
Expected to be offered in the next 3 years

JUD 210 Jewish Studies in the Field
Enables students to focus on the intersection of Jewish Studies and a topic of regional, national, or global concern through intensive field study. Instructor permission only. (H) (S) Credits: 2
Members of the department
Expected to be offered in the next 3 years

JUD 288 History of Israel
A historical survey of the State of Israel, from the pre-state origins of Zionism in the late 19th century to the present. Interpretation of Israeli political and cultural history through analysis of primary sources, documentary film, and debates over how history is written, and by whom. Places discussions about Zionism and Israel within the broader histories of Europe, Judaism, Palestine, and the Middle East. (H) Credits: 4
Members of the department
Expected to be offered in the next 3 years

JUD 362 Seminar in Jewish Studies
Topics course. Credits: 4
Members of the department
Expected to be offered in the next 3 years

MUS 220 Topics in World Music
Topics course.

Popular Music of the Islamic World
Music is a thorny issue in many Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we engage with Islamic debates on popular music, explore music in a variety of cultures (e.g., Afghanistan, Algeria, Egypt, Iran, Malaysia, Pakistan, Senegal and Turkey), and examine the ways they illuminate different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 is helpful. (A) (S) Credits: 4
Members of the department
 Normally offered in alternate years

REL 110 Colloquia: Thematic Studies in Religion
Topics course.

The Holy Land
This course examines the concept of the “Holy Land” according to the religious traditions of Judaism, Christianity and Islam. It explores the ways the Holy Land has been defined and sanctified in scripture and in works of art, architecture,
literature, poetry and film. It also explores the ways that political rulers have tried to tap into the sanctity of the Holy Land to promote their own legitimacy. The course emphasizes the significance of the common heritage of the Holy Land, as well as how it has inspired religious and political conflict. Enrollment limited to 20. (H) Credits: 4

Members of the department

Normally offered in alternate years

REL 245 Introduction to the Islamic Traditions
The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur’an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. (H) Credits: 4

Members of the department

Normally offered each fall

REL 246 Muslims, Modernity and Islam
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) Credits: 4

Monica M. Ringer

Normally offered each spring

REL 247 The Qur’an
The Qur’an, according to the majority of Muslims, is God’s word revealed to Muhammad through the angel Gabriel over a period of 22 years (610–632 C.E.). This course introduces students to Islam’s scriptural text: its content, form, structure and history. It also situates 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] Credits: 4

Members of the department

Normally offered each academic year

REL 248 Topics in Modern Islam
Topics course.

Jihad
The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of “jihad” and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about Jihad and how each position engages and appeals to the foundational Islamic sources (e.g., Qur’an, Muhammad, Shari’a/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against “infidels” as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. (H) Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 249 Islamic Popular Music
Same as MUS 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course will explore the religious debates over music and the rich musical tradition (including religious music) in Islam. (A) (H) Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 257 Mystical Traditions in Islam
The course introduces students to the mystical traditions in Islam (collectively known as Sufism), engaging them from academic, historical and phenomenological perspectives, and situating them within the broader Islamic religious traditions. The course contents include primary sources in translation and secondary studies. The first two weeks are devoted to the complexity of the study of religion, Islam and mysticism as academic categories. The course then focuses on mystical traditions and institutions, including interpretations of the Qur’an and the prophet Muhammad’s life and teachings, mystical practices and theologies, and poetry. It concludes with an examination of Islamic mysticism today. (H) [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 345 Seminar: Islamic Thought

Muslims and Shari’a Law
This seminar explores the complexity and history of Shari’a Law in Islam. It examines the formation of a variety of schools of practice of Shari’a from very early on in Islamic history until today and the way Muslim jurists have maintained the relevance of Shari’a to their respective societies and times. It covers topics such as: the theory and application of Shari’a, purpose of Shari’a, sources of Shari’a (e.g., Qur’an, Muhammad, customs), hermeneutical tools (e.g., reason, public good, doubt), and the laws themselves. The course also discusses the interaction of Shari’a with other legal systems, especially in the context of today where Shari’a is restricted to a small realm (primarily family and personal law). Limited to juniors, seniors (and others by permission of the instructor). (H) Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 230 Latin American and Peninsular Culture and Society
Topics course. May be repeated once with a different topic.

Normally offered each academic year.

Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv
This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalus and Maghribi texts. Students are invited to think critically about concepts such as “tolerance,” “convivencia,” and “dhimma,” as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. (F) Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 245 Latin American and Peninsular Studies
Topics course. May be repeated with a different topic.

Normally offered each fall.

Jewish Women of the Muslim Mediterranean
This course examines the experiences of Jewish women in al-Andalus and North
Africa from the Middle Ages until today. Discussions focus on Jewish women’s
literary and cultural contributions to predominantly Muslim societies, primarily
in the western Mediterranean. Students are also invited to think critically about
concepts such as “tolerance” and “dhimma,” as well as what it means to be a
woman and a religious minority in mostly-Muslim countries. Course taught in
Spanish. Prerequisite: SPN 220 or above, or permission of the instructor. Cannot
be repeated for credit. Enrollment limited to 19. (F) Credits: 4

Members of the department
Expected to be offered in the next 3 years

SPN 250 Iberian Cultural History
Topics course. May be repeated with a different topic.
Normally offered both fall and spring semesters.

Sex and the Medieval City
This course examines the medieval understanding of sex and the woman’s body
within an urban context. We read medieval texts on love, medicine and women’s
sexuality by Iberian and North African scholars. We investigate the ways in which
medieval Iberian medical traditions have viewed women’s bodies and defined
their health and illness. We also address women’s role as practitioners of medi-
cine, and how such a role was affected by the gradual emergence of “modern”
medical institutions such as the hospital and the medical profession. Prerequisite:
SPN 220 or equivalent. Enrollment limited to 19. (F) {H} {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years

SPN 332 Seminar: The Middle Ages Today
Topics course.
Normally offered each spring.

Islam in the West
This transdisciplinary course examines the intimate, complex and longstanding
relationship between Islam and the West in the context of the Iberian Peninsula
from the Middle Ages until the present. Discussions focus on religious, historical,
philosophical and political narratives about the place of Islam and Muslims
in the West. Students are also invited to think critically about “convivencia,”
“clash of civilizations,” “multiculturalism” and other theories that seek to
make sense of the relationship between Islam and the West. Enrollment limited
to 14. Permission of the instructor. (F) {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years

Special Studies

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. Credits: 1–4

Members of the department
Normally offered each academic year

MES 430D Honors Project
Credits: 4

Members of the department
Normally offered each academic year
Museums Concentration

Advisory Committee
Jessica F. Nicoll, Museums Concentration Director; Director and Louise Ines Doyle ’34 Chief Curator, Smith College Museum of Art
Rosetta Marantz Cohen, Myra M. Sampson Professor of Education and Child Study; Director, Smithsonian Program 12
Aprile Gallant, Curator of Prints, Drawing and Photographs, Smith College Museum of Art
Elizabeth Redding Jamieson, Professor of Chemistry; Director, Center for Aqueous Biogeochemical Research
Barbara A. Kellum, Professor of Art 11
Dana Leibsohn, Alice Pratt Brown Professor of Art
Caroline M. Melly, Associate Professor of Anthropology
Charlene Shang Miller, Associate Educator for Academic Programs, Smith College Museum of Art
Christen Mucher, Assistant Professor of American Studies 12
Margaret Lind Newey, Associate Director of Academic Programs and Public Education, Smith College Museum of Art
Kiki Smith, Professor of Theatre
Fraser Stables, Professor of Art
Frazer D. Ward, Associate Professor of Art

The Museums Concentration gives students a foundation in the history of museums and the critical issues they engage. Through a combination of academic coursework, two internships and independent research, students learn about institutions that shape knowledge and understanding through collection, preservation, interpretation and display of material culture. The Museums Concentration provides a unique opportunity at the undergraduate level for students to consider how their academic studies might connect to their future lives and careers. Students are introduced to issues such as community access, cultural ownership and public accountability—areas of study that will be important wherever they decide to do after Smith.

The Museums Concentration draws on the educational resource of the Smith College Museum of Art’s collection of more than 25,000 original works of art and the other special collections at Smith, on the expertise of SCMA’s professional staff, and on the exceptional academic programs of Smith College and the other Five Colleges that support learning in this area. Students are encouraged to apply for participation in the Museums Concentration in the fall of their sophomore year, and up to fifteen students from each graduating class are accepted into the program. For more information about the Museums Concentration, please visit: http://www.smith.edu/museums/.

Students may apply to participate in the Museums Concentration beginning in their sophomore year. The application deadline each year is December 1. Students are strongly encouraged to have taken the required gateway course MUX 119, Museums in Society, before they apply. Admitted students will be required to take MUX 300 (in the spring semester of senior year), as well as four electives. Students may count up to two courses from their major and one course from a minor toward the Museums Concentration. Students are encouraged to choose one elective that provides a foundation in the content area of the museums they are interested in exploring. Students can consult a list of suggested courses here: http://www.smith.edu/museums/courses.php. The total combined coursework will accrue no fewer than 22 credits.

Coursework will be complemented by at least two practical experiences within museums. These may include internships and paid or volunteer practical experiences. For more information see www.smith.edu/museums.

Required Courses

MUX 119 Museums in Society
Museums are multi-layered institutions with complex histories. Their role in society reflects contemporary perspectives on the ways knowledge is produced, categorized, and communicated. This half-semester course introduces students to key topics reflecting the history of collecting institutions, their evolving public mission, and critical issues central to their work today. {H} Credits: 1
Margaret Lind Newey
Normally offered each fall

MUX 300 Museums Concentration Research Capstone Seminar
Required for all seniors pursuing the museums concentration, this seminar provides a forum for students to develop research capstone projects that synthesize their previous coursework and practical experiences for the Museums Concentration. These projects are supplemented by weekly seminar meetings in which students explore and critique the mission and work of museums and contemporary forces shaping them. Class sections also provide a forum for progress reports and discussion of individual research projects as well as final presentations. Students must have completed the requirements for the Museums Concentration (www.smith.edu/museums). Enrollment limited to 15 seniors completing the Museums Concentration. Credits: 4
Jessica F. Nicoll
Normally offered each spring

Museum Course Electives

MUX 117 Collecting 101
An introduction to the issues and practical matters of collecting for an institution, Collecting 101 will allow students to directly participate in researching and purchasing a work on paper for the Smith College Museum of Art. Through readings and discussions, the class will develop criteria for the acquisition and learn about the history and issues of connoisseurship in the study of printmaking. They will also write and present proposals for the acquisition. The purchase decision (with funds provided by the museum) will be jointly made by the class members and museum staff. Credits: 1
Members of the department
Expected to be offered in the next 3 years

MUX 222 Studies in Museums
What goes on behind the scenes in a museum? Who makes the decisions about what to collect and how to display and interpret it? How do concepts of mission and public trust guide that work? Through a series of rotating topics, Studies in Museums considers the conceptual and practical issues governing the work of museums. The course will use the resources of the Smith College Museum of Art—collections, programs, and staff—to explore these issues in practice. Through this work students will be introduced to the professional disciplines found within the field of museums, including curation, education, conservation, and registration.

Introduction to Art Conservation and Collection Care
An introduction to the technical study of representative art media from the mul-
tiple perspectives of the artist’s craft, the chemistry of art materials, best practices in museum preservation, and serving the museum audience. Using selected objects from SCMA’s collection, students will conduct close examinations of artworks that illustrate diverse materials, the artist’s working method, agents of deterioration, and indications of authenticity. Particular attention will be given to current use of scientific technology in service of art conservation and art history. Daily studio sessions will give students the opportunity to create one (or more) original art works using traditional materials and methods. (A) Credits: 1

**Members of the department**

Expected to be offered in the next 3 years

**MUX 400 Special Studies**
Admission by permission of the Museums Concentration director. Normally, enrollment limited to museums concentrators only. Credits: 1–4

**Members of the department**

Normally offered each academic year

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**Recommended Course Electives**
These are courses that have been offered over the past several years and are relevant to the museums concentration. Consult the course catalog for current availability. Other courses are eligible with adviser approval.

### American Studies
AMS 210  Fashion and American Culture
AMS 220  Colloquium
  *Cultural Studies of New Media*
  *Curating American Memories*
  *Dance Music Sex Romance:
  Popular Music, Gender and Sexuality from Rock to Rap*
AMS 411  Seminar: American Culture -- Conventions and Contexts

### Anthropology
ANT 135  Introduction to Archaeology
ANT 221  Archaeological Method, Theory and Practice
ANT 249  Visual Anthropology

### Archaeology
ARC 135  Introduction to Archaeology

### Art History
ARH 110  Art and Its Histories
ARH 141  Introduction to Art History: Western Traditions to 1500
ARH 247  Colloquium: The Art and History of the Book
ARH 268  The Artist’s Book in the 20th Century
ARH 292  Collecting the Past: Art, Artifact and Ancient America
ARH 400  Special Studies

### Studio Art
ARS 171  Introduction to the Materials of Art
ARS 388  Advanced Architecture: Complex Places, Multiple Spaces

### Chemistry
CHM 100  Perspectives in Chemistry
  *Chemistry of Art Objects*
CHM 118  Advanced General Chemistry

### Classics
CLS 217  Greek Art and Archaeology

### Education and Child Study
EDC 235  Child and Adolescent Growth and Development
EDC 238  Introduction to the Learning Sciences
EDC 347  Individual Differences Among Learners
EDC 390  The Teaching of Science, Engineering and Technology

### English
ENG 215  Mid-Century Experimental Art and Literature in the U.S.

### First Year Seminars
FYS 197  On Display: Museums, Collections and Exhibitions

### Geosciences
GEO 112  Archaeological Geology of Rock Art and Stone Artifacts
GEO 231  Invertebrate Paleontology and the History of Life

### German
GER 297  New Worlds from the Old Order:
  German Society and Culture in Transition 1900–1933

### History
HST 390  Seminar: Teaching History

### Theatre
THE 154  “Reading” Dress: Archival Study of Clothing

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**Selection of Recommended Five College Courses**
The following are Five College courses that are recommended for museum concentration credit. Consult current catalog to check availability.

### Amherst College

**Anthropology**
ANTH 41-01  Visual Anthropology
ANTH 352-01  Contemporary Anthropology

**Art and Art History**
ARHA 92-05  Art and Its Display
ARHA 380-01  Museums and Society

**Geology**
GEOL 224-01  Vertebrate Paleontology

**History**
HIST 301-01  Writing the Past
Hampshire College

*Cognitive Science*

CS 0248-1  Curriculum Design in Environmental and Sustainability Education

*Critical Social Inquiry*

CSI 0191-1  Art/Artifact: African Art and Material Culture

*Humanities, Arts, and Cultural Studies*

HACU 0112-1  Investigating Women’s Art
HACU 0120-1  The Anatomy of Pictures: Visual Cultures
HACU 0121-1  Global Contemporary Art
HACU 204  Investigating Art: Latin American and Latino Objects in Collections

*Interdisciplinary Arts*

IA 0166-1  Introduction to Art Education

*Social Science*

SS 0203-1  Artivism and the Social Imagination
SS 0258-1  Preserving the Past

Mount Holyoke College

*Anthropology*

ANTHR 216-01  Collecting the Past
ANTHR 310-01  Visual Anthropology in a Material World
ANTHR 334-01  Memory, History and Forgetting

*Art History*

ARTH 310-01  Collecting Antiquity

University of Massachusetts at Amherst

*Anthropology*

ANTHRO 269  North American Archaeology
ANTHRO 325  Analysis of Material Culture

*Art and Art History*

ART 310/1  Visual Arts and Human Development I & II
ART-HIST 782  Museum Studies

*Biology*

BIO 392C  Museum Specimen Prep

*History*

HIST 391P  Politics of Presentation
HIST 659  Public History
HIST 661  American Material Culture
The Major

Advisers: Members of the department

Adviser for Study Abroad: TBA

Requirements: Ten semester courses and four credits in performance. The ten semester courses include the basis (102, 110, and 202), six additional classroom courses above the 100 level, and 325 in the senior year. Of the six additional classroom courses, at least one must be taken in three of the following areas:

- History of Western music
- World music
- American music
- Music theory and analysis
- Composition and digital music

Other courses that are not covered by one of these five categories may be counted toward the major on a case-by-case basis, with special department approval.

In world music and in American music, 101 and 105 or 106, respectively, may be substituted for an additional classroom course above the 100 level.

The four credits in performance can be fulfilled by taking: two semesters of lessons on an instrument or in voice, or two semesters of conducting; or, four semesters of participation in an ensemble, which may be the same ensemble over four semesters, or may consist of participation in multiple ensembles as long as the four-semester requirement is met.

Students may be exempted from courses required for the basis of the major as a result of Advanced Placement exams or departmental placement tests. Such exemption does not affect the number of courses required for the major.

Students who are contemplating graduate work in any branch of music should consult an appropriate member of the department for advice in selecting suitable elective courses. Students interested in graduate work in music are urged to acquire some knowledge of German, French or Italian (for studies in the Western tradition) or of a relevant foreign language (for studies beyond the Western tradition).

With the approval of the department, students may substitute one 4-credit Special Studies for one of the six additional classroom courses in the major.

The S/U grading option is not allowed for courses counting towards the major, with the exception of ensembles that are graded S/U, that can be applied to the performance requirement.

Music Major with Concentration in Performance

Majors who have demonstrated an exceptional commitment to performance studies may, before March of their junior year, audition before a department committee for admission to the concentration in performance, which consists of enrollment in MUS 940y and the preparation of a full recital during the senior year.

The Minor

Advisers: Members of the department

Requirements: Six semester courses, including the basis (102, 110, 202) and three additional classroom courses of which at least two should be above the 100 level. Students may be exempted from courses required for the basis of the minor as a result of Advanced Placement exams or departmental placement tests. Such exemption does not affect the number of courses required for the minor. The S/U grading option is not allowed for courses counting toward the minor.

Honors

Director: Raphael Atlas

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 (450d or 431) equivalent to 8 credits, and will take an oral examination on the subject of the thesis. The thesis in history or cultural studies will normally be a research paper of approximately 50 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).

Examination: Students will take an oral examination on the subject of their thesis.

The Five College Ethnomusicology Certificate Program

Advisers: Members of the Five College Ethnomusicology Committee

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

Requirements: To obtain a Five College certificate in ethnomusicology, students must successfully complete a total of seven courses distributed as indicated in the following four categories. No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not
count towards the requirements:

- Area studies or topics courses: at least two courses
- Methodology: at least two courses
- Performance: at least one course
- Electives: negotiated in consultation with the student's ethnomusicology adviser, including courses from related disciplines such as anthropology, sociology, history or media studies; area studies fields such as African studies, American studies, Asian studies or Middle East studies; or other fields related to a particular student's ethnomusicological interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged (but not required) to achieve relevant language proficiency. Other areas that students are encouraged to explore include experiential learning, a study-abroad or domestic-exchange experience, in-depth study of a single musical tradition or comparative studies of several musical traditions.

List of Courses and Ensembles
Will be posted and updated on our website: www.fivecolleges.edu/ethnomusicology

Introductory Courses

MUS 100 Colloquia
Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they emphasize class discussion and written work, which consists of either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores.

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] Credits: 4

Members of the department
Normally offered each spring

FYS 100 My Music: Writing Musical Lives
This first-year seminar begins with an exploration of our own musical lives. What does the particular constellation of material that we call “My Music” tell us about who we are, where we come from, and how we relate to the world? After analyzing and comparing musical lives within the class, we will read selected case studies and collaboratively design a musical biography project. Each student will curate one person’s musical life story, gathering data through one-on-one interviews, weaving together their interlocutor’s words with their own interpretations, and ultimately reflecting on what they have learned from the experience. Enrollment limited to 16 first-year students. WI Credits: 4
Margaret Sarkissian
Expected to be offered in the next 3 years

MUS 101 Introduction to World Music
Music may not be a “universal language,” but it is a universal phenomenon; every culture has something that we recognize as music. This course introduces you to a number of musical systems—traditional, classical and popular—from around the world and uses case studies to explore the complex relationships between music and culture. By engaging with music analytically, as musicologists (paying attention to the sounds you hear) and ethnohistorically, as anthropologists (paying attention to the cultural context), you learn basic principles that enhance your understanding of music globally speaking. No prerequisites. {A} {S} Credits: 4
Margaret Sarkissian
Normally offered in alternate years

MUS 102 Politics, Power, Performance, Prestige: Making Music History
This class is an introduction to music history that combines a close study of music from the Western classical tradition with research methodology and an orientation to the discipline of musicology. Organized by genre and concepts, the class looks at classical music as both a repertoire and an object of cultural study. In addition to covering a range of works, we will address their production, performance, and reception through a study of their social and political context, and raise questions of power, representation, and patronage. We will also examine our own ideas about the role of the artist, what it means to be a musician, and the social future of this music. Students will have the chance to do original research on a piece or topic of their choice, and will get a foundation in the College’s scholarly resources, especially the holdings at Josten Library and Special Collections. [A] [H] Credits: 4
Andrea Moore
Normally offered each fall

MUS 105 Roll Over Beethoven: A History of Rock
This course provides a critical survey of rock music, tracing the music’s development from blues and blackface minstrelsy to heavy metal, grunge, and techno. Emphasis throughout is 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. [A] [H] Credits: 4
Members of the department
Normally offered in alternate years

MUS 106 American Sounds
This course surveys developments in the history of American music, with a primary focus on the 20th century. We 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: blackface minstrelsy, Tin Pan Alley, folk, jazz, classical or varieties of Latino music. Throughout, we attend to musical aspects of these styles, and 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. Enrollment limited to 45. [A] [H] Credits: 4
Members of the department
Normally offered in alternate years

MUS 110 Analysis and Repertory
An introduction to formal analysis and tonal harmony, and a study of pieces in the standard repertory. Regular exercises in harmony. Prerequisites: ability to read standard notation in treble and bass clefs, including key signatures and time signatures, and the ability to name intervals. (A placement test is given before the fall semester for incoming students.) One 50-minute ear training section required per week, in addition to classroom meetings. Class sections limited to 20. [A] Credits: 0–4
Raphael Atlas
Normally offered each fall

MUS 120 Music Decoded: What Do You Hear?
The primary goal of this course is to deepen your understanding of the music you like, while forging connections to music that is unfamiliar to you, making you a more well-informed music consumer. Throughout the course, you hone active listening skills, helping you to identify technical components and to connect with the music on an emotional level. These skills help you describe more specifically what you hear, and decode increasingly complex music. Classes cover folk, popular, jazz, non-western classical and other styles. [A] Credits: 2
Members of the department
Normally offered each spring
Intermediate and Advanced Courses

MUS 202 Thinking About Music
This course explores different approaches to the study of music as a cultural phenomenon. We consider basic questions, such as: Why is music so often at the center of our most profound personal and social experiences? Why is music a fundamental means of connecting with our own lives, our communities, and the wider world in which we live? Through in-depth reading and in-class discussion, we study the institutions of music (concerts, recording studios) and the varied practices of music making (classical, popular, amateur, professional) in order to construct a picture of the musical worlds around us and to understand what they tell us about the societies in which we live. [A] [S] Credits: 4
Margaret Sarkissian
Normally offered each spring

MUS 203 Music as Memorial and Monument
Music has long played an important role in both memorialization and monumentalization. In this class, we use music as a lens through which to consider the agendas and values behind public displays of memory, history, and political strength. We will study music written to commemorate victims of war, state violence, and illness, from requiems to 9/11 memorial works. We will also consider how composers, performers, and listeners have participated in monumentalizing historical or political occasions, from composer anniversary celebrations to national anthems. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

MUS 205 Topics in Popular Music
Topics course.
Improvising History: The Development of Jazz
The course combines exploration of jazz music with examination of topics in the social and cultural history of jazz. Musically, the development of jazz is 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 considers 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. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

Metal and Punk: Rock History Out Loud
In-depth examination of the historical, musical and social development of heavy metal and punk rock, two key genres in the recent history of rock. In this course, we explore metal and punk as interrelated musical responses to the "crisis" that beset post-1960's rock, and use the two genres as a lens for examining the nature and definition of popular music genres, the status of rock music as commodity, the politics of "noise," and the shifting qualities of the rock audience from the 1970s to the present. Enrollment limited to 20 students. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

MUS 210 Analysis and Repertory
A continuation of 110. One 50-minute musicianship section required per week, in addition to classroom meetings. Prerequisite: 110 or permission of the instructor. Enrollment limited to 18. [A] Credits: 4
Raphaël Atlas
Normally offered each spring

MUS 220 Topics in World Music
Topics course.
African Popular Music
This course focuses on twentieth century African popular music. It examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous and mbira will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environments in Africa. Themes explored include the use of music in the construction of social identity and the interaction of local and global elements. No prerequisites. Maximum enrollment 30 students. [A] [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

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 explores how distinctly Japanese genres have developed in response to internal social changes and contact with foreign cultures. No prerequisites. [A] [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

AMS 220 Colloquium
Topics course.
Dance Music Sex Romance: Popular Music, Gender and Sexuality from Rock to Rap
Since the 1950s rock 'n' roll and other forms of youth-oriented popular music in the U.S. have embodied rebellion. Yet the rebellion that rock and other popular music styles like rap have offered has often been more available to men than women. Similarly, the sexual liberation associated with popular music in the rock and rap eras has been far more open to "straight" desires over "queer." This course will examine how popular music from the 1950s to the present has been shaped by gender and sexuality, and the extent to which the music and its associated cultural practices have allowed artists and audiences to challenge gender and sexual norms, or alternately have served to reinforce those norms albeit with loud guitars and a heavy beat. Enrollment limited to 20. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

MUS 231 From Goat Songs to Flash Mobs: Music and Theater
Music and theatre are both time-based arts that involve bodies in motion in front of an audience. Though they may be considered separate disciplines, the full extent of what they share often makes them wonderfully indistinguishable. This course probes the intersections of music and theatre through a survey of genres, works, artists, and practitioners. While material covered will include clearly relevant genres such as musicals and opera, the focus will be on more difficult to categorize topics such as performance art, immersive theatre, and experimental music, in an open-minded examination of what makes this alliance so compelling. Enrollment limit of 20. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years
MUS 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] Credits: 4
Katharine P. Seper
Normally offered each fall

FMS 235 Listening to Cinema
This course explores the sound worlds of narrative, experimental and documentary cinema. Emphasis is placed on critical listening with regular sound exercises and focused analysis of individual films. Topics addressed include the aesthetics and politics of listening; sound design; the voice; film music; and the history of sound technology. The first half of the course will be devoted to sound theory and practice, with sound-oriented readings drawn from disparate fields including philosophy, film theory, musicology and short fiction. In the second half, we will undertake an historical survey of sound technology since the late nineteenth century. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

MUS 249 Islamic Popular Music
Same as REL 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe that music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course explores the religious debates over music and the rich musical tradition (including religious music) in Islam. [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

MUS 250 The Original Instrument: Music for Voice
An introduction to a broad range of vocal music, from the Middle Ages to the present, and an investigation of such issues as text setting, interpretation, extended vocal techniques and the use of technology as it relates to vocal performance. Topics of study include chant, 19th-century art song, opera and experimental music. Composers to be considered include Hildegard of Bingen, Mozart and Wagner as well as such recent and contemporary figures as Meredith Monk, Pauline Oliveros and Julius Eastman, and popular artists including Beyoncé and Björk. Open to all students (including first-year students) who have had previous musical experience or who have obtained the permission of the instructor. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

MUS 251 History of Opera
This course offers an introduction to opera from the 16th to the 21st centuries, with an emphasis on gender performance, virtuosity, and the unique history of opera performance at Smith College. Earlier works include Monteverdi’s Orfeo, Handel’s Rodelinda, Mozart’s Marriage of Figaro, and Verdi’s Aida, while more modern and contemporary operas include Strauss’s Salome and Kaija Saariaho’s L’Amour du Loin. [A] [H] Credits: 4
Members of the department
Normally offered in alternate years

MUS 258 Performing Culture
Same as ANT 258. 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 performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Permission of the instructor required. Enrollment limited to 30. [A] [S] Credits: 4
Margaret Sarkissian
Normally offered in alternate years

MUS 260 The Music of J.S. Bach
This course is an introduction to the music, life, and legacy of the composer Johann Sebastian Bach, whose music inspired generations of composers and performers across genres. In addition to studying some of his works in depth and his biography, we will explore the cultural and historical context in which he worked, raising questions about performance, instruments, religious life, and patronage. We also look at his influence on music in the nineteenth century, the controversies around his St. John Passion in the twentieth, and his legacy in the twenty-first century. [A] [H] Credits: 4
Andrea Moore
Expected to be offered in the next 3 years

MUS 262 Experimental Music
What counts as music? Who decides? Can anyone make music? This course raises these and other questions by focusing on experimental music. We explore the history and practice of experimental music, focusing on text, graphic, and other forms of notation. We also look at the history of experimental music in performance, and make our own in-class performances of several key pieces. Through our reading and practice, we ask questions about musical authority, skill, and even failure, and the role of institutions in shaping our musical ideas. [A] [H] Credits: 4
Andrea Moore

MUS 315 Digital Orchestration
A practical introduction to principles of orchestration at the digital audio workstation, the basis of the production studio for music in media today. Following models from chiefly late Romantic repertory, students explore various instrumental combinations among the four sections of the orchestra—strings, winds, brass, percussion—in their own digital realizations. Working with libraries of digital samples, they develop a foundation in the production of music for film and video. For a final project, they orchestrate a given piano piece of two to three minutes, and produce a sound file of their work. Prerequisite: MUS 210 and permission of the instructor. [A] Credits: 4
Raphael Atlas

MUS 325 Writing About Music
In this seminar, we consider various kinds of writing—from daily journalism and popular criticism to academic monographs and scholarly essays—that concern the broad history of music. Via regular writing assignments and group discussions of substance and style, students have opportunities to improve the mechanics, tone and range of their written prose. Required of senior majors; open to others by permission of the instructor. [A] Credits: 4
Andrea Moore

MUS 341 Seminar in Composition
Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. [A] Credits: 4
Daniel Warner

Music
MUS 345 Electro-Acoustic Music
Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading, and listening. Enrollment limited to eight. Permission of the instructor required. [A] Credits: 4
Katrinae P. Soper
Normally offered each fall

MUS 400 Special Studies
In the history of Western music, world music, American music, composition and digital music, or music theory and analysis. For juniors and seniors, by permission of the department. Credits: 1–4
Members of the department
Normally offered both fall and spring semesters

MUS 430D Honors Project
Credits: 8
Members of the department
Normally offered each academic year

MUS 431 Honors Project
Credits: 8
Members of the department
Normally offered each fall

Graduate Courses
The department offers no graduate program but in exceptional circumstances considers admitting an advanced student whose independent studies leading to the A.M. degree would be overseen by the appropriate members of the faculty.

Performance
The music department offers a range of performance courses: individual lessons, numbered MUS 914Y, 924Y, 930Y and 940Y; chamber music (MUS 901); conducting (MUS 903); and large ensembles, numbered MUS 951 and above.

Auditions are held for individual lessons and for certain ensembles during the fall orientation period and the first days of each semester. Students are accepted on the basis of musicianship, competence and potential. With the exception of voice, some prior experience and the ability to music is assumed. There is a fee for lessons which is waived for music majors and minors. Other students are encouraged to apply for departmental scholarship funds. Should there be no Smith College faculty teaching a particular instrument, every effort is made to provide students with a qualified instructor.

Individual voice and instrument performance courses consist of weekly private lessons, with specific expectations determined by each instructor. Lessons require a yearlong commitment and are normally taken in addition to a regular course load. Two such courses may be taken concurrently with department approval. (This restriction does not apply to enrollment in MUS 901, MUS 903, or to participation in large ensembles for credit.)

No more than 24 credits in performance, including participation in various large ensembles, may be counted toward graduation. All large ensembles are graded on an S/U basis. For more detailed information on instrumental and voice lessons, and a list of current faculty, visit the Music Department website, www.smith.edu/music.

All performance students are encouraged to study music in the classroom. Non-majors and non-minors should talk with their instructors about which courses best complement their interests.

Individual performance lessons carry the following numbering sequence and credits:

MUS 914Y First year of study
This is a full-year course. Credits: 4, at the completion of two semesters. [A] Credits: 2
Normally offered each academic year

MUS 924Y Second year of study
This is a full-year course. Prerequisite: MUS 914Y. Credits: 4, at the completion of two semesters. [A] Credits: 2
Normally offered each academic year

MUS 930Y Third and fourth years of study
Prerequisite: MUS 924Y. This is a full-year course. Credits: 4, at the completion of two semesters. [A] Credits: 2
Normally offered each academic year

MUS 940Y Concentration in Performance
Reserved for seniors who have been approved for Concentration in Performance. Two hours of performance lessons per week during the senior year. Credits: 8, at the completion of two semesters. [A] Credits: 4
Normally offered each academic year

MUS 901 Chamber Music
Weekly meetings for exploration and coaching of varied repertory for duos and small ensembles. Open to instrumental students by permission of instructors. May be repeated for credit. [A] Credits: 1
Judith Gordon, Joel Lee Pitchon
Normally offered both fall and spring semesters

MUS 903 Conducting
Introduction to the art of conducting. This course examines philosophical and practical aspects of the modern conductor's role. Topics include a musical gestural vocabulary, baton technique and score study/internalization of the printed page. Prior music performance experience and study of Western music theory is highly recommended; instructor permission required. May be repeated for credit. [A] Credits: 2
Jonathan M. Hirs
Normally offered in alternate years

Large Ensembles: Choral
All students are encouraged to join a choral ensemble. The dynamic Smith College Glee Club performs annually at Commencement and Family Weekends, Montage, Autumn Serenade, Christmas Vespers, and at various college events including Opening Convocation, Otelia Cromwell Day and Rally Day. The Glee Club selects music from a diverse repertoire, including major works for treble voices, jazz, contemporary, and folk music of the U.S. and from international traditions. Every spring, glee clubs from such universities as Harvard, Rutgers, Cornell, Michigan and Virginia come to campus to collaborate on a major work. Recent performances have included the Mozart Requiem, Orff's Carmina Burana and Brahms' Ein Deutsches Requiem. Auditions for Glee Club are normally held during orientation and the first two weeks of classes in both semesters.

Members of the Glee Club are eligible to audition for the highly selective Smith College Chamber Singers. The internationally known Chamber Singers have performed widely since 1951. Touring every two years, the program provides financial assistance enabling all members to tour regardless of financial need. Auditions for Chamber Singers are held after Glee Club auditions have concluded.

Students who would like to try singing in a choir for the first time should schedule an interview with the instructor of Introduction to Choral Singing, a course that introduces students to the world of choral music.

Introduction to Choral Singing, Glee Club and Chamber Singers meet on Mondays and/or Wednesdays in the late afternoon.
MUS 951 Introduction to Choral Singing
[A] Credits: 1
Sarah L. Paquet
Normally offered both fall and spring semesters

MUS 952 Smith College Glee Club
[A] Credits: 1
Jonathan M. Hirsh
Normally offered both fall and spring semesters

MUS 953 Smith College Chamber Singers
[A] Credits: 1
Jonathan M. Hirsh
Normally offered both fall and spring semesters

Large Ensembles: Instrumental

MUS 954 Smith College Orchestra
A symphony orchestra open to Smith and Five College students, and members of the community. The orchestra gives at least one concert each semester and performs at annual events such as Family Weekend and Christmas vespers. Rehearsals on Tuesday evenings. [A] Credits: 1
Jonathan M. Hirsh
Normally offered both fall and spring semesters

MUS 955 Smith College Javanese Gamelan Ensemble
One rehearsal per week; one concert per semester. Open (subject to space) to Smith and Five College students, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings. [A] Credits: 1
Maho Amy Ishiguro
Normally offered both fall and spring semesters

MUS 956 Smith College Jazz Ensemble
The jazz ensemble rehearses once per week on Wednesday evenings 7–9 p.m. in Earle Recital Hall, and performs at least one concert per semester. Favoring traditional big band instrumentation, and performing a variety of jazz styles, the ensemble is open to Smith and Five College students, as well as and members of the community (space permitting, and by permission of the instructor) with all levels of music training. Prior jazz experience is recommended but not required. [A] Credits: 1
Genevieve Rose
Normally offered both fall and spring semesters

MUS 957 Smith College Wind Ensemble
One rehearsal per week; at least one concert per semester. Open to Smith and Five College students, faculty, staff and members of the community with prior instrumental experience. [A] Credits: 1
Ellen Redman
Normally offered both fall and spring semesters

MUS 958 Smith College Irish Music Ensemble: The Wailing Banshees
One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff, and members of the community. [A] Credits: 1
Ellen Redman
Normally offered both fall and spring semesters

MUS 959 Handbell Choir
The choir rehearses twice weekly and performs at the Family Weekend Montage concert, the annual Advent Dinner for the Roman Catholic community, Christmas Vespers and the second semester Spring Ring. In addition, the choir occasionally performs in off-campus community concerts. Rehearsals are Tuesdays and Thursdays at 5 p.m. in the John M. Greene Hall Handbell Room. [A] Credits: 1
Grant R. Moss
Normally offered both fall and spring semesters

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. More information may be found at www.fivecolleges.edu/earlymusic.
Neuroscience

Neuroscience Committee
Mary Ellen Harrington, Ph.D., Professor of Neuroscience and Psychology
Richard F. Olivo, Ph.D., Professor of Biological Sciences
David Bickar, Ph.D., Professor of Chemistry
Adam Charles Hall, Ph.D., Professor of Biological Sciences
Michael Joseph Barresi, Ph.D., Professor of Biological Sciences
Annaliese K. Beery, Ph.D., Associate Professor of Psychology
Beth Powell, Ph.D., Senior Lecturer in Psychology
Lisa A. Mangiafico, Ph.D., Assistant Professor of Biological Sciences

Major

Required Core Courses
Take each of these core courses:
- BIO 132/133 Cells, Physiology and Development + lab
- CHM 111 (or CHM 118), CHM 222 Chemistry I and II
- NSC 210 Fundamentals of Neuroscience or NSC 110 Introduction to Neuroscience
- NSC 230 Experimental Methods in Neuroscience
- MTH 201 / PSY 201 or MTH 220 Statistics

Take two of these biology courses as part of the core:
- BIO 200 Animal Physiology
- BIO 202 Cell Biology
- BIO 230 Genomes and Genetic Analysis

Advanced Lecture / Research Lab Courses
Take three advanced courses, at least one of which must be a lab course and one a lecture course, from these options:

Lecture courses:
- NSC 314 Neuroendocrinology
- NSC 318 Systems Neurobiology
- BIO 300 Neurophysiology
- BIO 302 Developmental Biology
- BIO 310 Cell & Molecular Neuroscience
- BIO 362 Animal Behavior

Lab courses:
- NSC 324 Research in Behavioral Neuroscience
- NSC 328 Research in Systems Neurobiology
- NSC 330 Research in Cellular Neurophysiology
- BIO 303 Research in Developmental Biology
- BIO 363 Research in Animal Behavior
- PSY 320 Research in Biological Rhythms

Seminars
Take one seminar from these options:
- NSC 312 Seminar in Neuroscience
- NSC 313 Seminar in Organismal Neuroscience
- NSC 316 Neuroscience in the Public Eye
- BCH 380 Topics in Biochemistry: Protein Misfolding

BIO 323 Topics in Developmental Biology: Regeneration
PSY 314 Seminar in Foundations of Behavior
PSY 326 Seminar in Biopsychology
PSY 327 Seminar in Mind and Brain: Alzheimer’s Disease

Elective Courses
Complete one elective course:
- PSY 120 Human Cognition
- NSC 125 Sensation and Perception
- PSY 130 Clinical Neuroscience
- PSY 227 Brain, Behavior and Emotion
- PSY 230 Psychopharmacology

The Neuroscience major requires 51–56 credits, depending on which courses are chosen. 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. NSC 230 is not open to seniors.

Advisor for Study Abroad: Mary Harrington
Advisor for Transfer Students: Virginia Hayssen

The Minor

The Neuroscience minor consists of 6 courses.
1. BIO 132 Cells, Physiology and Development, or the equivalent
2. NSC 210 Fundamentals of Neuroscience
3. NSC 230 Experimental Methods in Neuroscience

and three elective courses, chosen in consultation with the NSC minor advisor from courses that count towards the NSC major, and with at least 2 at the 300 level.

PSY 202 can substitute for NSC 230, but only if one of the 300-level elective courses is also a lab course.

Students with AP or IB credit in Biology can opt to omit Bio 132 and take a further elective.

Honors

Director: Adam Hall

NSC 430D Honors Project
This is a full-year course. Credits: 4
Normally offered both fall and spring semesters

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

NSC 125 Sensation and Perception
An introduction to how the sense organs of animals and people signal characteristics of the surrounding physical world, and how the nervous system sends this information to the brain for interpretation. Topics: touch, the most basic of senses; audition and balance, an elaboration of touch reception;
olfaction and taste, detecting the chemical world; and vision, our most sophisticated sensory system, allowing us to build a model of the world around us. Not open to students who have completed BIO 300 (Neurophysiology). (N) Credits: 4
Richard F. Olivo

Normally offered each spring

NSC 210 Fundamentals of Neuroscience
The course will provide an introduction to the organization and function of the mammalian nervous system along with an exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. The course will develop an appreciation of how brain cells interact to orchestrate responses and experiences. Emphasis will be placed on the cellular and molecular physiology of the nervous system with a focus on retinal phototransduction and mechanisms governing motor control. The material will be presented at a level accessible for life science majors. Prerequisites: BIO 132 Cells, Physiology and Development or AP BIO 4/5, or permission of the instructor. A basic appreciation of this level of biology is essential in order to understand the cellular and molecular underpinnings of the nervous system and the biological bases of behavior. (N) Credits: 4
Adam Charles Hall

Normally offered each spring

NSC 230 Experimental Methods in Neuroscience
A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: CHM 111 or 118, and PSY 130 or NSC 125 or NSC 210 (can be taken concurrently) or permission of the instructor. Not open to seniors. Enrollment limited to 16. (N) Credits: 4
Mary Ellen Harrington, Lisa A. Mangiamele, Narendra H. Pathak

Normally offered both fall and spring semesters

NSC 312 Seminar in Neuroscience
Topics course.

Neuroscience, Ethics, and Policy
This seminar will highlight ethical and controversial issues that have arisen as a result of advances in the fields of behavioral, clinical, and cognitive neuroscience. Topics might include neuroscience and the law, the application of neurotechnology, brain enhancement, the nature of consciousness, the use of brain imaging, invasive brain treatment, and other issues of interest to the class. The seminar will include reading primary and secondary literature outside of class and oral presentations, group discussions, and debates in class. An emphasis will be placed on understanding the ramifications of these advances on our personal lives, health-care, and public health policy. Prerequisites: PSY 130, PSY/NSC 110, or PSY/NSC 125 and permission of the instructor. (N) Credits: 4
Members of the department
Expected to be offered in the next 3 years

General Anesthesia
This seminar explores the history of general anesthesia, current anesthetic practices and primarily focuses on the molecular mechanisms of anesthetic actions in the mammalian brain. Prerequisite: either BIO 202, 200, 310 or 330 (formerly 300) or by permission of the instructor. Enrollment limited to 12. (N) Credits: 4
Members of the department

Normally offered in alternate years

Biological Rhythms
Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230, a course in statistics, one of: BIO 200, 202, or 230, and permission of the instructor. Enrollment limited to 12. (N) Credits: 4
Members of the department

Expected to be offered in the next 3 years

NSC 313 Seminar in Organismal Neuroscience
Topics course.

Social Neuroscience
As members of a highly social species, we recognize and interact with many different individuals in specific and nuanced ways. This seminar focuses on the neural mechanisms that support social behaviors, from individual recognition and social memory to formation of social attachments. We will discuss how different combinations of prosocial and antisocial traits contribute to particular social or mating systems (group living, monogamy, etc.) and how the evolution of social behaviors is reflected in the brain. Emphasis will be placed on current research in social neuroscience. Prerequisites: NSC 230 and PSY 130 or NSC 210, or permission of the instructor. Enrollment limited to 12. (N) Credits: 4
Members of the department

Normally offered in alternate years

NSC 314 Neuroendocrinology
This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 324 is recommended when both courses are offered. Prerequisites: NSC 230 and either BIO 200, NSC 210, or permission of the instructor. BIO 362 is recommended but not required. Enrollment limited to 12. (N) Credits: 4
Annalise K. Beery

Normally offered each spring

NSC 316 Seminar: Neuroscience in the Public Eye
Students enter this seminar with a topic of current public interest that they research. Students critically analyze public media, original research reports and historical background on this topic. They conduct interviews with experts and produce media meant for the general public interpreting the current scientific understanding. Open to juniors and seniors, by permission. Prerequisites: background adequate for reading original neuroscience research reports (NSC/PSY 210, NSC 230, a course in statistics), a suitable research topic, and background adequate for research on that selected topic. Enrollment limited to 12. (N) Credits: 4
Members of the department

Expected to be offered in the next 3 years

NSC 318 Systems Neurobiology
Systems neurobiology is the study of how networks of neurons function, and how these networks mediate sensation, movement and higher-order functions such as language. The development of new technologies to image the brain, measure and manipulate neural activity, and understand whole-brain patterns of gene expression means our knowledge of systems neurobiology is growing rapidly. Thus, the major goal of this class is to teach what types of questions to ask and what approaches to use to find their answers. Course material focuses primarily on the neuroanatomy, functional organization and evolution of the vertebrate brain. Students demonstrate their mastery of course material through group work, discussions of the primary literature, and short writing projects. Prerequisites: NSC/PSY 210 and BIO 200 or 202 or permission of the instructor. (N) Credits: 4
Members of the department

Normally offered in alternate years
protein misfolding relates to a number of neuronal diseases, for example

**Cross-Listed Courses**

**BCH 380 Seminar: Topics in Biochemistry**
Topics course.

Biochemical Bases of Neurological Disorders
Recently there has been a surge in our understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases, for example spongiform encephalopathies (e.g., 'mad cow'), Lou Gehrig's, Alzheimer's and Parkinson's.

Members of the department

**BIO 132 Cells, Physiology and Development**

Students in this course 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 is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 133) is recommended but not required.

Members of the department

Expected to be offered in the next 3 years

**BIO 133 Cells, Physiology and Development Laboratory**

Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine experimental design. The second part of the semester will focus on carrying out an open-ended research project. Prerequisites: BIO 132 or equivalent and NSC 230. Enrollment limit of 12. (E) (N) Credits: 3

Members of the department

**BIO 200 Animal Physiology**

In this course you will learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting the primary literature. Prerequisites: BIO 132/133 (formerly 150/151) and CHM 111 or CHM 118. Laboratory (BIO 201) is recommended but not required.

Members of the department

**BIO 201 Animal Physiology Laboratory**

This course provides students with the opportunity to design and conduct experiments in human and animal physiology. Emphasis is on developing hypotheses, designing experiments, graphing data, interpreting results, and writing in the scientific style. Prerequisite: BIO 200 (normally taken concurrently). (E) (N) Credits: 1

Lisa A. Mangiamele

**BIO 202 Cell Biology**

The structure and function of eukaryotic cells. This course examines 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 132/133 and CHM 222. Laboratory (BIO 205) is recommended but not required. (N) Credits: 4

Stylianos P. Scordilis

Normally offered each fall

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. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). (N) Credits: 1

Graham R. Kent, Jan AC Vriezen

Normally offered each fall

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 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 also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relaying heavily on primary literature, we 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 132, or permission of the instructor. BIO 130 is a recommended prerequisite but not required. Laboratory (BIO 231) is recommended but not required. (N) Credits: 4

Samantha Danielle Tongiuto

Normally offered each spring

BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including PCR, restriction analysis and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of genome databases. Prerequisite: BIO 230 (should be taken concurrently). (N) Credits: 1

Lori Jean Saunders

Normally offered each spring

BIO 300 Neurophysiology
Fundamental concepts of nervous system function at the cellular level (electrical signals, membrane potentials, propagation, synapses) and also the systems level (motor control, generating behavior, perception of visual form, color and movement). This course provides a strong foundation for BIO 310 and NSC 318. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202 or NSC 230. (N) Credits: 4

Richard F. Otro

Normally offered each spring

BIO 302 Developmental Biology
How does a single cell give rise to the complexity and diversity of cells and forms that make up the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. This will be an interactive class experience using “flipped classroom” approaches as well as web conferencing with the prominent developmental biologists whose research we are covering. Students will write a mock federal grant proposal as a major assessment of the course along with several take home exams. Prerequisites: BIO 150 (now 132), and BIO 202 or BIO 230; BIO 154 (now 130) is suggested. Credits: 4

Michael Joseph Barresi

Normally offered each spring

BIO 303 Research in Developmental Biology
Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered include 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 requires time outside of the normally scheduled lab period. Enrollment limited to 18. (N) Credits: 3

Members of the department

Normally offered each spring

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) Credits: 4

Adam Charles Hall

Normally offered each fall

BIO 323 Seminar: Topics in Developmental Biology
Topics course.

Regeneration
“I’d give my right arm to know the secret of regeneration.” A quote by Oscar E. Schotté (1950) that captures the fascination science has had with the remarkable ability of some organisms to rebuild themselves. Why can some worms and salamanders regrow whole body parts, yet mammals have very restricted regenerative capabilities? This seminar explores the developmental mechanisms known to enable regeneration in some species, and delves into the possibility of whether we can harness these mechanisms to foster regeneration in humans. Course materials use primary research literature as a springboard to hold video conferences with the researchers who conducted the work. Students create a documentary movie focused as different aspects of regeneration. Prerequisites: BIO 132 (formally 150) and at least one upper-level BIO course. BIO 202, 230, and 302 are recommended. May not be repeated for credit. Enrollment limited to 12. (N) Credits: 4

Members of the department

Normally offered each spring

BIO 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) Credits: 3

Members of the department

Normally offered in alternate years

BIO 363 Research in Animal Behavior
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) Credits: 3

Virginia Hayssen

Normally offered in alternate years
PSY 310 Clinical Neuroscience
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. The course focuses on clinical cases in human neuroscience. Open to entering students. (N) (S) Credits: 4
Beth Powell
Normally offered both fall and spring semesters

PSY 218 Cognitive Psychology
Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. (N) Credits: 4
Members of the department
Normally offered in alternate years

PSY 314 Seminar in Foundations of Behavior
Topics course.

Cognition in Film
This seminar explores the cognitive processes underlying human perception and comprehension of film and the techniques filmmakers use to capitalize on these processes. We read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to character identity and narrative. Prerequisite: PSY 100. (N) Credits: 4
Members of the department
Normally offered each spring

PSY 320 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 are studied. Prerequisites: PSY 202 or NSC 230. Enrollment limited to 12. (N) Credits: 4
Mary Ellen Harrington
Expected to be offered in the next 3 years

PSY 326 Seminar in Biopsychology
Topics course.

Environmental Origins
How does experience get “under the skin” to influence health, physiology and behavior? This seminar explores how environmental factors become biologically encoded across the life-course. Topics include prenatal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We critically examine biomarkers used as proxies of experience including hormone levels, markers of cellular aging, inflammation, and epigenetic regulation of the genome. Prerequisites: a 200-level course in biopsychology or neuroscience, and an introductory biology course, or permission of the instructor. Enrollment limited to 12. (N) Credits: 4
Members of the department
Expected to be offered in the next 3 years

PSY 327 Seminar in Mind and Brain
Topics course.

Alzheimer's Disease
In this seminar we discuss the history of Alzheimer’s Disease, the underlying cellular and molecular changes associated with this disease, and the range of symptoms. Both motor, cognitive and emotional disturbances are studied. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. (N) Credits: 4
Members of the department
Expected to be offered in the next 3 years
Philosophy

Professors
Jill Gibson de Villiers, Ph.D., Professor of Philosophy and Psychology
Elizabeth V. Spelman, Ph.D.
Jay Lazar Garfield, Ph.D., Chair
Susan Levin, Ph.D.
Nalini Bhushan, Ph.D.

Associate Professor
Jeffry Lee Ramsey, Ph.D.

Visiting Assistant Professor
Melissa Yates, Ph.D.

Lecturer
Theresa Helke, Ph.D., Lecturer of Philosophy and Logic

Research Associates
Ernest Alleva, Ph.D.
Janice Moulton, Ph.D.
Meredith W. Michaels, Ph.D.

The Major
Advisers: Members of the department

Advisers for Study Abroad: Jay Garfield, Fall; Nalini Bhushan, Spring.

Requirements: Ten semester courses in philosophy including:
1. Two courses in the history of philosophy, one in the Western tradition (e.g., PHI 124, PHI 125) and one in a non-Western tradition (e.g., PHI 112 or PHI 127).
2. LOG 100, LOG 101 or PHI 202
3. Three 200-level courses, one each from three of the following areas (check department website 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
4. PHI 200. The spring semester course must be taken by the end of the student’s sophomore year unless the department grants a deferral or the student declares the major itself during the spring of her sophomore year.
5. Two 300-level courses

Note
- Topics courses, such as 210, may fall under different rubrics in different years
- 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: such as 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 and class; the meaning of work; the meaning of life; and end-of-life care;

- traditions: tracing philosophical dialogues through time—ancient, medieval, and modern philosophy; continental philosophy; Indian philosophy; Buddhism; African philosophy; and so on;
- perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—courses such as The Meaning of Life, Cosmopolitanism, Hermeneutics, Meaning and Interpretation, and those that explore the significance of race, class, gender and nation;
- extensive study of the philosophy of a single major figure;
- 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 five courses: a two-course “basis,” which typically will include two courses at the 100-level, and a three-course “concentration,” to be built by the student in close consultation with her adviser and with the approval of the department.

Honors
Director: Jill de Villiers

PHI 430D Honors Project
Credits: 8
Normally offered both fall and spring semesters

PHI 431 Honors Project
Credits: 8
 Normally offered both fall and spring semesters

PHI 432D Honors Project
Credits: 12
Normally offered both fall and spring semesters

Please consult the director of honors or the departmental website 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 informal logic. The study of abstract logic together with the construction and deconstruction of everyday arguments. Logical symbolism and operations, deduction and induction, consistency and inconsistency, paradoxes and puzzles. Examples drawn from law, philosophy, politics, literary criticism, computer science, history, commercials, mathematics, economics and the popular press. [M] Credits: 4
Jay Lazar Garfield
Normally offered each fall
Normaly offered each spring

**PHI 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?**
The course provides an introduction to deductive and inductive logic. It introduces classical Aristotelian and modern truth-functional logic; explains the relationship between truth-functional logic, information science and probability; and it introduces basic features of statistical and causal reasoning in the sciences. This course is designed for students who are uncomfortable with symbolic systems. It is not a follow-up to LOG 100. Students who have taken LOG 100 cannot receive credit for taking PHI 101 subsequently. Students who have taken PHI 101 can subsequently receive credit for taking LOG 100. Enrollment limited to 24. [M] Credits: 4

*Members of the department*

Nalini Bhushan

Normaly offered each spring

**PHI 120 Introduction to Cognitive Science**
Cognitive science is an interdisciplinary approach to the study of mind, drawing from cognitive psychology, philosophy, artificial intelligence, linguistics and human neuroscience. The class will cover five key problems: vision and imagery, classes and concepts, language, logic and reasoning, and beliefs. We will look at both classic work and contemporary work highlighting the interesting questions. Students will be active participants in trying out classic experiments, exploring new ideas and arguing about the meaning and future of work. [M] [N] Credits: 4

Jill Gibson de Villiers

Normaly offered each academic year

**PHI 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] Credits: 4

Susan Levri

Normaly offered each fall

**PHI 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] Credits: 4

Jeffry Lee Ramsey

Normaly offered each spring

**PHI 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. The spring semester course must be taken by the end of the student’s sophomore year unless the department grants a deferral or the student declares the major itself during the spring of her sophomore year. Minors are encouraged but not required to take the class. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or permission of the instructor. WI Credits: 4

Nalini Bhushan

Normaly offered each spring

**PHI 204 Philosophy and Design**
Design is one of the most pervasive human activities. Its effects—intended or unintended—permeate our lives. Questions abound about the role of design and the significance of being able to exercise it and of being subject to it. For example: Are there particular pleasures, as well as special responsibilities, characteristic of designing? What is the nature of deprivation imposed upon people when they lack the opportunity or the knowledge to share in the design of their living or working conditions? How much control do designers actually have over the meaning and use of what they design? [S] Credits: 4

Elizabeth V. Spelman

Normaly offered in alternate years

**PHI 210 Colloquium: Issues in Recent and Contemporary Philosophy**

*Topics course*

Angela Davis

This course will survey the life and work of Angela Davis. It will explore her upbringing in Birmingham, Alabama, her study in France and background in Marxism, her work on the aesthetic and political significance of Blues legacy in Black Feminism, her involvement with the incarcerated and her continuing work for prison abolition. [S] Credits: 4

*Members of the department*

Expected to be offered in the next 3 years

**PHI 213 Language Acquisition**
Same as PSY 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children’s knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: Any of the following is required for entry to the course: PSY 160, PHI 236 or EDC 235. Enrollment limit of 25 students. [N] Credits: 4

Jill Gibson de Villiers

Normaly offered each fall

**PHI 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 semantic 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] Credits: 4

*Members of the department*

Normaly offered in alternate years

**PHI 221 Ethics and Society**
What does morality demand of us in the real world? How does ethical reflection inform our social, economic, and personal lives? Every informed citizen must ask these questions. We will address issues that arise in the context of environmental ethics (preserving species and places, genetically modified foods, global warming); animal rights (vegetarianism, vivisection, experimentation); biomedical ethics (abortion, euthanasia, reproductive technologies); business ethics (advertising, accounting, whistle-blowing, globalization); sexual ethics (harassment, coercion, homosexuality); social justice (war, affirmative action, poverty, criminal justice); and other such topics. [H] [S] Credits: 4

*Members of the department*

Normaly offered in alternate years

**PHI 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. [H] [S] Credits: 4

*Members of the department*

Normaly offered each academic year
 PHI 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. [M] [N] Credits: 4

Jeffry Lee Ramsey
Expected to be offered in the next 3 years

 PHI 225 Continental Philosophy
This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings’ relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. [H] Credits: 4

Susan Levin
Normally offered in alternate years

 PHI 233 Aesthetics
How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? What is the role of art and the artist in contemporary society? We read essays on aesthetics by Aristotle, Hume, Kant, Nietzsche, Heidegger, Bell, Dewey, Danto, Benjamin, Berger, Sontag, Nochlin and Lyotard, among others. Experience with art is welcome but not required. Assignments are hands-on and applied, involving extensive use of the resources of the Smith College Museum of Art. [A] [S] Credits: 4

Nalini Bhushan
Expected to be offered in the next 3 years

 PHI 234 Philosophy and Human Nature: Theories of the Self
Topics course.

 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 examine 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? [S] Credits: 4

Members of the department
Normally offered in alternate years

 PHI 236 Linguistic Structures
Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus is on the revolution in linguistics introduced by Noam Chomsky, and the profound questions it raises for human nature, linguistic universals and language acquisition. [M] [N] Credits: 4

Jill Gibson de Villiers
Normally offered in alternate years

 PHI 242 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. Prerequisite: one course in philosophy or health studies. [S] Credits: 4

Susan Levin
Normally offered in alternate years

 PHI 250 Epistemology
Topics course.

 Ignorance
What is Ignorance? Is it simply lack of knowledge? What is its relation to illusion, deception, self-deception? What is the difference between being ignorant of something and ignoring it? Is ignorance something for which one can be held responsible? Something for which one can be punished? Something for which one can be rewarded? To what social and political ends has ignorance been put, and how? Credits: 4

Members of the department
Normally offered in alternate years

 PHI 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 (Mbiri, Senghor, Hountondji, Bodunrin, Irele, Appiah, Sudups, Eze), African-Americans (Blyden, Dubois, Mosley, Gates, Gilroy), Europeans (Levy-Bruhl, Tempels, Horton), and European-Americans (Crawford, Bernasconi, Janz). [E] [H] [L] [S] Credits: 4

Albert G. Mosley
Normally offered in alternate years

 PHI 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 explore some of the answers that philosophers like Frege, Russell, Strawson, Austin, Quine, Kripke and Davidson have offered to these and other related questions. Prerequisite: LOG 100, LOG 101 or the equivalent. Credits: 4

Members of the department
Normally offered in alternate years

 PHI 304 Colloquium in Applied Ethics
Topics course.

 Enhancing Humans: How We Could Do It, Whether We Should
Humans have always sought to elevate the conditions of their existence. What differentiates enhancement’s strongest proponents, so-called transhumanists, from earlier thinkers like the ancient Greeks is their belief that crossing the divide from our plane of being to a higher one is possible, even inevitable, through humans’ technological ingenuity. Given their content and implications, scrutiny of transhumanists’ views is essential. Areas this colloquium addresses include transhumanists’ and their critics’ views of human nature; the implications of existing brain science for transhumanists’ more extravagant claims; their notions of knowledge, values and education; and transhumanists’ handling of risks, including those that are potentially grave. [H] [S] Credits: 4

Members of the department
Normally offered in alternate years
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 resource, as machine, as something with functional integrity, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to future people? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? How does sustainability compare with environmental objectives of longer standing such as conservation? Preference given to majors in either philosophy or environmental science and policy.  {H}  {S}  Credits: 4
Members of the department
Normally offered in alternate years

PHI 310 Seminar: Recent and Contemporary Philosophy
Topics course.

Philosophical Explorations of Humor and Laughter
This seminar focuses on philosophical accounts of some of the ethical, social and political issues raised by humor and laughter. Humor can be a forceful instrument, often deployed by the powerful in their attempts to control the powerless and by the powerless to topple the powerful. Humor tends to operate in such a way as to include some and exclude others. Its effects, intended or unintended, can be benign or hurtful. Closely examining texts from a variety of philosophical perspectives, we will explore questions such as: What have been the hopes for, and worries about, what humor achieves? Who has taken it upon themselves to offer instructions about the proper objects of and occasions for humor and laughter? What reasons have they given for doing so? Recommended preparation: at least one course in philosophy.  {H}  {L}  {S}  Credits: 4
Members of the department
Normally offered each academic year

PHI 345 Practicing Philosophy in The Public Sphere: A Calderwood Seminar in Public Writing
What is philosophy for? What creative forms might our philosophical practices take in the 21st century? We will explore how a philosophical education might help us navigate our natural, cultural, social and psychological worlds and their intersections, which, in turn, shape our complex identities as individual and determine our humanity. Readings will include philosophical essays that establish key concepts in the field, as students practice writing philosophy via non-traditional, public facing genres, including blogs, opinion editorials, podcasts, interviews, book and film reviews, a curated art exhibit and staged readings. Individual classes are structured as collaborate workshops where students switch roles as writers and editors, with the overall goal of producing a portfolio of polished work. Enrollment limited to 12.  WI  Credits: 4
Nalini Bhushan
Normally offered in alternate years

PHI 400 Special Studies
For senior majors, by arrangement with the department.  Credits: 1–4
Members of the department
Normally offered both fall and spring semesters

PHI 408D Special Studies
For senior majors, by arrangement with the department. This is a full-year course.  Credits: 8
Members of the department
Normally offered both fall and spring semesters

Cross-Listed Courses

HSC 211 Perspectives in the History of Science
Topics course.
The Scientific Revolution
What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of “science,” which was known as “natural philosophy,” change during this time period? Readings are drawn from primary and secondary sources.  {H}  {N}  Credits: 4
Members of the department
Normally offered each spring

PSY 313 Seminar in Psycholinguistics
Topics course.
Language and Thought
The seminar considers contemporary work on the relationship between language and thought, including the recent rise in “Neo-Whorfianism” or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of PSY/PHI 209, PSY/PHI 213, PHI 236, PHI 262, or permission of instructor.  {N}  Credits: 4
Members of the department
Normally offered each fall
Entering students planning to major in physics should take PHY 117 along with courses in mathematics in the first year. Students entering with a particularly strong background in physics should confer with a member of the department about taking a more advanced course in place of one or more of our introductory courses. Students with scores of 4 and 5 on the Advancement Placement tests in physics B and C may apply that credit toward the degree unless they complete 117 and 118 for credit, respectively.

The Major
Advisers: Members of the department

Physics is crucial to understanding our world. Physics challenges our imagination, provides insight into our most important challenges and leads to great discoveries and new technologies. Physicists are problem solvers whose analytical skills and training make them versatile and adaptable. A foundation in physics provides a gateway to interdisciplinary careers incorporating many scientific and educational fields, including astronomy, engineering, biology, chemistry, climate science, environmental science, geoscience, mathematics, medicine and teaching.

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 requirements for the major are as follows: the two semester introductory physics course sequence 117 plus 118 or the one semester advanced introductory course 119; the intermediate physics courses 210, 215, 240; the advanced physics courses 350, 360 (or an approved 300-level alternative in physics or a related field), 399, plus any 2 of the following: 317, 318, 319, 327.

While students are typically discouraged from taking PHY major requirements S/U, it may be allowed, after consultation with a student’s major advisor and approval of the Department.

Students double majoring in engineering may substitute EGR 220 for PHY 240 but are encouraged to take both.

Physics majors and minors are advised to acquire a facility in scientific computing and numerical analysis (e.g. CSC 111 Introduction to Computer Science or CSC 205 Modeling in the Sciences) and to learn to design and fabricate a working tool, instrument or device in the Center for Design and Fabrication. Students planning graduate study in physics are advised to take as many 300 level physics courses as possible.

The Education Track
Advisers: Members of the department

Besides the standard physics major, we also offer a physics education track within the major. The regular major track includes 300 level course requirements necessary for preparation for graduate school. The education track replaces some of the upper level courses with courses in physics pedagogy and education and engages students in practical experience in the physics classroom. Students interested in teaching and science journalism should consider this track.

Requirements
- Physics Courses: 117 and 118 (or 119), 210, 215, 240, 300 (at least twice), 301 and one of the following: 317, 318, 319, 327.
- Astronomy: AST 111
- Education Courses: 232, 238

Note: This track does not lead to Educator Licensure. Students who wish to satisfy licensure requirements would need to take EDC courses EDC 342, 347, 352, 390, plus EDC 346 (Clinical Internship in Teaching), and should consult with a faculty member of the Department of Education and Child Study.

The Minor
Advisers: Members of the department

The minor consists of: 117, 118, 215 and three additional 200- or 300-level physics courses. When appropriate, and with prior approval, one qualifying course in the student’s major can be substituted for one of the three physics electives required for the physics minor. Interested students should consult with a member of the department.

Honors
Director: Gary Felder

Please consult the director of honors for specific requirements and application procedures.

PHY 432D Honors Project
This is a full-year course. Credits: 4
Normally offered both fall and spring semesters
PHY 110 Energy, Environment and Climate
Our planet’s reliance on carbon-based, non-renewable energy sources comes at a severe environmental, economic and political cost. Are there alternatives? This course offers a hands-on exploration of renewable energy technologies with an emphasis on understanding the underlying scientific principles. Students will assess worldwide energy demand, study the limits to improved energy efficiency, explore the science and technology of solar, wind, and hydropower, understand the science behind global warming, investigate climate models, and evaluate strategies for a sustainable future. This course also includes in-class experiments and field trips. (N) Credits: 4

Members of the department
Expected to be offered in the next 3 years

PHY 117 Introductory Physics I
The concepts and relations (force, energy and momentum) describing physical interactions and the changes in motion they produce, along with applications to the physical and life sciences. Lab experiments, lectures and problem-solving activities are interwoven into each class. Discussion sections offer additional help with mathematics, data analysis and problem solving. This course satisfies medical school and engineering requirements for an introductory physics I course with labs. Prerequisite: one semester introductory calculus course covering the basic principles and methods of integration and differentiation (MTH 111 or equivalent). In the spring semester, first-year students have the first opportunity to enroll. Students are enrolled in the following priority order: first-year students, then second-years, then juniors, then seniors. All upper-class student are wait-listed until first-years have registered. Sections are capped at 28. (N) Credits: 5

Travis T. Norsen, Joyce Palmer-Fortune, Doreen Anne Weinberger

Normally offered both fall and spring semesters

PHY 118 Introductory Physics II
Simple harmonic motion, fluids, electricity and magnetism. Lab experiments are integrated into the in-class lectures, discussions and problem solving activities. Three extended-length classes/week plus a discussion section. Satisfies medical school and engineering requirements for an introductory physics II course with labs. Prerequisite: PHY 117. Enrollment limited to 28. (N) Credits: 5

Nathan Alexander Fortune

Normally offered both fall and spring semesters

PHY 119 Advanced Introductory Physics
This course is designed for incoming students who have significant prior calculus-based experience with the topics covered in PHY 117 (Newtonian mechanics) and 118 (electricity and magnetism), but who nevertheless would benefit from a course in introductory physics at the college level. Students will develop their problem-solving, experimental-design, data-analysis, scientific-computing, and communication skills on a variety of more advanced applications of the standard introductory physics topics related to mechanics and E&M. Specific applications may include the physics of the solar system(s), numerical solution of F=ma, the atomic theory of matter, the laws of thermodynamics, electric circuits, and electromagnetic waves. Pre-requisite: one semester introductory calculus course covering the basic principles and methods of integration and differentiation (MTH 111 or equivalent). Enrollment limited to 28. (N) Credits: 5

Travis T. Norsen

Normally offered each fall

PHY 209 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 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 20. (N) Credits: 4

Members of the department
Expected to be offered in the next 3 years

PHY 210 Mathematical Methods of Physical Sciences and Engineering
This course covers a variety of math topics of particular use to physics and engineering students. Topics include differential equations, complex numbers, Taylor series, linear algebra, Fourier analysis, partial differential equations, and a review of multivariate calculus, with particular focus on physical interpretation and application. Prerequisites: MTH 212 and PHY 117 or PHY 119, or permission of the instructor. Enrollment limit of 30. (M) (N) Credits: 0–4

Courtney Lannert, Travis T. Norsen, William Douglas Williams

Normally offered both fall and spring semesters

PHY 215 Light, Relativity and Quantum Physics
The special theory of relativity; the wave equation and mathematics of waves; optical phenomena of interference and diffraction; particle and wave models of matter and radiation, Bohr model of atomic structure; introduction to fundamental principles and problems in quantum mechanics; introduction to nuclear physics. Prerequisite: PHY 118 or PHY 119 and prior or concurrent enrollment in PHY 210. (N) Credits: 4

William Douglas Williams

Normally offered each spring

PHY 240 Electronics
A semester of experiments in electronics, with emphasis on designing, building and trouble-shooting circuits. Discrete electronic components: physics and applications of diodes and transistors. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: PHY 117 or PHY119 or permission of the instructor. Priority given to Physics majors and minors, and students planning to major or minor in Physics. Enrollment limit of 14. (N) Credits: 4

Nalini Easwar

Normally offered each fall

PHY 300 Physics Pedagogy: Theory
A course emphasizing the pedagogy in physics based on Physics Education Research (PER). Readings and discussion emphasize the research literature and strategies for implementing successful and effective methods of teaching physics at the introductory level in the classroom. Permission of the instructor required. May be repeated once for credit. Prerequisites: PHY 117 or PHY 118 or PHY 119. (E) (N) Credits: 2

Joyce Palmer-Fortune

Normally offered both fall and spring semesters

PHY 301 Physics Pedagogy: Practicum
A practicum course involving actual classroom experience in implementing methods of teaching based on Physics Education Research (PER). Students have direct interaction with learners in the classroom during group activities, laboratory exercises and problem-solving. PHY300, the theory course based on PER, is a pre requisite/co-requisite. Permission of the instructor required. May be repeated once for credit. Prerequisites: PHY 117 or PHY 118 or PHY 119. (E) (N) Credits: 2

Members of the department

Normally offered both fall and spring semesters

PHY 317 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: PHY 215 or permission of the instructor. (N) Credits: 4

William Douglas Williams

Normally offered each fall
**PHY 318 Electricity and Magnetism**
Electrostatic and magnetostatic fields in vacuum and in matter, electrodynamics and electromagnetic waves. Prerequisite: PHY 215 or permission of the instructor. [N] Credits: 4

*Doreen Anne Weinberger*

Normally offered each spring

**PHY 319 Thermal Physics**
Introduction to statistical mechanics and thermodynamics. Prerequisites: PHY 215 or permission of the instructor. [N] Credits: 4

*Nalini Easwar*

 Normally offered each spring

**PHY 327 Quantum Mechanics**
The formal structure of nonrelativistic quantum mechanics, including operator methods. Wave packets; quantum mechanical scattering and tunneling; central potentials; matrix mechanics of spin, addition of angular momenta; corrections to the hydrogen spectrum; identical particles and exchange symmetry; EPR paradox, Bell’s Theorem and the interpretation of quantum mechanics. Prerequisites: PHY 215 or permission of the instructor. Taking PHY 317 before PHY 327 is recommended. [N] Credits: 4

*William Douglas Williams*

 Normally offered each fall

**PHY 350 Experimental Physics**
An advanced laboratory course in which students make use of advanced signal recovery methods to design and perform laboratory experiments covering a wide range of topics in modern physics. Available experimental modules include pulsed and CW NMR, optical pumping of atoms, single photon quantum interference, magneto-optical polarization, the Franck-Hertz experiment and the Hall effect. Experimental methods include signal averaging, filtering, modulation techniques and phase-sensitive detection. Students select up to four extended experiments per semester; planning their experiment, preparing equipment, performing measurements, analyzing data and presenting written and/or oral reports. Each module counts for 1 credit. Prerequisites: PHY 215 and PHY 240 or permission of the instructor. May be repeated for credit up to a maximum of 8 credits. Enrollment limited to 8 per lab section. (E) [N] Credits: 4

*Nalini Easwar, Doreen Anne Weinberger*

 Normally offered each spring

**PHY 360 Advanced Topics in Physics**
Selected special topics that vary from year to year; typically some subset of the following: climate physics, cosmology, general relativity, nuclear and particle physics, optics, solid state physics. Prerequisites vary with the topics of the course.

*Computational Physics*
Computational physics in a computer laboratory setting. Numerical techniques and simulations of a variety of physical systems taught concurrently with programming skills using languages such as Mathematica, Python or Matlab. No prior programming experience required. Pre-requisites: PHY 215, or permission of the instructor. [N] Credits: 4

*Members of the department*

 Expected to be offered in the next 3 years

**PHY 399 Current Physics Literature**
For this course we read articles and attend talks on diverse topics in physics; attendance at bi-weekly Physics Seminars is required. The emphasis is put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 215, or permission of the instructor. Restricted to juniors and seniors. Enrollment limit 8. [N] Credits: 2

*Nalini Easwar*

 Expected to be offered in the next 3 years

**PHY 400 Special Studies**
By permission of the department. Credits: 1–4

*Members of the department*

 Normally offered each academic year

**PHY 401 Capstone Physics**
This course is intended to give students who plan to continue in graduate school with the study of physics (or a related discipline) an opportunity to synthesize bodies of knowledge from the different sub-disciplines of physics. Administering of GRE practice exams will be used as an assessment tool of this understanding and of relevant analytical skills needed for problem-solving. [N] Credits: 1

*Members of the department*

 Expected to be offered in the next 3 years

**PHY 432D Honors Project**
This is a full-year course. Credits: 4

*Members of the department*

 Normally offered both fall and spring semesters

**PHY 440 Advanced Topics in Cosmology**
An introduction to the structure and history of the universe. Topics include the big bang, inflation and the early universe, dark matter and dark energy, accelerated expansion and the possible futures of the universe and multiverse theories. The course also introduces some of the basic conceptual ideas behind general relativity and their application to cosmology. Prerequisites: PHY 210 and PHY 215, or permission of the instructor. [N] Credits: 4

*Members of the department*

 Expected to be offered in the next 3 years

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**Notes:**

- **PHY 318 Electricity and Magnetism**
  - Normally offered each spring
  - Prerequisite: PHY 215 or permission of the instructor
  - Credits: 4

- **PHY 319 Thermal Physics**
  - Introduction to statistical mechanics and thermodynamics
  - Prerequisites: PHY 215 or permission of the instructor
  - Credits: 4

- **PHY 327 Quantum Mechanics**
  - Formal structure of nonrelativistic quantum mechanics
  - Prerequisites: PHY 215 or permission of the instructor
  - Credits: 4

- **PHY 350 Experimental Physics**
  - Advanced laboratory course
  - Prerequisites: PHY 215 and PHY 240 or permission of the instructor
  - Credits: 4

- **PHY 360 Advanced Topics in Physics**
  - Selected special topics
  - Credits: 4

- **PHY 399 Current Physics Literature**
  - Prerequisites: PHY 215, or permission of the instructor
  - Credits: 2

- **PHY 400 Special Studies**
  - By permission of the department
  - Credits: 1–4

- **PHY 401 Capstone Physics**
  - Prerequisites: PHY 215 and PHY 240 or permission of the instructor
  - Credits: 1

- **PHY 432D Honors Project**
  - Full-year course
  - Credits: 4

- **PHY 440 Advanced Topics in Cosmology**
  - Prerequisites: PHY 210 and PHY 215, or permission of the instructor
  - Credits: 4

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**Important Notes:**

- **Computational Physics**
  - Offered in a computer laboratory setting
  - Credits: 4

- **Cosmology**
  - Introduction to the structure and history of the universe
  - Prerequisites: PHY 210 and PHY 215
  - Credits: 4
The poetry concentration allows students to pursue work on and about poetry through a range of different experiences and courses. Through a combination of academic study, practical work and independent projects, students gain a deeper understanding of the craft of writing, the business of publication and the dissemination of poetry to others. The poetry concentration supports the study of poetry within a range of scholarly disciplines and lets students explore areas of professional practice (writing poetry, teaching poetry, writing about poetry, translating poetry and book arts/publishing of poetry) through meaningful connections with local, regional and national presses, journals, book-arts centers and other sites where poetry is made, critiqued and taught. The concentration draws on the educational resources of the Poetry Center and the Mortimer Rare Book Room, as well on the unique expertise of poets and artists working both at the college and in the larger Pioneer Valley. For more information see www.smith.edu/poetry.

Requirements

1. Gateway Courses

PYX 140 The Art and Business of Poetry
Normally offered each interterm

ENG 112 Reading Contemporary Poetry
Normally offered both fall and spring semesters

2. Three electives

One of these electives must include any 200-level poetry/literature course (literary analysis, not creative writing) in any department. Some of the electives should relate to the thread of the concentration the student wishes to pursue.

3. Two practical experiences

Coursework is complemented by at least two practical experiences relating broadly to the field of poetry. These may include both internships and paid or volunteer work.

4. Capstone Course

PYX 300 Poetry Concentration Capstone
Normally offered each spring

PYX 400 Poetry Concentration Capstone Special Studies
Expected to be offered in the next 3 years

Depending on what is offered, PYX 300 or 400 may be taken to satisfy the capstone requirement.

Five possible foci or strands may be pursued in the poetry concentration. These include:

1. Poetry Writing
2. Poetry Translation
3. Book Arts/Presentation of Poetry
4. The Teaching of Poetry, and
5. Writing about Poetry

The total combined coursework accrues no fewer than 19 credits.

ENG 112 Reading Contemporary Poetry
This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. On five selected Tuesdays, the course also includes Tuesday Q&As with the poets, which meet from 4—5 p.m. Students with class, lab or required work conflicts are excused from Q&As. Graded Satisfactory/Unsatisfactory only. Course may be repeated. [L] Credits: 2

Matthew R. Donovan
Normally offered both fall and spring semesters

PYX 140 The Art and Business of Poetry
A required gateway course for the poetry concentration, this interactive workshop-based course offers a sampling of the diverse components of the concentration. Each daily session features faculty members and professionals from the community with particular expertise in the areas of writing poetry, printing/presenting poetry, writing about poetry, translating poetry and teaching poetry. Students complete a creative exercise and reflection for each day of the course. Enrollment limited to 20 with priority to declared concentrators. Graded S/U only. Credits: 1

Members of the department

PYX 300 Poetry Concentration Capstone
The undergraduate culmination of concentrator’s work in poetry, this course features a rigorous immersion in creative generation and revision. Student poets write a chapbook manuscript with thematic and/or stylistic cohesion (rather than disparate poems, as in prior workshop settings); students who choose one of the other strands—translation, teaching, book arts, or writing about poetry—complete a project beyond the scope of prior coursework in their area (with additional oversight/advice from faculty with relevant expertise, when necessary). Class is run as a seminar, and includes discussion of the reading, student presentations, and peer critique. Prerequisite: PYX Gateways: 140 & ENG 112. Credits: 4

Members of the department

PYX 400 Poetry Concentration Capstone Special Studies
May be taken in place of PYX 300 in years when 300 is not offered. Credits: 1-4

Members of the department

Expected to be offered in the next 3 years

Poetry Committee
Matt Donovan, M.F.A., Poetry, Chair
Floyd D. Cheung, Ph.D. 
Judith Gordon, B.Mus.
Maria Estela Harreitche, Ph.D.
Jessica D. Moyer, Ph.D.
Ellen Dore Watson, M.F.A. Poetry

Other Participating Faculty
Rosetta Marantz Cohen, Ed.D. 
Barry Moser, B.S.
Cornelia D.J. Pearsall, Ph.D. 
Renata Pienkowa, M.A.
Thalia A. Pandiri, Ph.D.
Michael T. Thurston, Ph.D.
Sujane Wu, Ph.D.

Poetry Concentration
Psychology

The Major

Advisers: Members of the department

Adviser for Study Abroad: TBA

Foundation Courses: PSY 100, PSY 201 and PSY 202 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 foundational courses in psychology (100, 201, 202). Students should normally complete these foundational courses by the end of their sophomore year. Foundational courses must be taken using the regular grading option (not S/U).

Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth of course selections. Breadth is achieved by selecting at least one course within each of the department’s three curricular areas. Depth is achieved by selecting two colloquia as well as two courses at the advanced level (300- or above), at least one of which is a seminar. Furthermore, depth requires that at least one course at the advanced level combines with the student’s other courses to create a constellation of three courses that represent a depth in a field of study that is important to the student and recognized by the department. Students may count no more than three 100-level courses toward the major, not including PSY 100. Although we discourage the use of the S/U option for courses in the major, students are allowed to take one non-foundational course S/U. All students (including transfer students) must take at least one colloquium and one advanced seminar within the department.

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 compose the foundational courses for the major, and four additional courses selected from at least two of the three areas. In addition, one of these four courses must be a colloquium and one must be a seminar. All courses must be taken using the regular grading option.

Honors

Director: MJ Wraga

Completion of PSY 301 or another advanced statistics course or research seminar is strongly recommended for students planning to complete honors in psychology.

PSY 431 Honors Project
Credits: 8

PSY 432D Honors Project
This is a full-year course.
Credits: 6

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

Courses

Courses in psychology are divided into four main sections:

1. Breadth courses (100-level): introductory courses, open to all students
2. Foundational courses (PSY 100, PSY 201, PSY 202): required courses that serve as the gateway to the major
3. Intermediate colloquia (numbered PSY 205–299): intended for sophomores and juniors who have taken the department’s foundational courses
4. Advanced courses (300- and 400-level), including seminars, special studies, and honors theses: open to juniors and seniors

1. Breadth Courses

Normally, breadth courses have no prerequisites and are open to all students. Students who are planning to major in psychology are encouraged to take PSY 100 and to do so as soon as possible because it is a foundational course that emphasizes reading and writing in the discipline and is required for most intermediate and advanced classes in the department. Potential majors are also urged to take additional breadth courses at the 100-level of the curriculum as they begin their course of study in the major, but may take no more than three (excluding PSY 100).
A. Mind and Brain

PSY 218 Cognitive Psychology
Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. [N] Credits: 4

Members of the department

Normally offered in alternate years

EDC 238 Introduction to the Learning Sciences
This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors, such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year students and sophomores. Enrollment limited to 30. [N] [S] Credits: 4

Bona Kang

Normally offered both fall and spring semesters

B. Health and Illness

PSY 130 Clinical Neuroscience
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. The course focuses on clinical cases in human neuroscience. Open to entering students. [N] [S] Credits: 4

Beth Powell

Normally offered both fall and spring semesters

PSY 140 Health Psychology
This course provides a broad overview of the field of health psychology using foundational concepts, theories, methods and applications. With a critical lens, we examine state-of-the-art research and current gaps in knowledge to explore topics including conceptualizations of health and illness, stress and coping, and health behaviors. We focus on how health is constituted by and interacts with its multiple contexts, particularly social and environmental ones. Students gain competency in this field through lectures, facilitated discussions, weekly quizzes, and written work. [N] [S] Credits: 4

Bona Sibia Jackson

Normally offered each academic year

PSY 150 Abnormal Psychology
A study of psychopathology and related issues. Course covers 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: PSY 100. [N] Credits: 4

Caitlin E. Shepherd

Normally offered each fall

EDC 239 Counseling Theory and Education
This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. [S] Credits: 4

Janice C. Gatty

Normally offered each fall

C. Person and Social Context

PSY 166 Introduction to the Psychology of Gender
How can psychological science help us understand how gender operates in our society? How can our understanding of the psychological research help us address structural inequities related to gender? This course represents an introduction to what we know about the role gender plays in the everyday lives of people. In this course we will review the psychological research on how structural inequities play out in gender roles and affect the lives of boys and girls and men and women. Throughout the course we will attend to the intersection of race, class, sexual orientation, and other group memberships with gender. [N] Credits: 4

Lauren E. Duncan

Expected to be offered in the next 3 years

PSY 180 Psychology of Personality
The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. [N] Credits: 4

Members of the department

Expected to be offered in the next 3 years

EDC 235 Child and Adolescent Growth and Development
This course is a study of the theories of growth and development of children, from prenatal development through adolescence; looks at basic considerations of theoretical application to the educative process and child study. Involves directed observations in a variety of child-care and educational settings. Enrollment limited to 55. [S] Credits: 4

Shannon Audley

Normally offered both fall and spring semesters

2. Foundational Courses

Along with PSY 100, PSY 201 and PSY 202 serve as the required foundational courses for the psychology major. Students who are planning to major in psychology are encouraged to take all three of their foundational courses as soon as possible. Normally, we require majors to complete these three foundational courses (or their equivalents) by the end of their sophomore year. We also recommend that students take PSY 201 prior to, or concurrent with, PSY 202.

PSY 100 Introduction to Psychology
An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Topics typically include: the brain, learning, memory, development, emotion, behavioral genetics, personality, social psychology, psychopathology, and therapies. In addition to these topics, students will learn how to read and summarize primary psychological research. Students attend a weekly lecture and must enroll in a discussion section that meets twice per week. Discussion sections are limited to 22. [N] Credits: 4

Nnamdi Pole

Normally offered each fall

PSY 201 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 study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major
Any of the following is required for entry to the course: PHI 236 or EDC 235. Background in linguistics or child development is necessary. Prerequisites: project using transcript analysis, and read original research literature. Cross-linguistic Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children’s knowledge. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing are weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology majors and minors. Enrollment limit of 25 students.}

Members of the department

Normally offered both fall and spring semesters

3. Intermediate Colloquia PSY 205—299

Intermediate colloquia are primarily intended for sophomores and juniors who have taken the foundational courses in psychology. These courses further scaffold the methodological, quantitative and critical thinking skills necessary for more advanced work within the discipline. Prerequisites are common. Consistent with college policy, each colloquium has an enrollment limit (specifically, 25 students).

A. Mind and Brain

PSY 209 Colloquium: Philosophy and History of Psychology

Same as PHI 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing are weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology majors and minors. Enrollment limit of 25 students. Members of the department

Normally offered in alternate years

PSY 215 Colloquium: Brain States

An exploration of how states of consciousness arise from differential brain activity. Analysis of neurological case studies, ethical dilemmas, experiments addressing mind-body interactions. Active participation in discussions of readings is required. Prerequisites: PSY 100, PSY 201 and PSY 202, or permission of the instructor. Enrollment limit of 25 students. Members of the department

Normally offered each fall

PSY 225 Memory in Literature

This course examines the scientific basis of human memory function in the context of traditional and contemporary American and Continental literature. Topics include memory acquisition and reconstruction, trauma and collective memory. Possible authors include Joyce, Nabakov, Sebold and Orwell. Prerequisites: Introduction to Psychology or the equivalent; or permission of the instructor. Enrollment limit of 25. Members of the department

Normally offered in alternate years

PSY 227 Brain, Behavior and Emotion

This course explores emotions and emotional behaviors from their evolution to their neural substrates. Topics include functions of emotions, fear, stress, social bonding, motivation and happiness. Special attention is paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. Prerequisites: PSY 100, PSY 130, or NSC 210 and research methods. Enrollment limit of 25. Members of the department

Normally offered in alternate years

B. Health and Illness

PSY 230 Colloquium: Psychopharmacology

This course examines the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs are considered, as well as therapeutic agents used to treat psychological illnesses such as depression and anxiety. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical and recreational use of marijuana, the therapeutic use of psychedelic drugs, medication of children, the power of the pharmaceutical industry and the use of cognitive/ performance enhancers. Prerequisites: PSY 100 or PSY 130 AND PSY 202 or NSC 230. Enrollment limit of 25 students. Members of the department

Normally offered each spring

PSY 240 Colloquium: Health Promotion

Why are so many people—even those whose basic physical needs are met—still challenged to eat adequately, exercise and sleep enough? We consider how human willpower tendencies interact with social, cultural and physical contexts to support (or thwart) health promoting activities. Based on a close reading of current psychological science and related areas of inquiry, students will study interventions to improve individual-level health, and in groups, design and implement a project focused on campus-level health promotion. Emphasis is on critically evaluating and applying primary empirical articles. Prerequisites: PSY 100 and 202. Recommended: PSY 140. Enrollment limit of 25 students. Members of the department

Normally offered each academic year

PSY 253 Colloquium: Developmental Psychopathology

Survey of child psychopathology from a developmental perspective. Course covers theories of etiology as well as clinical treatment interventions for a range
of childhood disorders and difficulties. Prerequisite: 202 and either 150 or EDC 235 (or their equivalent) or permission of the instructor. Enrollment limit of 25 students. (N) Credits: 4

Members of the department

Normally offered each spring

PSY 287 Colloquium: Abnormal Psychology: Evidence–Based Practice
In-depth study of anxiety disorders. Course examines research on the phenomenology, etiology and treatment for selected anxiety disorders and clarifies the nature and quantity of evidence supporting the efficacy of current treatments. Attention is devoted to the strengths and weaknesses of different research designs for answering specific questions about psychopathology and psychotherapy. The course highlights landmark studies and documents which treatments have been shown to be most effective for which types of patients. Prerequisites: PSY 100, PSY 202 and PSY 150. (N) Credits: 4

Randy O. Frost

Normally offered each fall

C. Person and Social Context

PSY 250 Colloquium in Culture, Ethnicity and Mental Health
This course aims to advance multicultural thinking in the study and practice of psychology by increasing understanding about mental health problems affecting the major U.S. ethnic minority groups. First, the course uses self-examination to provide an experiential understanding of ethnocultural development. Second, it provides theoretical models and concepts for understanding ethnic minority mental health in a sociocultural, historical, psychological and methodological context. Third, it reviews culturally sensitive and responsive approaches to psychological assessment and treatment of psychological distress. Prerequisites: PSY 100 and research methods, statistics and permission of instructor. (S) Credits: 4

Members of the department

Normally offered in alternate years

PSY 251 Alcohol and Other Licit Substances: Prevalence, Theory and Research
This course will provide you with a general understanding of young people’s risk for initiating/missing the following licit substances: caffeine, cigarette, marijuana, and alcohol. In this course, you will gain knowledge about the prevalence of these substances, who’s at risk and why, and what motivates people to use them. You will also be introduced to general treatment and motivational-based intervention approaches in combating the use/ misuse of these substances. This course will focus primarily on the general adolescent and young adult population, mainstream cognitive psychology theories, and quantitative studies and meta-analytic work on substance use published in peer-reviewed scientific journals. Prerequisites: PSY 100, PSY 201, PSY 202. Enrollment limit of 25. (S) Credits: 4

Members of the department

Normally offered each spring

PSY 260 Colloquium: 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 biological, cognitive and social changes of this phase. Emphasis is given to cultural concepts in adolescent/emerging adulthood psychology and development. Prerequisite: PSY 100, PSY 201, PSY 202. Enrollment limit of 25 students. Credits: 4

Members of the department

Expected to be offered in the next 3 years

PSY 263 Psychology of the Black Experience
The purpose of this course is to educate, sensitize, and stimulate thinking about varied psychological issues affecting African Americans. A major emphasis will be to provide foundational frameworks, models, and concepts for understanding African American psychology in a context that includes an historical analysis of African American adaptation to American society. Prerequisites: PSY 100, PSY 201, or permission of instructor. Enrollment limit of 25 students. (N) Credits: 4

Members of the department

Normally offered in alternate years

PSY 264 Lifespan Development
A study of human development across the lifespan. In this course, we learn about milestones of human development from conception to death, discuss and critically evaluate current theories of developmental psychology, and investigate the interplay of biological, psychological and contextual factors that shape development over time. Prerequisite: PSY 202. Enrollment limit of 25. (E) Credits: 4

Members of the department

Normally offered each fall

PSY 265 Colloquium: Political Psychology
This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leaders, Followers and Social Movements. In each of these sections, we examine how psychological factors influence political behavior, and how political acts affect individual psychology. Prerequisites: PSY 100, PSY 202. Enrollment limit of 25 students. (S) Credits: 4

Members of the department

Normally offered each academic year

PSY 266 Colloquium: Psychology of Women and Gender
An in-depth examination of controversial issues of concern to the study of the psychology of women and gender. Students are introduced to current psychological theory and empirical research relating to the existence, origins and implications of behavioral similarities and differences associated with gender. We examine the development of gender roles and stereotypes, power within the family, workplace and politics, and women’s mental health and sexuality, paying attention to social context, and intersectional identities. Prerequisites: PSY 100, PSY 202. Enrollment limit of 25 students. (N) Credits: 4

Members of the department

Normally offered in alternate years

PSY 267 Moral Psychology
An exploration of the nature of moral psychology. We discuss how reason, emotion, cultural norms and social pressures shape our moral judgments; how brain activity correlates with moral decision-making; and how we can use psychological research on moral intuition to evaluate cultural and political disagreements. Prerequisites: PSY 202. Enrollment limit of 25. (E) Credits: 4

Members of the department

Normally offered each spring

PSY 268 The Human Side of Climate Change
This course explores the human side of climate change. Drawing from the domains of social, cognitive, developmental, and clinical psychology as well as interdisciplinary theories related to human decision-making, behavior and motivation, we will explore questions raised by the American Psychological Association’s Task Force on global climate change. Prerequisites: PSY 100

Introduction to Psychology or the equivalent. Enrollment limit of 25. (E) Credits: 4

Members of the department

Normally offered each spring
PSY 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 encounter theories and research concerning the processes of self-and-other categorization, social identity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 18. {N} {S} Credits: 4
Fletcher A. Blanchard
Normally offered each fall

PSY 270 Colloquium: 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 100 or PSY 269. Concurrent enrollment in PSY 372 is encouraged. Enrollment limited to 25 students. {N} Credits: 4
Fletcher A. Blanchard
Normally offered each spring

4. Advanced Courses PSY 300—400

Advanced courses, including seminars, special studies and honors theses, are primarily intended for junior and senior students who have taken the foundational courses in psychology and built upon their disciplinary expertise with one or more intermediate colloquia. Permission of the instructor is required for advanced courses.

PSY 301 Research Design and Analysis
A tour via SPSS of the major statistical models encountered in psychology. Topics include most of the following each year: complex and mixed analysis of variance, analysis of covariance, multi-item scale analyses, factor and cluster analysis, multiple regression, path analysis and structural equation modeling. Adopting a pragmatic approach, we emphasize assumptions and requirements, rules of thumb, decision-making considerations, interpretation and writing statistical results according to the conventions of psychology. Prerequisites: One of the following: PSY 201, GOV 190, MTH 219, MTH/SDS 220, ECO 220, SOC 201, EDC 206 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20 and priority to psychology majors. {M} Credits: 4
Fletcher A. Blanchard
Normally offered each fall

A. Mind and Brain

PSY 313 Seminar in Psycholinguistics
Topics course.

Language and Thought
The seminar considers contemporary work on the relationship between language and thought, including the recent rise in “Neuro-Whorfianism” or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of PSY/PHI 209, PSY/PHI 213, PHI 236, PHI 262, or permission of instructor. {N} Credits: 4
Members of the department
Expected to be offered in the next 3 years

PSY 314 Seminar in Foundations of Behavior
Topics course.

Cognition in Film
This seminar explores the cognitive processes underlying human perception and comprehension of film and the techniques filmmakers use to capitalize on these processes. We read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to character identity and narrative. Prerequisite: PSY 100. {N} Credits: 4
Members of the department

Normally offered each spring

NSC 314 Neuroendocrinology
This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 324 is recommended when both courses are offered. Prerequisites: NSC 210 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4
Annaliese K. Beery
Normally offered each spring

PSY 319 Research Seminar in Adult Cognition
The course introduces students to experimental research in adult human cognition. Topics include concept formation, analogical reasoning, event perception, theory of mind, memory and attention. The emphasis is on designing and conducting new studies using the eye-tracker laboratory and other methods. Permission of instructor required. Prerequisites: PSY 100, 201 and 202 or equivalents. Enrollment limit of 12. {M} {N} Credits: 4
Members of the department
Expected to be offered in the next 3 years

PSY 320 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 are studied. Prerequisites: PSY 202 or NSC 230. Enrollment limited to 12. {N} Credits: 4
Mary Ellen Harrington
Expected to be offered in the next 3 years

PSY 326 Seminar in Biopsychology
Topics course.

Behavioral Epigenetics
How does experience get “under the skin” to influence health, physiology and behavior? This seminar explores how environmental factors become biologically encoded across the life-course. Topics include prenatal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We introduce epigenetics and critically examine how epigenetic mechanisms and others reflect and contribute to experience. Prerequisites: a 200-level course in biopsychology or neuroscience, and an introductory biology course, or permission of the instructor. {N} Credits: 4
Members of the department
Expected to be offered in the next 3 years

PSY 327 Seminar in Mind and Brain
Topics course.

Alzheimer’s Disease
In this seminar we discuss the history of Alzheimer’s Disease, the underlying cellular and molecular changes associated with this disease, and the range of symptoms. Both motor, cognitive and emotional disturbances are studied. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. {N} Credits: 4
Members of the department
Expected to be offered in the next 3 years
B. Health and Illness

**PSY 340 Psychosocial Determinants of Health**
Seminar. We examine scientific perspectives on how psychological and social factors influence the development and progression of physical health and illness. Major topics include psychosocial origins of health disparities, relationships and health, emotion and disease, placebo effects, and complementary and alternative medical approaches. Emphasis is placed on critically evaluating current research and designing appropriate future studies. Prerequisites: PSY 100 and PSY 202. Enrollment preference is given to those who have completed a health psychology course. [N] [S] Credits: 4

Nnamdi Pole

Normally offered in alternate years

**PSY 352 Seminar in Advanced Clinical Psychology**
Topics Course.
Credits: 4

Nnamdi Pole

Normally offered each spring

**PSY 353 Seminar in Advanced Developmental Psychopathology**
Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we focus on risk factors, theoretical models, and methods of assessment and intervention. Prerequisite: 111 and 150 or 253 (or their equivalent). Permission of the instructor required. [N] Credits: 4

Members of the department

Normally offered each spring

**PSY 354 Seminar in Advanced Abnormal Psychology**
Topics course.
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 and related disorders. We 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 are also addressed. Prerequisites; PSY 150 or PSY 287. [N] Credits: 4

Members of the department

Normally offered each fall

**PSY 355 Practicum Seminar in Clinical Psychology**
This course provides group instruction and supervision for a variety of mental health practicum placements. Undergraduate students are placed in community settings and have local mentoring by masters level social work students. The seminar includes a thorough examination of community entry and engagement, clinical ethics and relevant obligations. It also includes a review of evidence based interventions and the theories that accompany them. Special focus is given to issues of diversity and inclusion. Prerequisites PSTY100, and one or more of the following: PSY130, 150, 230, 250, 287, 350, 353, or 354 or equivalent. Permission of instructor required for admission. [N] Credits: 4

Nnamdi Pole

Normally offered each spring

**PSY 356 The Scientific Basis of Psychotherapy**
This seminar provides a guided tour through the scientific literature on psychotherapy. We begin with a historical overview of the field including a review of the major systems of psychotherapy (psychoanalytic, behavioral, cognitive and humanistic). We then devote some time to developing critical skills for reading the scientific literature. These skills are nurtured throughout the semester as we move through the major research on psychotherapy “outcome” and “process.” Outcome research traditionally asks the question, “Does psychotherapy work?” We explore the field’s current position on that question and demonstrate that it leads naturally to the process question, “How does psychotherapy work?” We discuss the current literature on this question and gain some “hands-on” experience with psychotherapy process measures. Course readings are supplemented with videotapes and transcript material from actual psychotherapies. Prerequisites PSY 100, PSY 202, and one or more of the following: PSY 130,150, 230, 250, 287, 350, 353, 354, or equivalent. Permission of instructor required for admission. [N] Credits: 4

Members of the department

Normally offered in alternate years

**PSY 357 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: PSY 100, PSY 201, PSY 202 and a relevant PSY intermediate colloquium course. [N] Credits: 4

Caitlin B. Shepherd

Normally offered both fall and spring semesters

C. Person and Social Context

**PSY 304 Happiness: Buddhist and Psychological Understanding of Personal Well-Being**
Same as REL 304. What is happiness? What is personal well-being? How are they achieved? This course examines 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 is 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; or one course in Buddhist traditions; or permission of an instructor. Enrollment limited to 15 juniors and seniors. [N] [S] Credits: 4

Members of the department

Normally offered in alternate years

**NSC 316 Seminar: Neuroscience in the Public Eye**
Students enter this seminar with a topic of current public interest that they research. Students critically analyze public media, original research reports and historical background on this topic. They conduct interviews with experts and produce media meant for the general public interpreting the current scientific understanding. Open to juniors and seniors, by permission. Prerequisites: background adequate for reading original neuroscience research reports (NSC/PSY 210, NSC 230, a course in statistics), a suitable research topic, and background adequate for research on that selected topic. Enrollment limited to 12. [N] Credits: 4

Members of the department

Expected to be offered in the next 3 years

**PSY 345 Feminist Perspective on Psychological Science**
Research Seminar. In this advanced methods course, we study feminist empirical approaches to psychological research. The first part considers several key feminist empiricist philosophies of science, including positivist, experiential and discursive approaches. The second part focuses on conceptualizations of gender beyond difference-based approaches and their operationalization in recent empirical articles. The capstone will be an application of feminist perspectives on psychological science to two group projects-quantitative and qualitative, respectively-in the domain of health and well-being. Prerequisites: PSY 100, 202, and a gender studies course (from any department). Instructor permission is required. Credits: 4

Members of the department

Normally offered in alternate years
PSY 360 Peer Relationships
Covers theory and research on childhood and adolescent peer relationships. Topics include socialization processes, friendships and peer networks, and the interplay of biological, psychological and contextual factors that shape social interactions in the peer group. Some questions we address are: How do we form friendships? What qualities make us liked by our peers? Is there a difference between being ignored by other kids and being rejected by them? Have text messaging and social media sites changed the way we communicate with each other? Students are expected to complete weekly assignments, participate in course discussion and construct a research proposal. Prerequisites: PSY 100 and PSY 201 or similar. A previous course in developmental psychology is recommended but not required. Enrollment limit of 12. (E) {S} Credits: 4
Katherine H. Clemans
Normally offered each spring

PSY 361 Research Seminar: Alcohol Use and Misuse Among High School and College Students
An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as drinking games, pregaming/prepartying (i.e., “drinking before drinking”), acculturation and alcohol use, motivations to drink, expectations about the effects of alcohol use, and athletic involvement and drinking behaviors among adolescents and emerging adults. Prerequisites: Permission of the instructor; PSY 201, PSY 202, with PSY 220 preferred. Enrollment preference is given to those who have discussed their research interests and goals with the instructor at least one semester prior to enrollment. (N) Credits: 4
Members of the department
Normally offered each spring

PSY 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: PSY 202 and either PSY 170, PSY 180, PSY 266 or PSY 269. Concurrent enrollment in PSY 270 is encouraged. (N) Credits: 4
Fletcher A. Blanchard
Normally offered each spring

PSY 371 Seminar in Personality
Topics course.

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: PSY 202 and any course in the Person and Society area. Credits: 4
Members of the department
Normally offered in alternate years

PSY 374 Psychology of Political Activism
This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from political psychology paired with personal accounts of activists. We consider accounts of some large-scale liberal and conservative social movements in the United States. Students conduct an in-depth analysis of an activists oral history obtained from the Voices of Feminism archive of the Sophia Smith collection. Prerequisite: Permission of the instructor.
(S) Credits: 4
Members of the department
Normally offered in alternate years

PSY 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. Prerequisite: PSY 202 or GOV 190 and PSY 266, and permission of the instructor. Enrollment limited to 16. (N) Credits: 4
Members of the department
Expected to be offered in the next 3 years

PSY 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. Credits: 1–4
Members of the department
Normally offered both fall and spring semesters
Public Policy

Director
Donald C. Baumer, Ph.D., Professor of Government

Advisory Committee
Carrie N. Baker, J.D., Ph.D., Professor, Study of Women and Gender
Randall K. Bartlett, Ph.D., Professor of Economics
Brent M. Durbin, Ph.D., Associate Professor of Government
Deborah Haas-Wilson, Ph.D., Professor of Economics
Leslie L. King, Ph.D., Associate Professor of Sociology

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 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.

The Minor

Director: Donald C. Baumer, Professor of Government

Advisers: Carrie Baker (Study of Women and Gender), Donald Baumer (Government), Randall Bartlett (Economics), Brent Durbin (Government), Deborah Haas-Wilson (Economics), and Leslie King (Sociology).

The minor consists of six courses:
1. GOV 207 or PPL 220
2. Any two public policy electives (listed below)
3. Any two courses from other departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser)
4. PPL 390, PPL 400 or an alternate selected in consultation with a minor adviser

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) Credits: 4
Donald C. Baumer
Normally offered in alternate years

IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media's representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. (N) Credits: 4
Members of the department
Normally offered each spring

AST 214 Astronomy and Public Policy
This seminar explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? We focus on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Throughout the course we will develop science communication skills using proven techniques borrowed from theater. Prerequisite: one college science course in any field and MTH 111 or the equivalent. (N) Credits: 4
James Daniel Louvalithal
Normally offered in alternate years

PPL 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) Credits: 4
Members of the department
Normally offered in alternate years

SWG 222 Gender, Law and Policy
This course explores the impact of gender on law and policy in the United States historically and today, focusing in the areas of constitutional equality, employment, education, reproduction, the family, violence against women, and immigration. We study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual orientation and gender identity discrimination, pregnancy/caregiver discrimination, pay equity, sexual harassment, school athletics, marriage, sterilization, contraception and abortion, reproductive technologies, sexual assault, intimate partner violence, and gender-based asylum. We will study feminist efforts to reform the law and examine how inequalities based on gender, race, class and sexuality shape the law. We also discuss and debate contemporary policy and future directions. (H) (S) Credits: 4
Carrie N. Baker
Normally offered each fall

ECO 224 Environmental Economics
The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods and common property resources. Prerequisite: ECO 150. (S) Credits: 4
Susan Stratton Seyre
Normally offered each academic year

SOC 232 World Population
This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course also provides an overview of various sources of demographic data as well as basic demographic methods. Prerequisite: SOC 101. Enrollment limited to 35. (S) Credits: 4
Members of the department
Normally offered in alternate years
ECO 234 Partisan Economic Issues
An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues include health care; Social Security; and other entitlement programs; taxes; government spending and budget deficits; immigration; and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. Credits: 4

Members of the department
Normally offered in alternate years

GOV 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 United States 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] Credits: 4

Brent M. Durbin
Normally offered in alternate years

SWG 271 Colloquium: Reproductive Justice
This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy, and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people’s experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents’ citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence. Prerequisite SWG 150 or permission of the instructor. Enrollment limited to 20. [S] Credits: 4

Carrie N. Baker
Normally offered each spring

GOV 306 Seminar in American Government
Topics Course

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 is covered. Students complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. Credits: 4

Members of the department
Expected to be offered in the next 3 years

ENV 323 Climate and Energy Policy
This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and memo. Prerequisite: ENV 101 or permission of the instructor. [E] [N] [S] Credits: 4

Alexander Richard Barron
Normally offered each academic year

ECO 324 Seminar
Topics course.
Economics of the Environment and Natural Resources
How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of marketability, property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonlinear valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. [S] Credits: 4

Members of the department
Normally offered in alternate years

SOC 333 Seminar: Social Justice, the Environment and the Corporation
Over the last century, the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers, and the environment. We also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. Credits: 4

Members of the department
Expected to be offered in the next 3 years

ECO 395 Seminar: Topics in International Trade
The globalization of the world economy has contributed to both boom and crisis. This seminar explores selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. For 2017, the seminar will pay special attention to the impact of globalization on income inequality and national identity. In particular, we will examine whether international trade, immigration and emigration play a significant role in the growth of income inequality, both within and among nations, over the past several decades and, if they do, what, if anything, might be done to attenuate or reverse these trends? Prerequisites: ECO 250, and one 200-level course in international economics or the equivalent. [S] Credits: 4

Members of the department
Expected to be offered in the next 3 years

PPL 400 Special Studies
By permission of the director. Variable credit. Credits: 1–4

Members of the department
 Normally offered each academic year
Quantitative Courses for Beginning Students

These courses engage students in quantitative analysis or develop quantitative skills. Some courses may have prerequisites.

AST 103 Sky and 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 nonscience majors. Enrollment limited to 20 students per section. (N) Credits: 3
Margaret Glynn Lysaght Thacher
Normally offered each fall

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 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. (N) Credits: 5
David Gorin, Katherine Lynn Queeney, Cristina Suarez
Normally offered each fall

CHM 118 Advanced General Chemistry
This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course 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 prepares students for CHM 222/223 and replaces both CHM 111 and 224. A student who passes this course cannot take either 111 or 224. Enrollment limited to 32. (N) Credits: 5
Alexandra E. Strom
Normally offered each fall

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 is produced and decide who gets the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. {QS} {S} Credits: 4
Deborah Haas-Wilson, James Daniel Miller, Paul Kurtz Newlin, Susan Stratton Sayre, Jorge A. Vasquez
Normally offered both fall and spring semesters

ECO 220 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: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 190, SOC 201, MTH 201, PSY 201 MTH 220. Course limited to 55 students. (M) {QS} {S} Credits: 5
Maggie Y. Liu
Normally offered each academic year

ESS 175 Applied Exercise Science
An experiential course designed to introduce students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Credits: 2
Members of the department
Normally offered each interterm

GOV 203 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 is paid to survey data and to data analysis using computer software. Enrollment limit of 75. (M) {S} Credits: 5
Howard Jonah Gold
Normally offered each spring

MTH 101 Math Skills Studio
Same as QSK 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical 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 carry a Latin Honors designation. Credits: 4
Catherine McCune
Normally offered each fall

MTH 102 Elementary Functions
Linear, polynomial, exponential, logarithmic and trigonometric functions graphs, verbal descriptions, tables and mathematical formulas. For students who intend to take calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers preparing for certification. {M} Credits: 4
Daniel Schultheis
Normally offered each fall

MTH 103 Precalculus and Calculus Bootcamp
Same as QSK 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem-solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they use in developing their own future math skills study plan. Enrollment limited to 20 students, the course is usually full by early December. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major. {QS} Credits: 2
Members of the department
Normally offered each interterm

MTH 107 Statistical Thinking
Same as SDS 107. 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
Normally offered each fall

Catherine McCune

Enrollment limited to 20. Permission of the instructor required. This course and algebraic skills by working with numbers drawn from a variety of sources.

arithmetic, algebra and mathematical skills. Students develop their numerical preparation to succeed in courses containing quantitative material. It provides same as MTH 101. This course is intended for students who need additional QSK 101 Math Skills Studio

Same as MTH 101. This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical 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 carry a Latin Honors designation. {QS} Credits: 4

Catherine McCune

Normally offered each fall

MTH 111 Calculus I

Rates of change, differentiation, applications of derivatives including differential equations and the fundamental theorem of the calculus. Written communication and applications to other sciences and social sciences motivate course content. {M} Credits: 4

Jennifer Beichman, Daniel Schultheis, Tkan An Wong

Normally offered both fall and spring semesters

MTH 201 Statistical Methods for Undergraduate Research

Same as PSY 201. (Formerly MTH/PSY 190). An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basis requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201. Credits: 0–5

Members of the department

Expected to be offered in the next 3 years

PSY 201 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 study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201,SOC 201, EDC 206. {M} {QS} Credits: 5

Katherine H. Clemens

Normally offered both fall and spring semesters

QSK 102 Quantitative Skills in Practice

A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. {M} Credits: 4

Members of the department

Normally offered each spring

QSK 103 Precalculus and Calculus Bootcamp

Same as MTH 103. This course provides a fast paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final assessment to use in developing their own future math skills study plan. Enrollment limited to 20 students. This course is graded S/U only. Permission of the instructor required. This course does not count towards the major. Credits: 2

Members of the department

Normally offered each interterm

SDS 107 Statistical Thinking

Same as MTH 107. 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 design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} Credits: 4

Members of the department

Normally offered each academic year

SDS 136 Communicating with Data

The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you’re an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. (E) {M} Credits: 4

Members of the department

Normally offered each academic year

SDS 192 Introduction to Data Science

An introduction to data science using Python, R and SQL. Students learn how to scrape, process and clean data from the web; manipulate data in a variety of formats; contextualize variation in data; construct point and interval estimates using resampling techniques; visualize multidimensional data; design accurate, clear and appropriate data graphics; create data maps and perform basic spatial analysis; and query large relational databases. No prerequisites, but a willingness to write code is necessary. Enrollment limit of 30. (E) {M} Credits: 4

Benjamin S. Baumer

Normally offered both fall and spring semesters
SDS 201 Statistical Methods for Undergraduates
(Formerly MTH/PSY 201 and MTH/PSY 190). An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basic requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201, ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201.

Members of the department

 Normally offered each academic year

SDS 220 Introduction to Probability and Statistics
Same as MTH 220. (Formerly MTH 245). An application-oriented introduction to modern statistical inference: study design, descriptive statistics; random variables; probability and sampling distributions; point and interval estimates; hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 220 satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201, ECO 220, MTH 219, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20.

Members of the department

 Normally offered both fall and spring semesters

SOC 201 Statistics for Sociology
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. Enrollment limited to 40. Prerequisite: SOC 101.

Members of the department

 Expected to be offered in the next 3 years

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 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 design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201.

Members of the department

 Normally offered each spring
Religion

Professors
Carol Zaleski, Ph.D.
Jamie Hubbard, Ph.D. "2
Lois C. Dubin, Ph.D. "2
Joel S. Kaminsky, Ph.D., Chair
Suleiman ALi Mourad, Ph.D. "1
Vera Shevzov, Ph.D. "1
Andy N. Rotman, Ph.D.

Research Associates
Benjamin Braude, Ph.D.
Philip Zaleski, B.A.
Edward Feld, M.H.L.
Karen Smyers, Ph.D.

Study Abroad
The religion department encourages study abroad. With the approval of the department, relevant courses taken abroad may count toward the major.

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.

Breadth
Students will normally take four courses, choosing one each from four of the following seven categories: (i) Philosophical, Theoretical or Comparative; (ii) Biblical Literature; (iii) Jewish Traditions; (iv) Christian Traditions; (v) Islamic Traditions; (vi) Buddhist Traditions; (vii) South Asian Traditions. One of the department’s broad-based introductory courses (e.g., REL 105, REL 106, or REL 108) may count as one of these four courses.

Seminar
Students will take a seminar in the religion department.

Honors
Director: Vera Shevzov

REL 430D Honors Project
Credits: 8
Normally offered each academic year

The religion department encourages majors to apply to the departmental honors program and pursue 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.

100-level courses are open to all students. They are either broad-based introductory courses that address multiple traditions or courses that have a more narrow focus.

200-level courses are specific to a tradition or methodology. They 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 for those students planning to major in religion. For more information on language study, see “Language Courses.”
100-Level Courses

Introduction to the Study of Religion

REL 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. (H) Credits: 4
Carol Zaleski
Normally offered each fall

REL 107 Spiritual But Not Religious
The number of Americans who identify as spiritual, but who are not affiliated with any traditional religion, has doubled in the last twenty years. More than 20% of Americans now identify as “spiritual but not religious” (SBNR), and the number is growing. In this course, students will try to make sense of this phenomenon by studying what these Americans practice, such as mindful meditation, ethical eating, and forms of political activism. What is their lived experience? What counts as spirituality? Students will engage with primary and secondary sources on American SBNRs, and conduct original ethnographic research about spirituality at Smith. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

REL 125 The Jewish Tradition
Same as JUD 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary, and cultural perspectives, organized around different themes; the theme for fall 2019 is Food and Foodways. (H) (L) Credits: 4
Lois C. Dubin
Normally offered each academic year

REL 140 Putin’s Russia: After Communism, After Atheism
Same as RES 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and “traditional values.” (H) (L) (S) Credits: 4
Thomas Lee Roberts
Normally offered each academic year

BUS 120 The Study of Buddhism
This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests, and trips to local Buddhist centers. We critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy and religion, with a focus on regional, sectarian and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts and more. This course meets during the first half of the semester only. Graded S/U only. (E) (H) Credits: 2
Members of the department
Normally offered each fall

200-Level Courses

Religious Studies: Philosophical, Theoretical or Comparative

REL 205 Philosophy of Religion
This course focuses on the interdisciplinary nature of religious studies, examining 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) Credits: 4
Andy N. Rotman
Normally offered each fall

REL 200 Colloquium: Approaches to the Study of 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, addressing fundamental theoretical and methodological issues as well as their implications. The first part of the course focuses on the interdisciplinary nature of religious studies, examining 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) Credits: 4
Joel S. Kaminsky
Expected to be offered in the next 3 years

REL 201 Ritual: Performance and Paradoxes
A central feature of religious traditions and lived religious experience, ritual is often thought of as repetitive, unchanging, and prescriptive. Yet, enacted rituals are often open-ended and allow considerable room for creativity and innovation. Through embodied action and symbolic drama, rituals serve complex functions of making meaning, deepening spirituality, performing cultural identity, and advocating for social change. In this course, students will study various theories of ritual and examine ritual practices (religious and secular) in diverse traditions and societies. For their final project, students will themselves participate in the process of ritualizing—that is, crafting new rituals. (H) (S) Credits: 4
Lois C. Dubin
Expected to be offered in the next 3 years

REL 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. Readings from Plato, Anselm, Aquinas, Hume, Kant, Kierkegaard, William James and others. (H) Credits: 4
Carol Zaleski
Expected to be offered in the next 3 years

REL 206 Heaven, Hell and Other Worlds: The Afterlife in World Religions
How do the world’s religions picture the journey beyond death? This course examines conceptions of heaven, hell and purgatory; immortality, rebirth and resurrection; the judgement of the dead and the life of the world to come. Readings include classic and sacred texts such as The Epic of Gilgamesh, Plato’s Phaedo, the Katha Upanishad, The Tibetan Book of the Dead, Dante’s Divine
Comedy and Newman’s Dream of Gerontius; and a variety of philosophical and theological reflections on the meaning of death and the hope for eternal life. Enrollment limited to 35. (H) {L} Credits: 4
Carol Zaleski
Expected to be offered in the next 3 years

ANT 274 The Anthropology of Religion
What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S} Credits: 4
Pinky Hota
Normally offered each academic year

Jewish Traditions

REL 214 Women in the Hebrew Bible
This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. (E) {H} {L} Credits: 4
Joel S. Kaminsky
Expected to be offered in the next 3 years

REL 221 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. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in religious texts, individual piety, popular practice and communal politics. Readings drawn from the works of the great philosopher Maimonides, the mystical classic the Zohar and other thinkers, as well as personal documents of religious experience and thought. All readings in English. (H) Credits: 4
Lois C. Dubin
Normally offered in alternate years

REL 227 Women and Gender in Jewish 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. Students’ final projects involve archival work in the Sophia Smith Collection of Women’s History.
{H} {S} Credits: 4
Lois C. Dubin
Expected to be offered in the next 3 years

JUD 215 What Matters
Explores pressing questions at the heart of Jewish Studies from multiple theoretical, historical, political, cultural and artistic perspectives. Students may take the course as many times as they wish, so long as it is a different topic.
Antisemitism
What is antisemitism? How has antisemitism persisted and morphed into new forms in different societies and conditions? How does current antisemitism resemble and interact with other forms of racism, xenophobia, nationalism, and white supremacy? {H} {L} Credits: 1
Members of the department
Expected to be offered in the next 3 years

JUD 229 Judaism and Environmentalism
Explores the relationship between environmentalism and ecological thinking in Jewish religious, philosophical, mystical, ethical, and literary texts and practices. How has religion, both historically and now, encouraged or impeded ecologically mindful lives? Can an intellectual, spiritual, and activist vocabulary invest environmental awareness with religious meaning and purpose? Includes guest lectures by leading local figures in the Jewish environmental movement. Students interested in other religious or secular traditions are invited to pursue a comparative final project. No prerequisites. {H} {L} Credits: 4
Justin Daniel Gamm
Expected to be offered in the next 3 years

Christian Traditions

REL 215 Introduction to the Bible II
The literature of the New Testament in its broader historical, religious and cultural context. This course will emphasize literary genre, social-historical factors such as cultural identity in the Jewish Diaspora, and continuity with other religious traditions of the Greco-Roman Jewish world. Enrollment limited to 35. (H) {L} Credits: 4
Lowell Scott Brand
Expected to be offered in the next 3 years

REL 235 Catholic Philosophical Tradition
Faith and reason, worship and the intellectual life, the meaning of redemption and the nature of Catholicism according to major thinkers in the Catholic tradition. Readings from Augustine, Anselm, Aquinas, Pascal, John Henry Newman, G.K. Chesterton, Simone Weil, Hans Urs von Balthasar, Karol Wojtyla (Pope John Paul II), Elizabeth Anscombe, Alasdair MacIntyre and others.
{H} Credits: 4
Carol Zaleski
Expected to be offered in the next 3 years

REL 237 Christianity & Culture
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.
{H} Credits: 4
Members of the department
Expected to be offered in the next 3 years
Islamic Traditions

REL 246 Muslims, Modernity and Islam
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] Credits: 4
Monica M. Ringer
Normally offered each spring

REL 257 Mystical Traditions in Islam
The course introduces students to the mystical traditions in Islam (collectively known as Sufism), engaging them from an academic, historical and phenomenological perspectives, and situating them within the broader Islamic religious traditions. The course contents include primary sources in translation and secondary studies. The first two weeks are devoted to the complexity of the study of religion, Islam and mysticism as academic categories. The course then focuses on mystical traditions and institutions, including interpretations of the Qur’an and the prophet Muhammad’s life and teachings, mystical practices and theologies, and poetry. It concludes with an examination of Islamic mysticism today. [H] [L]
Members of the department
Expected to be offered in the next 3 years

Buddhist Traditions

REL 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] Credits: 4
Jamie Hubbard
Expected to be offered in the next 3 years

REL 270 Zen Buddhism and Japanese Culture
The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). [H] Credits: 4
Jamie Hubbard
Normally offered in alternate years

South Asian Traditions

REL 275 Religions of Ancient India
This course is an introduction to the literature, thought and practice of religious traditions in India, from ancient times to the medieval period. Readings include materials from the Vedas, Upanishads and epics, from plays and poetry, as well as Buddhist and Jain literature. Particular consideration is given to the themes of dharma, karma, love and liberation as they are articulated in Classical Hinduism. Credits: 4
Andy N. Rotman
Normally offered in alternate years

300-Level Courses

REL 307 Advanced Topics in Religion
Members of the department
Expected to be offered in the next 3 years

REL 310 Seminar: Hebrew Bible
Topics course.

REL 400 Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 2–4
Members of the department
Normally offered each academic year
Russian, East European and Eurasian Studies

REEES Advisory Committee
Justin Daniel Cammy, Ph.D., Director (spring) ††1
Evgeny S. Dengaub
Sergei Glebov, Ph.D., Director (Fall) ††1 †2
Thomas Roberts, Ph.D. ‡2
Vera Shevzov, Ph.D. ‡‡1

The Program in Russian, East European and Eurasian Studies (REEES) offers students the opportunity to study the cultures and peoples of Russia, Eastern Europe and Eurasia from a broad, interdisciplinary perspective. In addition to completing the foundation courses in language, students take courses that are offered by faculty who teach in a wide variety of departments and programs that include but are not limited to world literatures, history, government, Jewish studies and religion.

The Major
Advisers: Justin Cammy, Sergei Glebov, Thomas Roberts, Vera Shevzov

The major in Russian, East European and Eurasian Studies (REEES) allows students to focus on any aspect of the region’s histories, literatures, cultures, religions, or politics, and to develop their own concentration within the major in consultation with their advisor. In developing their concentration, students are encouraged to pursue an interdisciplinary approach, combining coursework in language, government, history, literature, and religion. Students may choose from courses offered both at Smith and through the Five College Consortium; students are also encouraged to study abroad during a summer, semester, or year-long program.

The REEES program is committed to accommodating students who coordinate their studies in REEES with a second major.

In order to help guide students in developing their concentrations, the REEES program offers two tracks: 1) Area Studies; 2) Language and Literature.

Area Studies Track
Students who choose the Area Studies Track will gain a working understanding of the history and culture of Russia, Eastern Europe, and Central Asia, and the geopolitical significance of this region in today's global world. Students will acquire proficiency in Russian or another language relevant to the region. By pursuing coursework in a broad array of disciplines, students will gain an appreciation for the different methodological approaches scholars use in their study of this highly diverse and dynamic region of the world.

The Area Studies track consists of 11 courses, which include the following requirements:
• Four semesters of language instruction, usually fulfilled by taking RES 100Y (a year-long introductory course to the Russian language) or RES 120 (an intensive 8-credit semester-long course which covers a year of Russian), and RES 221 and RES 222 (the combination of which is equivalent to second-year Russian). Students are welcome to pursue the study of another language relevant to the region. Students who place out of first- or second-year Russian (or other relevant language) will consult with their advisor or Program Director on how best to fulfill the four-semester language instruction requirement. Students are highly encouraged to continue the study of Russian (or another language of the region), especially in a study abroad program, in order to achieve an advanced level of fluency. Credits earned in study-abroad language courses may count toward the fulfillment of the major requirements.
• Six semester (4-credit) courses, at least one of which will include a semester course taught in Russian (equivalent to RES 331) or another relevant language. In developing their area of concentration, students are strongly encouraged to seek out courses that span a broad range of disciplines, including anthropology and sociology; art and film; government/political science/international relations; history, literature, and religion.
• A 300-level seminar, a research-based Special Studies, or a Senior Honors Thesis (which is a year-long project that counts as two courses).

Language and Literature Track
The Language and Literature Track provides the opportunity for students to focus closely on the language, literature, and cinema of Russian, Eastern Europe, and Eurasia. Students are expected to achieve advanced proficiency in Russian or another relevant language, and to engage closely with works of literature and film in the original language of study. While focusing on the language, literature, and cinema of one or more culture in the region, students in this track are also encouraged to explore correlated disciplines represented in the REEES curriculum.

The Language and Literature track consists of 11 courses, which include the following requirements:
• Six semesters of language instruction in Russian, or another relevant language of the region. For Russian, this will usually be fulfilled by taking RES 100Y (a year-long introductory course to the Russian language; this may also be fulfilled by taking the equivalent RES 120, an intensive single semester course), RES 221 and RES 222 (the combination of which is equivalent to second-year Russian), and RES 331 and RES 332 (the combination of which is equivalent to third-year Russian). Students who place into a higher level of Russian or another language, on the basis of existing knowledge, will consult with their advisor or Program Director on how best to fulfill the six-semester language instruction requirement. While six semesters of language instruction in Russian, as well as courses in other languages of the region, are normally offered at Smith or in the Five Colleges, students in the Language and Literature track are highly encouraged to enroll in a study abroad program (or comparable program in the United States). Credits earned in these language courses will count toward the fulfillment of the major requirements, while they may also provide the opportunity for students to achieve a higher proficiency in the language.
• Four semester (4-credit) courses in literature or film, only one of which will normally be at the 100-level. Normally, one of these courses will be in nineteenth century literature. Of the four courses students may also choose one from the list of approved REEES courses in other disciplines.
• A 300-level seminar, a research-based Special Studies, or a Senior Honors Thesis (which is a year-long project that counts as two courses).

Additional Guidelines for the Major
• Some of the most prominent scholars in the field of REEES teach in the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College, and UMass), and students are encouraged to take advantage of the rich REEES offerings available on the other campuses. Please consult the Five College REEES webpage for a given semester to see a current list of approved courses.
- Courses taken while studying abroad or at an accredited institution during the summer may be counted toward the major. Students should consult with their advisors prior to embarking on such courses, as well as check with the Smith Registrar's office regarding the possibility of transfer of credits. Upon completion of such a course, students must petition the REEES Advisory Committee to count these courses. Students are advised to submit the syllabus and any relevant completed work for the course with their petitions.
- No course counting toward the major may be taken as an S/U grade.

### Minor in REEES

The minor is structured to offer students interdisciplinary breadth as well as the opportunity to pursue a particular area of interest within the field of REEES in more depth.

Requirements consist of six 4-credit courses, which include two semesters of language study in addition to four 4-credit REEES-approved courses:

1. **Language requirement:** RES 100Y (a year-long introductory course to the Russian language) or RES 120 (an intensive 8-credit semester-long course which covers a year of Russian). Students electing to study another Eastern European or Eurasian language must complete the equivalent of two semesters of college study.

2. **Breadth requirement:** Three 4-credit courses in three of the following fields: a) government, politics, or another field in the social sciences; b) history; c) literature, art, film and media studies, music, or d) religion. Normally, no more than one of these courses may be taken at the 100-level.

3. **Depth/capstone requirement:** An advanced course involving a significant research project, which may be fulfilled by a) a seminar; b) a special studies arranged with a faculty member; or c) a 200-level REEES-related course in which the student pursues an advanced research project relevant to the field of Russian, East European and Eurasian studies in consultation with the faculty member teaching the course and after approval by the program.

In choosing their courses, students should keep in mind the following:

- Normally, at least two of the three breadth courses should be taken at Smith.
- Courses taken toward the minor may not be taken S/U

### Honors

Students are encouraged to pursue a fall-semester or yearlong Honors project in order to engage in in-depth research on a project of their own choice. In order to be considered for the Honors Program, students must have a 3.4 cumulative GPA through the junior year; have discussed their thesis with a REEES adviser of their choice and have their project approved by the REEES Advisory Committee. For further details, please consult the REEES website.

**RES 430D Honors Thesis Honors Project.**

4 credits if taken as a fall semester course, 8 if taken as a yearlong course.

Credits: 4

Members of the department

Normally offered each academic year

### Study Abroad

Students are encouraged to study abroad in an academic semester or year. Usually one year of language study is required prior to study abroad. Students normally pursue study abroad during their junior year. In some circumstances, students may choose to study abroad during the summer. Students who wish to count courses taken while abroad must petition the REEES Advisory Committee.

### Courses

#### Language Courses

**RES 100Y Elementary Russian**

The four-skills (listening, speaking, reading and writing) introduction to the Russian language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, all tenses and verbal aspect. By the end of the course, students are able to sustain conversation on basic topics, write short compositions, read short authentic texts, as well as develop an understanding of Russian culture through watching, discussing and writing on movies, short stories, folk tales and poems. This is a full-year course. Yearlong courses cannot be divided at midway with credit for the first semester. Credits: 5

Evgeny S. Dengub

Normally offered each academic year

**RES 221 Intermediate Russian I**

The first half of a two-semester sequence. Students practice all four language modalities: reading, listening, writing and speaking. The course incorporates a variety of activities that are based on a range of topics, text types and different socio-cultural situations. Authentic texts (poems, short stories, TV programs, films, songs and articles) are used to create the context for reviewing and expanding on grammar, syntax and vocabulary. Prerequisite: RES 100Y or equivalent. (F) Credits: 4

Evgeny S. Dengub

Normally offered each fall

**RES 222 Intermediate Russian II**

The second half of a two-semester sequence. Students continue to practice all four language modalities: reading, listening, writing and speaking. The course incorporates a variety of activities that are based on a range of topics, text types and different socio-cultural situations. Authentic texts (poems, short stories, TV programs, films, songs and articles) are used to create the context for reviewing and expanding on grammar, syntax and vocabulary. Prerequisite: RES 221 or equivalent. (F) Credits: 4

Evgeny S. Dengub

Normally offered each spring

#### Introductory Courses

**RES 105 St. Petersburg: History, Politics and Culture—Interterm in Russia**

This course consists of four meetings at Smith in the fall, as well as a trip to Moscow and St. Petersburg, where students stay on the premises of the National Research University—Higher School of Economics (NRU-HSE) in St. Petersburg, take academic classes with NRU-HSE faculty, socialize with NRU-HSE students, and explore the history and contemporary culture of Russia’s second capital. Students are required to write two reflection papers and a 10-page paper based on readings and assignments in one of three tracks (cultural history of St. Petersburg, contemporary Russian youth culture, or international politics). Students are required to attend four meetings during the fall semester, one of which is an orientation meeting. The three other two-hour meetings introduce students to Russian history and culture and provide necessary background.

Enrollment limit of 10. (E) Credits: 2

Members of the department

Normally offered each interterm
RES 126 19th-Century Russian Literature: Madmen, Conmen and Government Clerks
Populated with many unique and eccentric characters — from revolutionary socialists to runaway human noses — nineteenth-century Russian literature displays a startling experimentation and innovation that advanced Russia to the vanguard of Western literature. Encompassing poetry, fiction, and journalism, this survey explores how authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov positioned literature at the center of public discourse, as a venue for addressing important philosophical, political, religious, and social issues, including gender and class relations; personal and national identity; and the role of the writer in public life. Conducted in English. No previous knowledge of Russian is required. {L} Credits: 4
Members of the department
Normally offered each academic year

RES 140 Putin’s Russia: After Communism, After Atheism
Same as REL 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and “traditional values.” {H} {L} {S} Credits: 4
Thomas Lee Roberts
Normally offered each academic year

JUD 110 Introduction to Yiddish Culture
An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation. {H} {L} {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years

History and Politics

GOV 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} Credits: 4
Mlada Bukovansky
Normally offered in alternate years

HST 201 (L) The Silk Road and Premodern Eurasia
An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H} Credits: 4
Richard Lim
Normally offered each academic year

HST 239 (L) Imperial Russia, 1650–1917
The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (Imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), 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} Credits: 4
Serguei Glebov
Expected to be offered in the next 3 years

HST 300 Public Writing About Nationalism—A Calderwood Seminar in Public Writing
Because of its claims to define culture, economy, and politics in the modern age, nationalism has become the subject of a multidisciplinary field which offers advanced students in an array of majors a capstone opportunity to consolidate and express what they’ve learned. How does nationalism today continue to underwrite political projects across the world? We will take this question as a point of departure and explore how to translate complex scholarly conversations about nationalism into public discourse interventions. The work in class will focus on writing, work-shopping, and revising the assignments designed in different formats of public discourse. WI {H} Credits: 4
Serguei Glebov
Expected to be offered in the next 3 years

Literature and Film

RES 210 Environment and Ecology in Russian Culture
How does a culture conceptualize its natural environment in aesthetic, political, and even religious terms, and what does a landscape “mean” in this context? This interdisciplinary course explores how Russian writers, filmmakers, and artists have represented the vast territory comprising Imperial Russia, the USSR, and the Russian Federation, from the Enlightenment to present. In addition to considering how artistic production has reflected and shaped understanding of the Russian “anthropocene,” we will compare these works with cultural production of the Western tradition. The course also explores initiatives to legislate and transform the Russian environment, which often precipitated ecological and social disasters. {H} {L} {S} Credits: 4
Members of the department

RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe
Explores the avant-garde film traditions of Eastern and Central Europe, including works from the Soviet Union, Poland, Hungary, Czechoslovakia, and Yugoslavia. The course focuses on how avant-garde filmmakers engaged with the socialist project in the USSR and Eastern Bloc, and its call for new forms, sites, and life practices. We will investigate how avant-garde cinema represents everyday life amidst the public and private spaces of socialism. In approaching the relationship between cinema and space, we will consider examples of architecture (Constructivist, Functionalist, Brutalist), as well as theoretical writings by and about the avant-garde. Conducted in English, no prerequisites. {A} {H} {S} Credits: 4
Thomas Lee Roberts
Expected to be offered in the next 3 years

JUD 260 Yiddish Literature and Culture
From dybbuks and schlemiels to radicals and revolutionaries, Yiddish literature and culture are more than Fiddler on the Roof. Explores Yiddish stories, novels, poetry, and drama as a site for political activism, ethnic performance; and creative expression in tsarist and revolutionary Russia, interwar Poland, and immigrant America. Why did Yiddish so often find itself at the bloody crossroads
of art and politics? How have post-Holocaust engagements with Yiddish memorialized not only a lost civilization but also re-imagined a homeland in language? All texts in translation. No prerequisites. {L} Credits: 4

Justin Daniel Gammy

Expected to be offered in the next 3 years

**WLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy**

Same as ENG 203. Chrétien de Troyes’s *Yvain*; Shakespeare’s *Antony and Cleopatra*; Cervantes’ *Don Quixote*; Lafayette’s *The Princesse of Clèves*; Goethe’s *Faust*; Tolstoy’s *War and Peace*. Lecture and discussion. WLT 203/ENG 203, like WLT 202/ENG 202, is among the courses from which world literatures majors choose two as the basis of the major. Students interested in world literatures and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. WI {L} Credits: 4

Robert Ellis Hosmer

Normally offered each spring

**WLT 218 Holocaust Literature**

What is a Holocaust story? How does literature written in extremis in ghettos, death camps, or in hiding differ from 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 genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums), and critical theories of representation. All readings in translation. No prerequisites. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**WLT 341 Calderwood Seminar—Mobilities: How People, Goods and Information Cross Borders**

In an age of increased movement and connectivity, how can we envision individuals, objects, and ideas as mobile units, circulating across space, time, and media? How might we reflect on the competing forces of cultural resistance and homogenization? This Calderwood seminar challenges upper-class students in an intimate workshop setting to develop critical skills in relation to globalization, and to build upon knowledge derived from previous coursework and experiential learning (including study abroad and internships). Classes will include collaborative editing workshops and activities to build a writing foundation in public discourse (blog posts, editorials, abstracts, interviews, exhibition texts, and film reviews). WI {A} {L} Credits: 4

Anna Botta, Thomas Lee Roberts

Expected to be offered in the next 3 years

**Special Studies**

**RES 400 Special Studies**

Offered both semesters of each year. Credits: 1–4

Members of the department

Normally offered each academic year
The Major

Advisers: Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Timothy Recuber, Nancy Whittier, Tina Wildhagen

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101), including 203, 204, 250 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 sociology seminar at Smith during the senior year—any 300-level SOC course. 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 203, 204 and 250 in their sophomore or junior year. Normally, majors may not take 203, 204, 250 or their senior seminar on a satisfactory/unsatisfactory basis.

The department will permit Introduction to Sociology and up to four upper-level transfer courses from outside the Five Colleges to be used for the completion of major requirements.

The Minor

Advisers: Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Timothy Recuber, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Requirements: 101, 250, either 203 or 204, and three additional courses at the 200 or 300 level. Only two of the six courses required for the minor may be taken outside of Smith College.

Honors

Honors Director for 2019–20: Tina Wildhagen

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

SOC 430D Honors Project

This is a full year course: 8 credits for the full-year course; 4 per semester.

Requirements

1. 10 semester courses beyond the introductory course (SOC 101): 201, 203, 204, 250, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research.
2. a thesis (430D) written during two semesters.
3. an oral examination on the thesis.

The prerequisite for all sociology courses is 101, or permission of the instructor. All 300-level courses require the permission of the instructor.

SOC 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 may include the self, emotions, culture, community, class, race and ethnicity, family, gender, and economy. Colloquium format. Enrollment limited to 30. 

{S} Credits: 4

Vanessa Mober Adel, William Cory Albertson, Nancy E. Whittier

Normally offered both fall and spring semesters

SOC 203 Qualitative Methods

Qualitative research methods offer a means of gaining insight and understanding into complex perspectives held by people about social practices and social phenomena. Whereas good quantitative research captures scale, good qualitative research reaches the depth of perceptions, views, experiences, behaviors and beliefs. Qualitative research deals with meanings; it seeks to understand not just what people do, but why they choose to do what they do. This course provides students with a theoretical as well as practical grounding in qualitative research including research ethics, research design, practicals in research, research techniques, data analysis and theorizing and dissemination of research findings.

Prerequisite: SOC 101. Enrollment limit of 35. 

{S} Credits: 4

Tina Wildhagen

Normally offered each spring

SOC 204 Statistics and Quantitative Research Methods for Sociology

This project-based course covers the study of statistics for the analysis of sociological data and the study of methods for quantitative sociological research more generally. Topics in statistics include descriptive statistics, probability theory, correlation, deduction and induction, error and bias, confidence intervals, and simple linear regression. Topics in research methods will include positivism, research design, measurement, sampling methods, and survey design. All students will participate in a lab, which emphasizes the use of computer software to analyze real data. Students will design and complete a survey research project over the course of the semester. Prerequisite: SOC 101. Enrollment limit of 40. 

{M} {S} Credits: 5

Tina Wildhagen

Normally offered each fall
SOC 212 Class and Society
An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include contemporary Marxian and Weberian approaches to class; the practice of social mobility in ideology and in social reality; class-consciousness, the social reproduction of class structures and the ways that racial and gender divisions intersect with class relations. Particular attention to the class experience in cultural, social psychological and economic terms within contemporary U.S. society. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Members of the department
Normally offered in alternate years

SOC 213 Race and National Identity in the United States
The sociology and history of a multiracial and ethnically stratified society. Comparative examinations of several U.S. racialized and ethnic groups. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Vanessa Mohr Adel
Normally offered each academic year

SOC 214 Sociology of Hispanic Caribbean Communities in the United States
This community-based 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 are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four hours per week to a local community-based organization. Prerequisite: Soc 101. Enrollment limited to 20. Credits: 0–5
Members of the department
Normally offered in alternate years

SOC 216 Social Movements
This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis is placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactics, and movement outcomes. The empirical emphasis is on modern American social movements including student protest, feminist, civil rights and sexual identity movements. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Members of the department
Normally offered each academic year

SOC 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. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Rick Fantasia
Normally offered in alternate years

SOC 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, will be viewed along three dimensions: 1) as the customary practices of particular social groups; 2) the expression of symbolic representation in society; and 3) through the practice of artistic and creative expression. Cultural practices will be considered in a range of social, historical and institutional settings and in several forms, including high and popular culture, mass culture, counter culture, and cultures of opposition. The course will consider such matters as the relationship between culture and social inequality, culture and social change, the commodification of cultural goods, the workings of global cultural markets, and the complex processes by which cultural forms may be used, appropriated and transformed by social groups. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Members of the department
Normally offered in alternate years

SOC 222 Blackness in America
This course comparatively examines the African and Afro-descended experience in both Central and South American and Caribbean contexts, historically and contemporarily. A relative consideration of the impact of these various hemispheric race ideologies are undertaken. Prerequisites: SOC 101 required; LAS 150 or AAS 117 helpful. Enrollment limited to 35. [S] Credits: 4
Ginetta E. B. Candelario
Normally offered in alternate years

SOC 224 Family and Society
This course examines social structures and meanings that shape contemporary family life. Students look at the ways that race, class and gender shape the ways that family is organized and experienced. Topics include the social construction of family, family care networks, parenthood, family policy, globalization and work. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
William Cory Albertson
Expected to be offered in the next 3 years

SOC 226 Sociological Perspectives on Power and Privilege in American Education
This course examines the institution of education from a sociological perspective, exploring issues of power and privilege, relationships between education and other social institutions, and the varying purposes of education in society. A recurring theme throughout the course is meritocracy. We consider how merit is defined in education, factors that affect who succeeds in the educational system and whether meritocratic education is a viable goal. Course readings include current empirical research in the sociology of education and both classical and contemporary sociological theories of education. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Tina Wildbarger
Normally offered each academic year

SOC 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. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
William Cory Albertson
Normally offered each academic year

SOC 230 Sociology of Food
Using theoretical frameworks from environmental sociology, political and economic sociology, and sociology of culture, this course will examine how social structures shape the way we produce, prepare and consume food. We will investigate political and environmental dynamics that structure food systems and practices and we will consider inequalities related to food at the local and global levels. Finally, we will explore food movements and investigate ideas for creating more equitable and sustainable practices. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Members of the department
Normally offered in alternate years
SOC 232 World Population
This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course also provides an overview of various sources of demographic data as well as basic demographic methods. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Members of the department
Normally offered in alternate years

SOC 233 Sociology of Change
The effects of climate change put great strain on societies, testing the very structures that organize people’s lives and livelihoods. Using sociological frameworks and theories of globalization, inequality, intersectionality, science and technology, policy, migration, sustainability, environmental justice, social movements, and human rights, this course will examine the social, political, and economic impacts of climate change, as well as the ways that local and global groups prepare, mitigate, deny, adapt to, and organize in the face of climate change and its impacts. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Vanessa Mohr Adel
Normally offered in alternate years

SOC 236 Beyond Borders: The New Global Political Economy
This course introduces students to the basic concepts and theories in global political economy. It covers 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 are central to the course. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Payal Banerjee
Normally offered each academic year

SOC 237 Gender and Globalization
This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We 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 35. [S] Credits: 4
Payal Banerjee
Normally offered each academic year

SOC 239 How Power Works
This course focuses on a series of perspectives that examine the workings of power. These include Bourdieu, critical race, feminist, Foucault, Marxist, and post-structuralist and queer theories. The course spans the very micro-bases of social life, starting with the body, to the very macro-ending with the nation-state and the world system. On the macro side specific attention is given to the neoliberal state, including welfare and incarceration. In addition, the course focuses on several key institutions and spheres of social life, including education, media and culture, and work. Prerequisite: SOC 101. Enrollment limited to 35 students. [S] Credits: 4
Members of the department
Normally offered in alternate years

SOC 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice
Same as LAS 244. This course is designed to familiarize students with the history of Latin American and Latina (primarily Chicana) feminist thought and activism. A central goal of the course is to provide an understanding of the relationship between feminist thought, women’s movements and local/national contexts and conditions. The writings of Latin American and Latina feminists will comprise the majority of the texts; thus we are limited to the work of those who write and/or publish in English. (Students who are proficient in Spanish or Portuguese will have an opportunity to read feminist materials in those languages for their written projects.) Prerequisites: SOC 101, LAS 100 or SWG 150. Enrollment limited to 35. [H] [S] Credits: 4
Members of the department
Normally offered in alternate years

SOC 246 The Sociological Imagination
According to C.W. Mills, the “sociological imagination” allows us “to grasp history and biography and the relations between the two within society.” This course will help students develop their sociological imaginations by reading memoirs written by both U.S. and international authors who’ve published in English, and asking sociological questions of the stories being told. We will move beyond appreciation for the “troubles [that] occur within the character of the individual and within the range of [their] immediate relations with others” to a recognition and analysis of social facts, geo-political issues and social problems illuminated through these individual stories. Prerequisite: SOC 101. Enrollment limit of 20 (E) WI [H] [S] Credits: 4
Ginetta E. B. Candelario
Normally offered in alternate years

SOC 250 Theories of Society
This course introduces 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 is surveyed from several major perspectives, providing a comparative view so that students can make assessments of the insights each theory offers. Prerequisite: SOC 101. Enrollment limited to 40 with majors and minors having priority. [S] Credits: 4
Rick Fantasia
Normally offered each fall

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures
This course examines sexuality from a sociological perspective, focusing on how sexuality is constructed by and structures major social institutions. We examine the social construction of individual and collective identities, norms and behaviors, discourses, institutional regulation, and the place of sexuality in the state, education, science and other institutions, and social movements. Consideration of gender, race, class, time and place are integrated throughout. Topics include the social construction of sexual desire and practice, sexuality and labor, reproduction, science, technology, sexuality and the state, sexuality education, globalization, commodification, and social movements for sexual purity, sexual freedom and against sexual violence. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
William Cory Albertson
Normally offered each academic year

SOC 270 Media, Technology and Sociology
The mass media are an important social institution that reflects and shapes norms and values. But the processes governing media production and reception are often taken for granted, immersed as we are in a highly mediated social world where preconceived notions about “the media” and its effects hold sway. This class will challenge conventional wisdom about how media and communication technologies work by critically exploring the history of media institutions, assessing the media’s powers of persuasion, focusing on media as an occupation, and examining the struggles over media representation by marginalized groups across traditional media and new digital platform. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Timothy Recuber
Normally offered each academic year
SOC 308 Practicum in Community Based Research
This community-based course trains students in identifying and researching social problems in Holyoke, MA, and collaborating as a research team. Weekly work with a community-based organization, utilization of quantitative and/or qualitative sociological methods, and a consideration of both primary and secondary sources on the community are expected. Prerequisites: SOC 101, SOC 203 or SOC 204. Enrollment limited to 14. SOC 309 must be taken concurrently. Credits: 4
Members of the department
Expected to be offered in the next 3 years

SOC 309 Practicum in Community Based Research Lab
Laboratory course to be taken concurrently with SOC 214 or SOC 308. Prerequisite: SOC 101 and permission of the instructor. Credits: 1
Members of the department
Expected to be offered in the next 3 years

SOC 314 Seminar: Latin/o Identity
Topics course.

Latina/o Racial Identities in the United States
This seminar explores 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 is paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course is the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students are expected to engage in extensive and intensive critical reading and discussion of course texts. Prerequisite: SOC 101 and permission of the instructor. Credits: 4
Members of the department
Normally offered in alternate years

SOC 317 Seminar: Inequality in Higher Education
This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We 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 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. [S] Credits: 4
Members of the department
Normally offered in alternate years

SOC 320 Seminar: Special Topics in the Sociology of Culture
Topics course.

Sociology of the Arts
Sociological perspectives on the arts in society, with particular attention to the fine arts (primarily painting), to literature, and to theatre; among other forms of cultural expression. Theories of the place of art in society; the social context of artistic production and the social production of the artist, as well as sociological perspectives on the changing nature of arts institutions and audiences, and the social position and aesthetic disposition of the artist. Prerequisite: SOC 101 and permission of the instructor. [S] Credits: 4
Members of the department
Normally offered in alternate years

SOC 323 Seminar: Gender and Social Change
Topics course. This course can be repeated once for credit with a different topic.

Gender, Sexuality and Social Movements in Conservative Times
This class focuses on challenges to and changes in gender and sexuality during conservative time periods. Focusing on the U.S., we will primarily examine the 1980’s and the contemporary period as case studies. We will look how political and other institutions affect gender and sexuality, and how social movements addressing gender and sexuality from both the right and the left. We will look at movements including queer, feminist, anti-racist, anti-interventionist movements on the left, and racial supremacist, anti-militarist intervention, anti-LGBT, and conservative evangelical movements on the right. Theoretical frameworks are drawn from social movements, intersectional feminist and queer theories. Prerequisite: SOC 101 and permission of the instructor. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

SOC 327 Seminar: Global Migration in the 21st Century
This 300-level seminar provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship, and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. [S] Credits: 4
Payal Banerjee
Normally offered in alternate years

SOC 333 Seminar: Social Justice, the Environment and the Corporation
Over the last century, the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers and the environment. We also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. Credits: 4
Members of the department
Normally offered in alternate years

SOC 340 Inequality and Social Protest—Calderwood Seminar in Public Writing
Have you ever struggled to explain inequality or student protest to a seatmate on a plane or your well-meaning uncle? Sociology gives us a unique perspective on this moment of increasing inequality and mass protest on both the right and the left. Pull together what you have learned in your sociology classes and learn to communicate your knowledge about the inequalities and politics of race, class, and gender. Working collaboratively, students in this Calderwood Seminar will write a variety of pieces that bring sociological expertise to the public, such as summaries of research and data, book reviews, opinion pieces, blog posts, and magazine articles. This course is designed as a capstone course for sociology majors; students in related majors (other social sciences, SWG, AFR, etc.) are also welcome. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. WI [S] Credits: 4
Nancy E. Whittier
Normally offered in alternate years
General Courses

**SOC 400 Special Studies**
By permission of the department, for junior and senior majors.
Credits: 1–4
Normally offered each academic year

**SOC 408D Special Studies**
This is a full-year course. Credits: 8
Normally offered each academic year

Cross-listed Courses

**CCX 320 Capstone Seminar for the CESC Concentration**
The CCX 320 seminar provides a forum for Community Engagement and Social Change concentration students to develop research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, a small group of students focus on a particular social justice issue, research past and present community-based efforts around the issue, and develop a community action plan in collaboration with an off-campus community partner. Students are provided with readings, discussions, mentoring and other support to complete capstone projects. Enrollment limited to 15; priority is given to seniors and juniors. (E) Credits: 4

*Members of the department*

Expected to be offered in the next 3 years
Director: Andy Rotman

Smith College Participating Faculty
Elisabeth Armstrong, Payal Banerjee, Nalini Bhushan, Jay Garfield, Ambreen Hai, Pinky Hota, Leslie Jaffe, Margaret Sarkissian, Charles Staelin, Vis Taraz

Five College Faculty
Amherst College: Anrita Basu, Nusrat Chowdhury, Christopher Dole, Maria Heim, Tariq Jaffer, Yael Rice, Krupa Shandilya, Dwiaplayan Sen, Adam Sitze
Mount Holyoke College: Dula Amarasiriwardena, Salman Hameed, Junko Oba, Uldit Sen
UMass: Anne Ciecko, Ranjanaa Devi, Asha Nadkarni, Svatı Shah, Priyanka Srivastava

The South Asian studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that focus on the inter-disciplinary study of South Asia and its diaspora. A minor is South Asian studies brings together the perspectives of various disciplines, from art history to philosophy, economics to religion, to create a sustained curricular focus on South Asian life and culture.

Minor in South Asian Studies

Requirements:
6 courses (a minimum of 24 credits) are needed to satisfy the requirements of a minor in South Asian studies, and meet the following distribution requirements:

1. An introductory course with a focus on South Asia.
2. Three courses, distributed over a) the visual, literary or performing arts; b) history, philosophy or religions; c) the social sciences.
3. One advanced seminar in any discipline that addresses South Asia.
4. An elective, which could be an additional course or a special studies in any of the above mentioned areas.

Courses

MUS 101 Introduction to World Music
Music may not be a “universal language,” but it is a universal phenomenon; every culture has something that we recognize as music. This course introduces you to a number of musical systems—traditional, classical and popular—from around the world and uses case studies to explore the complex relationships between music and culture. By engaging with music analytically, as musicologists (paying attention to the sounds you hear) and ethnographically, as anthropologists (paying attention to the cultural context), you learn basic principles that enhance your understanding of music globally speaking. No prerequisites. (A) {S} Credits: 4
Margaret Sarkissian
Normally offered in alternate years

ECO 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 increasing globalization of production and finance. Prerequisites: ECO 150 and ECO 153. (S) Credits: 4
Simon Halliday
Normally offered each academic year

SOC 236 Beyond Borders: The New Global Political Economy
This course introduces students to the basic concepts and theories in global political economy. It covers 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 are central to the course. Prerequisite: SOC 101. Enrollment limited to 35. (S) Credits: 4
Payal Banerjee
Normally offered each academic year

ENG 241 The Empire Writes Back: Postcolonial Literature
Introduction to Angophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers’ ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories, and address dominant notions of race, class, gender, and sexuality; women writers’ distinctiveness and modes of contesting patriarchal and colonial ideologies; global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid, among others. (L) Credits: 4
Ambreree Hai
Expected to be offered in the next 3 years

BUS 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central University of Tibetan Studies in Sarnath, India, as part of the Hampshire/Five College in India program. Students take daily classes, taught by eminent Tibetan scholars, in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, and they 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 also visit important Buddhist historical sites and explore Varanasi, one of the oldest continuously inhabited cities in the world. Each student is paired with a Tibetan student “buddy” to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. (H) {N} {S} Credits: 4
Members of the department
Normally offered each interterm
India. In particular, the following topics are explored, with reference to India’s emphasis is placed on empirically testing economic hypotheses using data from topics related to the India’s economic development. Throughout the course an

This seminar applies and extends microeconomic theory to analyze selected

This course introduces students to the culture, politics and everyday life of South Asia. Topics covered 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 colonial construction of social scientific knowledge, and debates over “tradition” and “modernity.” In this way, we address both the varieties in lived experience in the subcontinent and the key scholarly, popular and political debates that have constituted the terms through which we understand South Asian culture. Along with ethnographies, we study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. [S] Credits: 4

Members of the department

Normally offered each academic year

ANT 274 The Anthropology of Religion
What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion.

[S] Credits: 4

Pinky Hota

Normally offered each academic year

REL 275 Religions of Ancient India
This course is an introduction to the literature, thought and practice of religious traditions in India, from ancient times to the medieval period. Readings include materials from the Vedas, Upanishads and epics, from plays and poetry, as well as Buddhist and Jain literature. Particular consideration is given to the themes of dharma, karma, love and liberation as they are articulated in Classical Hinduism. Credits: 4

Andy N. Rotman

Normally offered in alternate years

HST 281 (L) South Asian Pasts and Presents
This course introduces students to the history, culture, and politics of the region we know as South Asia. We begin when the British East India Company was beginning to assert its influence over parts of the subcontinent. We then work through the transfer of the Company’s Indian dominions to the British Crown and the rise of nationalism culminating in independence and partition in 1947. The second half of our course shall be informed by more presentist discussions surrounding economic development trajectories, movements for social justice and self-determination, and the South Asian diaspora in various parts of the world. (E) {H} Credits: 4

Members of the department

Normally offered in alternate years

REL 307 Advanced Topics in Religion
Members of the department

Expected to be offered in the next 3 years

ECO 311 Seminar: Topics in Economic Development
Topics course.

The Economic Development of India
This seminar applies and extends microeconomic theory to analyze selected topics related to the India’s economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India’s growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Topics and assignments may be changed in response to the class’s particular interests. [S] Credits: 4

Members of the department

Normally offered in alternate years

IDP 320 Seminar on Global Learning: Women’s Health in India, Including Tibetans Living in Exile
This seminar examines women’s health and cultural issues within India, with a focus on Tibetan refugees, and then applies the knowledge experientially. During interterm, the students travel to India, visit NGOs involved with Indian women’s health, and deliver workshops on reproductive health topics to students living at the Central University of Tibetan Studies in Samath. The seminar is by permission of the instructor; attendance at a seminar info session is required to be eligible to apply. Enrollment limited to 5 students. (E) Credits: 4

Members of the department

Normally offered each fall

SOC 327 Seminar: Global Migration in the 21st Century
This 300-level seminar provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship, and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. [S] Credits: 4

Payal Banerjee

Normally offered in alternate years

ENG 334 Servants in Literature and Film
Crucial but often invisible, servants in English literature have served as comic relief, go-betweens, storytellers, or sexual targets, yet rarely as central protagonists. What roles do they play in contemporary literature and film that challenges this tradition? What can we learn from (imagined) servants about modernity, class, power relations, gender, sexuality, intimacy across difference, marriage or family? This seminar explores how narratives from various cultures and times call upon the figure of the domestic servant, and how a view from (or of) the margins can change how and what we see. Writers/filmmakers include Shakespeare, Richardson, Collins, Ishiguro, Unrugar, Adiga, Cuaron. By permission of the instructor. Enrollment limited to 12. [L] Credits: 4

Ambreen Hai

Expected to be offered in the next 3 years

SAS 400 Special Studies in South Asian studies
Admission by permission of the director of the South Asian studies program. Normally, enrollment limited to South Asian studies minors only. Credits: 1–4

Members of the department

Normally offered each academic year
Spanish and Portuguese

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 S/U grading option is not allowed for courses counting toward the majors.

Advisers for the Spanish Major: Silvia Berger, Ibtissam Bouachrine, Molly Falsetti-Yu, Adrián Gras-Velázquez, Maria Estela Harretche, Michelle Joffroy, Reyes Lázaro and Maria Helena Rueda.

Advisers for the Portuguese-Brazilian Studies Major: Marguerite Itamar Harrison, Malcolm K. McNee.

Advisers for Study Abroad: Students interested in the Smith Consortium Program PRESHCO or approved programs should consult members of the Spanish Faculty. Students interested in Brazil and other Portuguese-speaking countries should consult our Portuguese Faculty: Marguerite Itamar Harrison, Malcolm K. McNee.

Major in Spanish

Ten courses in Spanish language and culture. Five of these ten courses will have the following requirements, to be taken at the Department of Spanish and Portuguese at Smith College:

- One course on the Cultural Histories of Iberia or Latin America (SPN 250 or SPN 260).
- One course focused on writing in Spanish. Can be fulfilled with any class designated by the department as meeting the Spanish writing requirement. Designation will be included in the course description.
- One semester of Portuguese (normally POR 125, Portuguese for Spanish-speakers).
- Two 300-level SPN courses, taken at Smith, normally during the senior year.

The remaining five courses will be electives dealing with the languages and cultures of the Spanish-speaking world, offered by or cross-listed with the Department of Spanish and Portuguese at Smith or in approved Spanish language programs abroad. One of these electives can be a class taught in English if it deals with the cultures of the Spanish-speaking world—this includes bilingual or English-speaking U.S. Latinx communities. The English-language class can be taken at Smith or the Five Colleges. SPN 112Y can be counted towards the major as one course. For classes taken abroad, credit will be granted at the 200-level.

Major in Portuguese–Brazilian Studies

Eight semester courses. POR 100Y or POR 110 and POR 111, or POR 125; POR 200 or POR 215; and one 200-level course in Brazilian or Comparative Lusophone Studies taught in Portuguese. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses may be selected from any number of fields such as literature and language, history, Africana studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Members of the department as described in the “Majors” section.

Spanish Minor

Requirements: Six semester courses in Spanish. Two of these six courses will be the following requirements, to be taken at the Department of Spanish and Portuguese at Smith College:

- One course on Iberian or Latin American Cultural History (SPN 250 or SPN 260);
- One class focused on writing in Spanish. Can be fulfilled with any class designated by the department as meeting the Spanish writing requirement. Designation will be included in the course description.

The remaining four courses will be electives dealing with the languages and cultures of the Spanish-speaking world, offered by or cross-listed with the Department of Spanish and Portuguese at Smith, at Spanish programs in the Five Colleges, or in approved Spanish language programs abroad. SPN 112Y can be counted towards the minor as one course.

Portuguese–Brazilian Studies Minor

Requirements: Five semester courses. POR 100Y or POR 110 and POR 111, or POR 125; POR 200 or POR 215; and one 200-level course in Brazilian or Comparative Lusophone Studies taught in Portuguese. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses may be selected from any number of fields such as literature and language, history, Africana studies, anthropology, art, dance, music, economics and government.

Honors

Directors: Malcolm K. McNee (Portuguese and Brazilian Studies), Maria Helena Rueda (Spanish)

SPB 430D Portuguese Honors Project
Credits: 8
Normally offered each fall

SPB 431 Portuguese Honors Project
Credits: 8
Normally offered each fall
Please consult the director of honors or the departmental website for specific requirements and application procedures.

The department has two abbreviations for courses focused on the language and culture of two 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. A student may repeat any topic course when the topic is different. The S/U option is normally not available for courses SPN 220 and below. Credit is not granted for the first semester only of a yearlong language course. Maximum enrollment in all language course sections is 18 students unless otherwise indicated.

Approved cross-listed courses in other departments or programs are included after those with POR and SPN designation.

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 annually 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 the Smith consortial program PRESHCO, for Study Abroad in Córdoba, Spain, 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.

Portuguese and Brazilian Studies

POR 110 Beginning Portuguese I
An introduction to spoken and written Brazilian Portuguese. Emphasis on the development of oral proficiency and acquisition of reading and writing skills. Students are introduced to the Portuguese-speaking world through music, film, food, and short texts from Brazil, Portugal, Angola, Mozambique and Cape Verde. Students will acquire knowledge in basic grammatical patterns and strategies in daily communication. Designed for students with no background in Portuguese. Credits: 4
Marguerite I. Harrison
Normally offered each academic year

POR 111 Beginning Portuguese II
A continuation of POR110. Development of conversational communication, listening comprehension, reading skills and cultural knowledge through a variety of materials. Prerequisite: POR 110 or permission of the instructor. (F) Credits: 4
Marguerite I. Harrison
Normally offered each academic 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 are in Portuguese and students’ individual knowledge of Spanish supports the accelerated pace of the course, with contrasting approaches to pronunciation and grammar. The course also provides an introduction to aspects of the cultures of Brazil, Portugal and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Enrollment limited to 18. Prerequisite: Spanish placement test or SPN 220 or its equivalent. (F) Credits: 4
Malcolm Kenneth McNee
Normally offered both fall and spring semesters

POR 200 Intermediate Portuguese
This course will serve as a comprehensive grammar review with a focus on Brazilian media. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading comprehension, writing skills and vocabulary-building in Portuguese, including a selection of media forms and texts, websites, television, radio and film. Prerequisite: POR 100Y, POR 110 or POR 125 or the equivalent. (F) Credits: 4
Malcolm Kenneth McNee
Normally offered each fall

POR 202 Barriers to Belonging: Youth in Brazilian Film
This course will serve as an introduction in English to Brazilian Cinema through the theme of youth, identity, social barriers, and a search for belonging. Course materials, films and class discussions will address such topics as migration, belonging and displacement, coming-of-age challenges, discovery and adversity, self, society and sexuality, family and loss. Selected readings and screenings will highlight the work of Brazilian filmmakers such as Walter Salles, Ana Muylaert, Sandra Kogut, Fernando Meirelles, and others. Student assignments will encompass both critical and first-person memoir essays; students may also respond via work-and-image production (videos; digital narratives; and comics. Taught in English. (A) Credits: 4
Marguerite I. Harrison
Normally offered in alternate years

POR 205 Cities
This course invites you on an exciting journey to explore major Lusophone and Spanish-speaking cities in Africa, Asia, Europe, and Latin America as centers for innovation, creativity, and cultural influence. Together, we will navigate the boulevards and back alleys of some of the world’s most exquisite cities including, among others, São Paulo, Rio de Janeiro, Lisbon, Mexico City, Casablanca, Tel Aviv, Bilbao, Buenos Aires, and Madrid. Taught in English. Enrollment limit of 100. Graded S/U only. (L) Credits: 2
Ibtissam Bouachrine
Normally offered each fall

POR 215 Portuguese Conversation and Composition
This course focuses on developing skills in both spoken and written Portuguese and is designed for students who have already learned the fundamentals of grammar. Topics for compositions, class discussions and oral reports are based on short literary texts as well as journalistic articles, music and film. Enrollment limited to 18. Prerequisite: POR 100Y, POR 110, POR 125 or POR 200, or permission of the instructor. (F) Credits: 4
Simone M. Gugliotta
Normally offered each spring

POR 228 Indigenous Brazil: Past, Present and Future
This interdisciplinary course will consider the diverse histories, cultures, and experiences of Indigenous individuals and peoples in Brazil, from the precolonial period into the present and including future oriented forms of Native activism and imagination. We will address specific case studies and broad themes, including territorial and environmental struggles, meanings and forms of Indigenous education, Indigenous movements and leaders, legal and cultural status of Indigeneity in a multiracial society, Indigenous artistic practices and the dynamics of intercultural exchange and influence in Brazilian society at

This course is designed for students who have successfully completed POR 100Y, POR 110, POR 125, and/or POR 200, or permission of the instructor. (F) Credits: 4
Marguerite I. Harrison
Normally offered each spring

This course will serve as an introduction to spoken and written Brazilian Portuguese. Emphasis on the development of oral proficiency and acquisition of reading and writing skills. Students are introduced to the Portuguese-speaking world through music, film, food, and short texts from Brazil, Portugal, Angola, Mozambique and Cape Verde. Students will acquire knowledge in basic grammatical patterns and strategies in daily communication. Designed for students with no background in Portuguese. Credits: 4
Marguerite I. Harrison
Normally offered each academic year

This course focuses on developing skills in both spoken and written Portuguese and is designed for students who have already learned the fundamentals of grammar. Topics for compositions, class discussions and oral reports are based on short literary texts as well as journalistic articles, music and film. Enrollment limited to 18. Prerequisite: POR 100Y, POR 110, POR 125 or POR 200, or permission of the instructor. (F) Credits: 4
Simone M. Gugliotta
Normally offered each spring

This course is designed for students who have successfully completed POR 100Y, POR 110, POR 125, and/or POR 200, or permission of the instructor. (F) Credits: 4
Marguerite I. Harrison
Normally offered each spring
large. Conducted in Portuguese, with activities designed to improve proficiency in reading, writing, speaking, and listening. Prerequisite: POR 200 or POR 215, or another 200-level course in Brazilian or Comparative Lusophone Culture and Society taught in Portuguese. Enrollment limited to 19. (A) {F} {L} Credits: 4
Malcolm Kenneth McNee
Normally offered in alternate years

POR 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition
Same as ITL/SPN/FRN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 16. (E) {F} {S} Credits: 4
Simone M. Gugliotta
Normally offered each academic year

POR 381 Seminar in Portuguese and Brazilian Studies
Topics course.

Place, Space and Identity in the Portuguese-Speaking World
This course will explore issues of belonging and displacement, gender and geographies, place, community, and identity within the Portuguese-speaking world. Materials will draw from a variety of texts, as well as the visual arts and film. Students with study abroad experience in a Portuguese-speaking country will reflect on their experiences abroad in their assignments. Conducted in Portuguese (with some materials in English). Prerequisite: POR 200 or POR 215, or another 200-level topic taught in Portuguese, or instructor permission. (F) Credits: 4
Members of the department
Expected to be offered in the next 3 years

POR 400 Special Studies in Portuguese and Brazilian Literature
By permission of the department, normally for senior majors. Credits: 1–4
Members of the department
Normally offered both fall and spring semesters

Spanish Language, Literature and Culture
Students with some Spanish knowledge must take the online Placement Exam. All students who wish to enroll in a class 120 or above, and who have not taken Spanish at Smith before, should also take the Placement Exam.

All SPN classes are taught in Spanish, except where otherwise indicated in the description.

SPN 112Y Elementary Spanish
This course is for students who have had no previous experience with the language and emphasizes speaking, listening, writing, reading and “grammaring.” Although it is an “elementary” course, students typically achieve an intermediate proficiency level by the end of the academic year. The course also serves as an introduction to Hispanic culture and a preparation for higher levels. Priority is given to first- and second-year students. Yearlong courses cannot be divided at midyear with credit for the first semester. Enrollment limited to 18 per section. Credits: 5
Melissa M. Belmonte
Normally offered both fall and spring semesters

SPN 120 Low Intermediate Spanish
Aimed at students who have had some basic experience with Spanish, this course prepares them to communicate in the language 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 the target language, which allows them to learn about the structure of the language (its grammar). Enrollment limited to 18 per section. {F} Credits: 5
Molly Falsetti-Yu
Normally offered each fall

SPN 178 Naughty Fictional Translators
Same as WLT 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) “slow reading” of Don Quijote as a pioneer text in terms of attributing a central role to a fictional translator. The third month is devoted to international films and short stories—largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of “transfictions” (i.e., fictions about translators) since the ‘90s. Taught in English. (L) Credits: 4
Reyes Lázaro
Normally offered in alternate years

SPN 200 Intermediate Spanish
The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about 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. Enrollment limited to 18 per section. {F} Credits: 4
Melissa M. Belmonte, Molly Falsetti-Yu
Normally offered both fall and spring semesters

SPN 205 Cities
This course invites you on an exciting journey to explore major Lusophone and Spanish-speaking cities in Africa, Asia, Europe, and Latin America as centers for innovation, creativity, and cultural influence. Together, we will navigate the boulevards and back alleys of some of the world’s most exquisite cities, including, among others, São Paulo, Rio de Janeiro, Lisbon, Mexico City, Casablanca, Tel Aviv, Bilbao, Buenos Aires, and Madrid. Taught in English. Enrollment limit of 100. Graded S/U only. {L} Credits: 2
Ibtissam Bouachrine
Normally offered each fall

SPN 220 Contemporary Cultures 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 these issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narrations (film), short stories, poems, plays and essays. Enrollment limited to 18 per section. Prerequisite: SPN 200 or the equivalent. {F} Credits: 4
Silvia Berger, Adrian A. Gras-Velazquez
Normally offered both fall and spring semesters
SPN 230 Latin American and Peninsular Culture and Society
Topics course. May be repeated once with a different topic.
Normally offered each academic year.

Climate Voices
Climate change is a planetary crisis, yet its impacts and the responses to it vary both geographically and culturally. This course examines climate change and cultural-ecological narratives produced in Spanish-speaking regions of the world, with particular interest in alternative, non-mainstream media. These include community radio broadcasts and theater, participatory video, photography, graphic novels, and transmedia texts that uplift minority voices. In this course students work independently and collaboratively to explore who creates these narratives, and why, where and how they do so. As a final project, students will create their own climate change narratives using the texts studied as examples of alternative ways of communicating knowledge. (F) (L) Credits: 4

Members of the department
Expected to be offered in the next 3 years

Families in Spanish Cinema: Concepts, Theories and Representations
This is an introductory course in Spanish cinema with a focus on the representation of the family. The objective is to understand how the concept of the family operates in society, and how cinema reflects and shapes the cultural, political, economic, and social understanding of what constitutes family. Studying films from different periods, the course will offer an overview of, amongst others, the role of women and the family in Francoist Spain, new LGBTQ families, immigration and Spain’s plurinational identities, and the deconstruction of the family-state in contemporary Spanish film. It will also offer an introduction to Spain’s film industry. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. (E) (F) (L) Credits: 4

Members of the department
Expected to be offered in the next 3 years

Tales and Images of Travel and Migration in Latin America
This class investigates questions of contact between peoples, in contemporary Latin American texts and films. Students will analyze how experiences of travel and migration appear in Latin American culture, configuring identities and negotiating conflicts raised by the transit of people, objects and ideas in the region. Assignments include texts written since the late 20th century, and films from several countries, representing internal and transnational journeys. Some theoretical writings on the cultural meanings of travel are also included. Meets the writing requirement for the major. Prerequisite: SPN 220 or above. Enrollment limited to 19. (F) (L) Credits: 4

Members of the department
Expected to be offered in the next 3 years

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 examine the consequences of political exile as a journey to the unknown (Jiménez, Cemnuda, Cortázar, Neruda, Alberto) as well as the voluntary exile of the artist in search of a new aesthetic identity (Dario, Lorca, Vallejo). Special attention is given to the problems of subjectivity, gender and sexuality in the works of four women poets: Agustini, Storni, Parra and Pizarnik. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. (E) (F) (L) Credits: 4

Members of the department
Expected to be offered in the next 3 years

Creative Writing by and With Spanish Women Writers
This is a hinge course between beginning-intermediate and advanced-intermediate courses. Students read and practice creative writing (essays and pieces of fiction) with the aid of fictional and biographical pieces written by Spanish women from the 12th century to our day. Its goal is to develop introspective writing, students’ competence and self-confidence in the analysis of short and longer fiction in Spanish, knowledge of the history of women’s writing in Spain, and acquisition of linguistic and cultural literacy in Spanish through playful fiction writing. Fulfills the writing requirement for the major. Enrollment limited to 15. (E) (F) (L) Credits: 4

Members of the department
Expected to be offered in the next 3 years

Putting It All Together Advanced Spanish Through Literature, Films and the Arts
This course will focus on the practical skills necessary to master the more difficult features of Spanish grammar and syntax in order to produce a variety of text types. It will provide instruction in academic writing with special attention to expository and argumentative prose. We will approach these goals through the practice of contrast analysis and translation. Materials include autobiographies, films, essays, and art among others. Fulfills the writing requirement for the major. Prerequisites: SPN 220 or above. (F) (L) Credits: 4

Members of the department
 Normally offered each academic year

Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv
This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalus and Maghribi texts. Students are invited to think critically about concepts such as “tolerance,” “convivencia,” and “dhimma,” as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. (F) (L) Credits: 4

Members of the department
Expected to be offered in the next 3 years

SPN 240 From Page to Stage
Topics course. May be repeated once with a different topic.
Normally offered each academic year.

Mujeres de Artes Tomar
In March of 2012, an initiative known as Women at Arms was launched in Buenos Aires. With a name based on the well-known phrase “men at arms,” it aims to use artistic innovation to initiate a debate over issues too often subject to an unbalanced approach. Mujeres de Artes Tomar dramatizes ideas related to gender, focuses on women as creators, and explores art as an instrument of social transformation. The course will move thematically. Dramatic, musical, visual, and poetic texts will be staged, each with a distinct focus and drawn from various disciplines. Meets the writing requirements for the Spanish Major. No previous acting experience needed. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. (A) (F) (L) Credits: 4

Members of the department

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 Study Abroad in Spain. Fulfills the writing requirement for the major. Prerequisite: SPN 220 or equivalent, or permission of the instructor. Enrollment limited to 19. (F) Credits: 4

Ibtissam Bouachrine
Normally offered each spring
**SPN 245 Latin American and Peninsular Studies**
Topics course. May be repeated with a different topic. Normally offered each fall.

**Lorca: Hidden and Revealed**
“Theater,” in the words of Federico García Lorca, “is poetry that steps off the written page to become human.” All of Lorca’s dramatic work is a poetic construction, whose poetry comes to life thanks to its inherent dramatic tension. Yet how are we to lift this poetry from the book and make it human on stage? Beginning with his time in Madrid, at the Residencia de Estudiantes, we analyze the philosophical, political and aesthetic contexts that shaped Lorca’s personality as a creator. Lorca the folklorist, the visual artist, the stage director and the socially engaged writer. His stay in New York in 1929 is documented by a close reading of the two fundamental texts he wrote at this time, *El Público* and *Poeta en Nueva York*. Performance strategies are used during the course to enhance foreign language skills. Prerequisites: SPN 220 or equivalent. Enrollment limited to 19. No previous acting experience required. (F) Credits: 4

Members of the department

Expected to be offered in the next 3 years

**SOAP: Spanish History Through Telenovelas**
The protagonists of the cult “hist-fi” Spanish television series “El Ministerio del Tiempo” (2015–2018) travel through the Spanish past to make sure it does not change. We travel with them to learn Spanish language and society through the ages, and how and why History is presently told that way. It fulfills the History requirement for the Spanish Major. Enrollment limited to 15. (F) Credits: 4

Members of the department

Normally offered in alternate years

**SPN 246 Latin American Literature and Culture**
Topics course. May be repeated with a different topic. Normally offered each academic year.

**Reinterpreting Magical Realism**
Magical realism has been studied as a way of representing reality that is particularly suited to Latin America. This class will explore the origins of this idea, in terms of how the representative strategies associated with magical realism developed historically to approach the conflicted realities of Latin America. Students will read literary works associated with magical realism, including *One Hundred Years of Solitude*, by Gabriel García Márquez, as well as theoretical texts from authors who have reflected on the meaning of this concept. They will also learn about how more recent Latin American authors engage critically with magical realism. Fulfills the writing requirement for the major. Prerequisite: SPN 220 or equivalent. (F) [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

**Through the Jewish Lens: A Latin American Story**
This course will examine representations of the Jewish-Latin American experience through the study of 20th- and 21st-century texts and films. It will explore how recent authors and filmmakers present issues concerning this minority group’s identity and belonging. Special attention will be given to images of Jews and Jewish history as expressions of current social and political concerns. Texts will be in Spanish and in Spanish translations from Portuguese. Movies, in both languages, will be shown with subtitles. Fulfills the writing requirement for the major. Prerequisites: SPN 220 or above. (F) [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

**SPN 250 Iberian Cultural History**
Topics course. May be repeated with a different topic. Normally offered both fall and spring semesters.

**Sex and the Medieval City**
This course examines the medieval understanding of sex and the woman’s body within an urban context. We read medieval texts on love, medicine and women’s sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women’s bodies and defined their health and illness. We also address women’s role as practitioners of medicine, and how such a role was affected by the gradual emergence of “modern” medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. (F) [H] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

**SPN 260 Latin American Cultural History**
Topics course. May be repeated with a different topic. Normally offered both fall and spring semesters.

**Latin American Post-Modernity on Page and Screen**
A perspective on Latin American literature and film as an expression of the cultural development of the continent within the framework of its political and social context during the 20th and 21st Centuries. This is a study of genres (poetry, fiction and non-fiction writings, and films) with special attention to the evolution of the form. The survey will constitute an introduction to such topics as modernization versus tradition, hybridization, and post-colonial self-examination. Pre-requisite: SPN 220 or above. Enrollment limited to 19. (F) [H] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

**Becoming Latin America: Modernization and Resistance**
This course looks at the ways in which Latin American authors confronted, appropriated and also resisted the paradigms of Modernity, from the post-Independence period to the mid 20th century. Through the study of primary sources and some recent re-interpretations of historical events, the class reflects on how Latin American culture was shaped by the legacy of colonialism and the persistent struggle to leave it behind. Special attention is paid to the clashing interactions between the indigenous populations, creole elites in a conflicted dialogue with the cultures of Europe and North America, and Africans brought to the continent as slaves. Class discussions will center on how cultural practices were traversed by notions of race, gender and social class, as well as by the larger geopolitical world context. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. (F) [H] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

**SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition**
Same as ITL/ POR/ FRN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 16. (E) [F] [S] Credits: 4

Simone M. Gugliotta

Normally offered each academic year
emotions. Both inspire reflections on identity, memory, and the future. Focusing on films from Argentina, Chile, Colombia, and Peru, we will consider them in reference to their context of production. Enrollment limited to 14. (F) (L) Credits: 4 Members of the department
Expected to be offered in the next 3 years

SPN 375 ARTivism: Staging Political Memories
This course has two principal aims: to develop public speaking and to enhance deeper understanding of repression, censorship and other forms of violence as they have made themselves felt in societies subject to dictatorship within the Spanish-speaking world. The objective is to give voice to that which has been silenced. Through multiple artistic means, visual and performing arts, including theater and music, we will reenact a past whose struggles remain unresolved, in order better to explain a conflicted present in today’s Spain and Latin America. For appropriate context, we will borrow from political science, history, sociology, and cultural geography. No previous acting experience needed. Enrollment limited to 12. (A) (F) (L) Credits: 4
Maria Estela Harretche
Expected to be offered in the next 3 years

SPN 400 Special Studies in Spanish and Spanish American Literature
By permission of the department. Normally for senior majors. Credits: 1–4 Members of the department
Normally offered both fall and spring semesters

Cross-Listed Courses

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature
Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first-year students. WI (L) Credits: 4 Members of the department
Expected to be offered in the next 3 years

LAS 150 Introduction to Latin American Studies
LAS 150 is a multidisciplinary, thematically organized introduction to the cultures and societies of Latin America and serves as a primary gateway to the Latin American Studies major. This course surveys a variety of topics in culture, geography, politics, history, literature, language, and the arts through readings, films, discussions and guest lectures. The course is required for all majors in Latin American Studies. [A] [H] [S] Credits: 4
Members of the department
Normally offered each academic year

LAS 201 Colloquium in Latin American and Latino/a Studies
Topics course.

Environmental Legacies and Ecological Futures of Latin America
Latin America is often signaled as both a region of biological diversity and a space of daunting environmental degradation. This course explores the ecological and environmental relationships between nature and society in Latin America from pre-conquest to contemporary times. The overarching goal of the class is
to examine socioenvironmental issues, integrating knowledge from the sciences and the humanities while giving students a chance to reflect on their disciplinary assumptions about critical issues such as ecological crises, the human perils of extractive industrial activities, environmental determinism, activism and environmental justice. Credits: 4

Members of the department

Normally offered each academic year

LAS 301 Seminar: Topics in Latin American and Latino/a Studies

Topics course.

Contesting Space: Art, Ecology and Activism

A Calderwood Seminar in Public Writing

What do artists have to say to activists and scientists? What makes activist and art effective, or even activist science? Focusing on case studies drawn from the 1960s-present from Latin America and Latinx geographies, this seminar explores—and challenges—these questions and the disciplinary boundaries they presume. Our work centers upon writing for readers outside academia (its own kind of activism), and the intersections—both successful and failed—of art, ecology, and activism. Open to juniors and seniors of any major who wish to write about issues with expansive ethical implication for a wide public. Permission of instructor required. Credits: 4

Members of the department

Normally offered each academic year

WLT 178 Naughty Fictional Translators

Same as SPN 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) “slow reading” of Don Quijote as a pioneer text in terms of attributing a central creative role to a fictional translator. The third month is devoted to international films and short-stories (largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of “transfictions” i.e. — fictions about translators — since the 90’s). (L) Credits: 4

Reyes Lázaro

Expected to be offered in the next 3 years
Statistical and Data Sciences

Professor
Katherine Taylor Halvorsen, D.Sc., Mathematics and Statistics

Assistant Professor
Benjamin S. Baumer, Ph.D.
R. Jordan Crouser, Ph.D., Computer Science *1
Randi Garcia, Ph.D., M.S. **1
Albert Kim, Ph.D. *2
Katherine Kinnaird, Ph.D., Ph.D., Computer Science
Miles Q. Ott, Ph.D. *2

Research Associate
Nicholas J. Horton, D.Sc.

Members of the Program Committee
Peter A. de Villiers, Ph.D., Psychology (Director 2019–20)
Glenn William Ellis, Ph.D., Engineering
Howard Jonah Gold, Ph.D., Government
Joseph O’Rourke, Ph.D., Computer Science, †2
Philip K. Peake, Ph.D., Psychology
Charles P. Staelin, Ph.D., Economics †1

Members of the Advisory Committee
Shannon Audley, Ph.D., Education and Child Study †2
Patricia DiBartolo, Ph.D., Psychology †2
Joanne Corbin, School for Social Work
Robert Dorit, Ph.D., Biological Sciences
Simon Halliday, Ph.D., Economics
Catherine McCune, Ph.D., Director of Spinelli Center for Quantitative Learning
L. David Smith, Ph.D., Biological Sciences
Vis Taraz, Ph.D., Economics
Nancy E. Whittier, Ph.D., Sociology **1
Tina Wildhagen, Ph.D., Sociology †2

The Major
The major in Statistical and Data Sciences consists of 10 courses, including depth in both statistics and computer science, an integrating course in data science, a course that emphasizes communication, and an application domain of expertise. All but the application domain course must be graded; the application course can be taken S/U.

Advisors
Benjamin Baumer, R. Jordan Crouser, Randi Garcia, Katherine Halvorsen, Albert Kim, Katherine Kinnaird, and Miles Ott

Requirements
See the note on course substitutions following the description of the major.

Foundations and Core (5 courses): The following required courses build foundational skills in mathematics, statistics, and computer science that are necessary for learning from modern data.
• MTH 211: Linear Algebra
• MTH/SDS 220 or SDS 201: Introductory Statistics
• MTH/SDS 291: Multiple Regression

Programming Depth (1 course): One additional course that deepens exposure to programming.
• CSC 212: Data structures
• CSC 220: Advanced Programming Techniques
• SDS 235: Visual Analytics—must take programming intensive track
• SDS 293: Machine Learning
• CSC/SDS 352: Parallel & Distributed Computing

Statistics Depth (1 course): One additional course that provides exposure to additional statistical models
• MTH/SDS 290: Research Design and Analysis
• MTH/SDS 320: Mathematical Statistics
• SDS 293: Machine Learning
• SDS 390: Topics in SDS

Communication (1 course): One course that focuses on the ability to communicate in written, graphical, and/or oral forms in the context of data.
• SDS 136: Communicating with Data
• SDS 235: Visual Analytics
• SDS 236: Data Journalism

Application Domain (1 course): Every student is required to take a course that allows them to conduct a substantial data analysis project evaluated by an expert in a specific domain of application. The requirement is normally satisfied by one of the following options:
• SDS 300: Applications of Statistics and Data Science
• A research seminar (normally 300-level) or special studies of at least two credits. Normally, the domain would be outside of mathematics, statistics, and computer science.
• A departmental honors thesis in another major (normally not including MTH or CSC). A student and their advisor should identify potential application domains of interest as early as possible, since many suitable courses will have prerequisites. Normally, this should happen during the 4th semester or at the time of major declaration, whichever comes first. The determination of whether a course satisfies the requirement will be made by the student’s major advisor.

Capstone (1 course): Every student is required to complete a capstone experience, which exposes them to real-world data analysis challenges.
• SDS 410: Capstone

Electives: (as needed to fill up 10 courses): Provided that the requirements listed above are met, any of the courses listed above may be counted as electives to reach the 10 course requirement. Five College courses in statistics and computer science may be taken as electives. Additionally, the following courses may be counted toward completion of the major.
• MTH/SDS 246: Probability
• CSC 252: Algorithms
• CSC 290: Artificial Intelligence
• CSC 390: Seminar on Artificial Intelligence
Note on course substitutions: CSC 111 may be replaced by a 4 or 5 on the AP computer science exam. MTH/SDS 220 may be replaced by a 4 or 5 on the AP statistics exam. Replacement by AP courses does not diminish the total number of courses required for either the major or the minor. MTH 211 may be replaced by petition in exceptional circumstances. Any one of ECO 220, GOV 203, PSY 201, or SOC 201 may directly substitute for MTH/SDS 220 without the need to take another course, in both the major and minor. Note that MTH/SDS 220 and ECO 220 require Calculus. Students should be aware that substituting for MTH/SDS 220 could leave them without R-programming experience, which is needed in subsequent courses, such as SDS 290 & 291. Five-College equivalents may substitute with permission of the program. MTH/SDS 107 and EDC 206 are important courses but do not count for the major or the minor.

The Minor in Statistical and Data Sciences

1. The minor in Statistical & Data Sciences consists of six courses, with the following requirements: four of the five foundational and core courses required for the major, not including MTH 211
2. Any course satisfying the programming depth requirement for the major
3. Any course satisfying the communication requirement for the major
4. Should these three requirements be fulfilled by fewer than six courses, any of the courses in SDS or CSC that count towards the major may be counted towards the minor. Ordinarily, no more than one course graded S/U will be counted toward the minor.

The Minor in Applied Statistics

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. Among the courses used to satisfy the student’s major requirement, a maximum of two courses can count towards the minor. Ordinarily, no more than one course graded S/U will be counted towards the minor.

Students who have taken AP Statistics in high school and received a 4 or 5 on the AP Statistics Examination or who have had other equivalent preparation in statistics will not be required to repeat the introductory statistics course, but they will be expected to complete five 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 or equivalent preparation will receive exemption from this requirement.)

SDS 201 Statistical Methods for Undergraduates
Credits: 5

SDS 220 Introduction to Probability and Statistics
Credits: 5

PSY 201 Statistical Methods for Undergraduate Research
Credits: 5

ECO 220 Introduction to Statistics and Econometrics
Credits: 5

SOC 201 Statistics for Sociology
Credits: 5

GOV 190 Empirical Methods in Political Science
Credits: 5

The student must also take both of the following courses:

SDS 290 Research Design and Analysis
Credits: 4

SDS 291 Multiple Regression
Credits: 4

The student must choose two (or more) application courses. Courses not on the following list must be approved by the student’s SDS adviser if they are to count toward the minor.

Students planning to minor in applied statistics should consult with their advisors when selecting applications courses. Some honors theses and special studies courses may apply if these courses focus on statistical applications in a field.

BIO 232 Evolution

BIO 234 Genetic Analysis

BIO 334 Bioinformatics and Comparative Molecular Biology

BIO 235 Genes and Genomes Lab

BIO 266 Principles of Ecology

BIO 267 Principles of Ecology Lab

ECO 240 Econometrics

ECO 311 Seminar: Topics in Economic Development

ECO 101 Seminar: The Economics of Higher Education

ECO 362 Seminar: Population Economics

ECO 365 Seminar: Inequality

ECO 366 Seminar: International Financial Markets

EGR 389 Techniques for Modeling Engineering Processes

GOV 312 Seminar in American Government

PSY 301 Research Design and Analysis

PSY 319 Research Seminar in Adult Cognition

PSY 358 Research Seminar in Clinical Psychology

PSY 369 Research Seminar on Categorization and Intergroup Behavior

PSY 373 Research Seminar in Personality

SDS 246 Probability

SOC 202 Quantitative Research Methods

SDS 107 Statistical Thinking

Same as MTH 107. 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 design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. (M) Credits: 4

Members of the department

Normally offered each academic year

SDS 109 Communicating with Data

Same as CSC 109. The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in...
decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you’re an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data.

**SDS 192 Introduction to Data Science**

An introduction to data science using Python, R and SQL. Students learn how to scrape, process and clean data from the web; manipulate data in a variety of formats; contextualize variation in data; construct point and interval estimates using resampling techniques; visualize multidimensional data; design accurate, clear and appropriate data graphics; create data maps and perform basic spatial analysis; and query large relational databases. No prerequisites, but a willingness to write code is necessary. Enrollment limit of 30. (E) [M] Credits: 4

*Katherine M. Kinnaird*

Normally offered both fall and spring semesters

**SDS 201 Statistical Methods for Undergraduates**

(Formerly MTH/PSY 201 and MTH/PSY 190). An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basic requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basic requirement. Normally, students receive credit for only one of the following introductory statistics courses: MTH 201, PSY 201, ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201. [M] Credits: 5

*Members of the department*

Normally offered each academic year

**SDS 220 Introduction to Probability and Statistics**

Same as MTH 220. (Formerly MTH 245). An application-oriented introduction to modern statistical inference: study design, descriptive statistics; random variables; probability and sampling distributions; point and interval estimates; hypothesis tests; resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 220 satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally, students receive credit for only one of the following introductory statistics courses: MTH 201, PSY 201, ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. [M] Credits: 5

*Albert Y. Kim, Miles Q. Ott*

Normally offered both fall and spring semesters

**SDS 235 Visual Analytics**

Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take SDS 235 as a programming intensive course (prerequisite: CSC 212). In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau and Plotly. Prerequisite: CSC 111 or permission of instructor. (E) [M] Credits: 4

*Members of the department*

Expected to be offered in the next 3 years

**SDS 236 Data Journalism**

Data journalism is the practice of telling stories with data. This course will focus on journalistic practices, interviewing data as a source, and interpreting results in context. We will discuss the importance of audience in a journalistic context, and will focus on statistical ideas of variation and bias. The course will include hands-on work with data, using appropriate computational tools such as R, Python, and data APIs. In addition, we will explore the use of visualization and storytelling tools such as Tableau, plot.ly, and D3. No prior experience with programming or journalism is required. Prerequisites: An introductory statistics course (including MTH 220, SDS 220, SOC 201, GOV 203, ECO 220, SOC 201, PSY 201). Enrollment limit of 20. (E) WI [M] Credits: 4

*Members of the department*

Expected to be offered in the next 3 years

**SDS 246 Probability**

Same as MTH 246. 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] Credits: 4

*Katherine Taylor Halvorsen*

Normally offered each fall

**SDS 290 Research Design and Analysis**

Same as MTH 290. Note: This course is no longer considered the same as PSY 301, starting in the 2014–15 academic year. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that 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 is used for data analysis. Prerequisites: One of the following: PSY 201/MTH 201, GOV 190, ECO 220, MTH 219, MTH 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 35. (M) Credits: 4

*Katherine Taylor Halvorsen*

Normally offered each academic year

**SDS 291 Multiple Regression**

Same as MTH 291. Formerly MTH 247. 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 201/PSY 201, GOV 190, MTH 219, MTH 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 30. (M) [N] Credits: 4

*Benjamin D. Capistrant, Albert Y. Kim*

Normally offered both fall and spring semesters
SDS 293 Machine Learning
In the era of “big data,” statistical models are becoming increasingly sophisticated. This course begins with linear regression models and introduces students to a variety of techniques for learning from data, as well as principled methods for assessing and comparing models. Topics include bias-variance trade-off, resampling and cross-validation, linear model selection and regularization, classification and regression trees, bagging, boosting, random forests, support vector machines, generalized additive models, principal component analysis, unsupervised learning and k-means clustering. Emphasis is placed on statistical computing in a high-level language (e.g. R or Python).

| Credits: 4 |

Albert Y. Kim
Normally offered each academic year

SDS 320 Mathematical Statistics
Same as MTH 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or permission of the instructor.

| Credits: 4 |

Katherine Taylor Halvorsen
Normally offered in alternate years

SDS 364 Research Seminar in Intergroup Relationships
Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions, and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis, and scientific writing will be developed.

| Credits: 4 |

Randi Garcia
Normally offered in alternate years

SDS 390 Topics in Statistical and Data Sciences
Topics in statistics and data science. Statistical methods for analyzing data must be chosen appropriately based on the type and structure of the data being analyzed. The particular methods and types of data studied this in this course vary, but topics may include: categorical data analysis, time series analysis, survival analysis, structural equation modeling, survey methodology, Bayesian methods, resampling methods, spatial statistics, missing data methods, advanced linear models, statistical/machine learning, network science, relational databases, web scraping and text mining. This course may be repeated for credit with different topics. Prerequisites: MTH/SDS 290 or MTH/SDS 291 or MTH/SDS 292.

| Credits: 4 |

Katherine Taylor Halvorsen
Normally offered each academic year

SDS 400 Special Studies
Admission by permission of the program, normally for juniors and seniors.

| Credits: 1–4 |

Members of the department
Normally offered each academic year

SDS 410 Capstone in Statistical and Data Sciences
This one-semester course leverages students’ previous coursework to address a real-world data analysis problem. Students collaborate in teams on projects sponsored by academia, government, and/or industry. Professional skills developed include: ethics, project management, collaborative software development, documentation, and consulting. Regular team meetings, weekly progress reports, interim and final reports, and multiple presentations are required. Open only to majors. Prerequisites: SDS 192, SDS 291 and CSC 111.

| Credits: 4 |

Members of the department
Normally offered both fall and spring semesters

SDS 430D Honors Thesis
Credits: 4

Members of the department
Normally offered each academic year
The Major

Advisers: Members of the department

Adviser for Study Abroad: TBA

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.

Requirements for a general theatre major:
1. Twelve semester courses, at least two of which must be at a 300-level, including 198 and 199 Theatre History and Culture
2. Three courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 312 (depending on course content), 313, 316, 319
3. 141 Acting I
4. Two of the following: 252 Set Design I, 253 Introduction to Lighting Design, 254 Costume Design
5. One of the following: 352 Set Design II, 353 Advanced Studies of Lighting Design, 354 Costume Design II, 318 Movements in Design, 360 Production Design for Film
6. 344 Directing I or 261 Writing for Theatre
7. Four credits of 200 Theatre Production (these count as a single semester course)
8. One additional course from Division A, B, or C

Requirements for a theatre major with an emphasis on design:
1. Twelve semester courses, at least two of which must be at the 300-level, including 198 and 199 Theatre History and Culture
2. Three courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 312 (depending on course content), 313, 316, 319
3. 141 Acting I
4. Three of any of the following playwriting and screenwriting: 261, 262, 361, 362 or the equivalent
5. 100 The Art of Theatre Design, or 252 Set Design or 253 Introduction to Lighting Design or 254 Costume Design I
6. 344 Directing I
7. 4 credits of 200 Theatre Production (these count as a single semester course)
8. One additional course from Division A, B, or C

Requirements for a theatre major with an emphasis on directing:
1. Twelve semester courses, at least two of which must be at the 300-level, including 198 and 199 Theatre History and Culture
2. Two courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 312 (depending on course content), 313, 316, 319
3. 141 Acting I
4. One additional acting course from 242 Acting II and 312 Masters and Movements in Performance
5. 100 The Art of Theatre Design
6. 261 Writing for Theatre
7. 344 Directing I and 345 Directing II
8. Four credits of 200 Theatre Production (these count as a single semester course)
9. One additional course from Division A, B, or C

Courses cross-listed under the theatre department may be considered for fulfillment towards these major requirements at the discretion of the department.

All majors are encouraged to include in their programs, as component courses counted outside of the theatre major courses in art and music in their programs as well as dramatic literature in any of the other language departments.

Students may count up to 16 credits from programs outside the Five Colleges towards the major. On a case-by-case basis, the department will accept courses from other programs towards specific course requirements. The judgment of the major advisers will prevail, without need for full theatre faculty deliberation.
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 the following different divisions plus one 4-credit course of the student’s choice (including, as an option, 4 credits of 200 Theatre Production):

a. History, Literature, Criticism;
b. Acting, Directing or Playwriting; and
c. Design: 100, 252, 253, 254.

Honors

Director: Leonard Berkman

THE 430D Honors Project
Credits: 8

THE 431 Honors Project
Credits: 8

THE 432D Honors Project
Credits: 12

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

Graduate

Director: Leonard Berkman

Master of Fine Arts in playwriting: Please refer to the Graduate and Special Programs section of the print catalog.

THE 512 Advanced Studies in Acting, Speech and Movement
Credits: 4
Members of the department
Expected to be offered in the next 3 years

THE 513 Advanced Studies in Design
Credits: 4
Members of the department
Normally offered both fall and spring semesters

THE 515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting
Credits: 4
Members of the department
Expected to be offered in the next 3 years

THE 580 Special Studies
Credits: 4
Members of the department
Normally offered each academic year

THE 590 Research and Thesis Production Project
Credits: 4
Members of the department
Normally offered each academic year

THE 590D Research and Thesis Production Project
This is a full-year course: Credits: 4
Members of the department
Normally offered each academic year

THE 100 The Art of Theatre Design
The course is designed to explore the nature of design, in theatre and the visual arts. Students 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 involves 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. (A) Credits: 4
Edward M. Check
Normally offered each academic year

THE 198 Theatre History and Culture: Ancient Greece to English Restoration
This course surveys the history of theatre, drama and performance from Ancient Greece to the 18th century. The main focus is on the theatres of Europe and their relationship to their respective cultures. Non-Western issues in regards to Asian theatres are also discussed. Lectures and discussions are complemented by video screenings of recent productions of some of the plays under consideration.
[A] [H] [L] Credits: 4
Kyriaki Gounaridou
Normally offered each fall

THE 199 Theatre History and Culture: 18th Century to the Present
This course surveys the history of theatre, drama and performance from the 18th century to the present. The main focus is on the theatres of Europe and the United States and their relationship to their respective cultures. Non-Western issues in regards to African, Australian and South American theaters is also discussed. Lectures and discussions are complemented by video screenings of recent productions of some of the plays under consideration. [A] [H] [L] Credits: 4
Kyriaki Gounaridou
Normally offered each spring

A. History, Literature, Criticism

THE 208 American Musical Comedy: From Gershwin to Sondheim
The course examines the roots of the American musical as a seminal theatrical form, with its own distinctive venues and styles; we pay particular attention to the socio-cultural factors that made the American musical stage a locus for identity-formation. The history of the American musical is deeply intertwined with the assimilationist project, particularly among Jewish-Americans, who were highly instrumental in its development. The economics of theatrical production in the early 20th century, along with the rise of a burgeoning middle class with time for leisure (a new phenomenon), gave rise to a “popular” form of musical theatre—the musical comedy—that was instrumental in creating what became “show business.” [A] [H] [L] Credits: 4
Ellen Wendy Kaplan
Normally offered in alternate years

THE 213 American Theatre and Drama
This course discusses issues relevant to the theatre history and practices, as well as dramatic literature, theories and criticism of 18th-, 19th- and 20th-century United States of America, including African American, Native American, Hispanic American, Asian American, and gay and feminist theatre and performance. Lectures, discussions and presentations are complemented by video screenings of recent productions of some of the plays under discussion. [A] [H] [L] Credits: 4
Kyriaki Gounaridou
Normally offered each spring
THE 217 Modern European Drama 1870s–1930s
The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. A leap from Büchner to Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky onwards to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleiszer, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances. 

Members of the department

Normally offered in alternate years

THE 218 Modern European Drama 1930s–present
Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied may include later Brecht, Camus, Sartr, Anouilh, Gombrowicz, Carr, Kirkwood, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Schimmelpfennig, Page, Mrozek, Loher and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances.

[A] {H} {L} Credits: 4

Members of the department

Normally offered in alternate years

THE 221 Rehearsing the Impossible: Black Women Playwrights
Interrupting the Master Narrative
Building on the legacy of Alice Childress, Lorraine Hansberry, Adrienne Kennedy and Ntozake Shange, this course explores the work of Pearl Cleage, Lynne Nottage, Suzan Lori Parks, Anne D. Smith and other playwrights who from the 1950s to the present go about reinventing the narrative of America. We consider their theatrical/artistic production in the context of black feminism. As artists, audiences and critics grapple with the enduring legacy of minstrel storytelling in the late 20th and early 21st centuries, what were/are the particular artistic and intellectual challenges for these theatre artists? What are/were their strategies, missteps, triumphs? 

[A] {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 241 Staging the Jew
Intensive study of selected plays and film from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Particular focus is given to texts by Jewish authors, and their treatment of issues of authenticity and identity. We draw on texts which challenge or interrogate prevailing intragroup definitions, as well as those which offer positive and subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Orlandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hansberry, Craig Lucas and Doug Wright, as well as films such as The Curious Case of Benjamin Button; Pan’s Labyrinth; Children of Men; Crouching Tiger, Hidden Dragon; X-Men; Contact and Brother From Another Planet. Enrollment limited to 18. 

[A] {L} Credits: 4

Andrea D. Hairston

Normally offered each fall

THE 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 are Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingsworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock.

[A] {L} Credits: 4

Leonard Berkman

Normally offered in alternate years

THE 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 playground 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 investigates the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Orlandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hansberry, Craig Lucas and Doug Wright, as well as films such as The Curious Case of Benjamin Button; Pan’s Labyrinth; Children of Men; Crouching Tiger, Hidden Dragon; X-Men; Contact and Brother From Another Planet. Enrollment limited to 18.

[A] {L} Credits: 4

Andrea D. Hairston

Normally offered each fall

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 does not assure course admittance.

THE 141 Acting I: Fundamentals of Acting
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. 

[Tara M. Franklin, Daniel Elihu Kramer

Normally offered both fall and spring semesters
THE 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} Credits: 4
Norma Lisbeth Noel
Normally offered each fall

THE 154 “Reading” Dress: Archival Study of Clothing
This course is an introduction to a methodology for the study of dress as material culture, examining physical structures, terminology, technology of clothing production, as well as some of the historical, social and cultural variables shaping- and shaped by- clothing. It is a hand-on class using garments from the Smith Historic Clothing Collection. Students work in small teams to study several similar garments, identifying common features as well as distinctions that may reflect different classes, aesthetic choices and industrial influences. Graded S/U only. Enrollment limit of 24 students. {E} {H} Credits: 2
Catherine H. Smith
Normally offered each fall

THE 200 Theatre Production
This is a laboratory course which gives one credit for participation in a Theatre Department production. Most positions are designed for people with no previous experience. Offerings within the course cover all areas of theatre production, on stage and off, including positions as stage crew, light and sound board operators, dressers, stage managers, design assistants, box office assistants, props charges, electricians, or actors. May be taken four times for credit, with a maximum of two credits per semester. There is one general meeting at 4:10 PM on the first Monday of classes each semester in the Mendenhall Center for the Performing Arts Green Room. Attendance is mandatory. Attendance at weekly production meetings may be required for some assignments. Grading for this course is satisfactory/unsatisfactory. Credits: 1
Nicole Cadby Beck
Normally offered both fall and spring semesters

THE 201 Theatre Production
Same description as above. There is one general meeting 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. Credits: 1
Nicole Cadby Beck
Normally offered both fall and spring semesters

THE 242 Acting II
Acting II offers intensive focus on different, specific topics pertaining to acting training. This course can be repeated for credit up to three times provided the content is different. Prerequisites: Acting I (THE 141) or its equivalent.
Verse Acting: Shakespeare and Calderon
This is a seminar course in performance, focusing on poetic expression and heightened language in the works of Shakespeare, Lope de Vega and Pedro Calderon de la Barca. We will research, analyze, and compare selected works with particular attention to top unifying themes, rhetorical strategies, and historical perspectives, attempting to understand the requisites of performance. The class has a studio component designed to develop skills in textual analysis, physical and vocal expressiveness and theatrical imagination. Students complete two performance projects, a research paper, and present an oral report. Enrollment limited to 12. {A} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Physical Theatre
This course explores the actors use of physical means to investigate and create theatre, including experiential research and practice in a range of approaches to rehearsal and performance, including Viewpoints and Composition. Additionally, we will explore the demands and expressive potentials of physically distinct styles of performance. Prerequisites: one semester of acting or one semester of dance or permission of instructor. Enrollment limited to 16. {A} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Acting and Directing Actors for the Camera
What is the particular nature of acting for the camera? This course examines film and television production, and develops an acting approach suited for work in film and television. Students act on camera and examine the results of their work. We work with particular emphasis on the building of a performance through the process of the shoot. A limited number of students can, with instructor approval, take the course with an emphasis on directing for the camera. Prerequisite: THE 141 or FLS 280 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Acting Comedy
Explores the “world” of the play, physical comedy, characterization, status, choice work, physical comedy and other elements of script analysis in a variety of forms from comedy of manners to farce, Shakespeare, Moliere, Restoration through 19th-century British comedy, and contemporary and cross-cultural comic plays. {A} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Acting Bertolt Brecht
Acting seminar explores one of the giants of 20th century theatre, the seminal theatre artist and political activist Bertolt Brecht. We study Brecht in an historical, biographical and cultural context; Brecht’s Marxist orientation; his work in pre-war Germany; his life as an exile in Europe and the US; his persecution under McCarthyism and the investigation into his activities by HUAC (House Un-American Activities Committee); and his theatre in Eastern Germany. Brecht’s influences on contemporary theatre are incalculable; his “epic” theatre combined political analysis with vaudeville, song, buffoonery and brilliant dramaticity to create a new form of theatre. In this class, fundamental acting work combines with focus on the texts, including development of the actor’s score, choice work, and style. {A} Credits: 4
Members of the department
Expected to be offered in the next 3 years

THE 252 Set Design I
The course develops overall design skills for designing sets for the theatre. After reading assigned plays, students learn 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 learn to develop their ideas. This course also emphasizes the importance of collaborating with every member of the creative team. Enrollment limited to 12. {A} Credits: 4
Edward M. Check
Normally offered each academic year

THE 253 Introduction to Lighting Design
This course introduces students to the theory and practice of stage lighting design. Over the semester, we 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 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 also become familiar with the mechanical aspects of lighting, instrumentation, control systems and safe electrical practice. Enrollment limited to 12. [A] Credits: 4

Nan Zhang

Normally offered each spring

THE 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] Credits: 4

Catherine H. Smith

Normally offered both fall and spring semesters

THE 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 are considered for staging. L and P with writing sample required, best submitted weeks prior to registration. [A] Credits: 4

Leonard Berkman, Andrea D. Hairston

Normally offered both fall and spring semesters

THE 262 Writing for the Theatre

Intermediate and advanced script projects. Prerequisite: 261. L and P.

[A] Credits: 4

Leonard Berkman, Andrea D. Hairston

Normally offered both fall and spring semesters

THE 312 Masters and Movements in Performance

Topics Course

Verbatim and Documentary Theatre

This course explores—through reading, viewing and making—that theatre created using documentary sources, including interviews, found texts, historical documents, and other sources. We will explore the dramatic, social, and political implications of this work, while considering notions of authenticity and authority derived from direct testimony, documentary sources, and community involvement. We will also explore the tension between maintaining truth and creating dramatic shape, theatricality, and audience engagement. Readings and viewings will include the work of theatre-makers such as Anna Deveare Smith, Moises Kaufman, and many others. Students in the course will also create original work. [A] Credits: 4

Members of the department

Expected to be offered in the next 3 years

I Sing Earth

Using choreopoem acting and ensemble techniques, students in this course (actors, writers, designers, musicians) will develop a site-specific music-theatre piece at the Ada and Archibald MacLeish Field Station. Over the course of the semester, students will work on performance techniques and do research at the Center for Environment, Ecological Design and Sustainability (CEEDS) to develop the text and music framework. We will use performance to explore the local/global/historical impact of human communities on the environment they inhabit, focusing specifically on our local Western Massachusetts environment. The semester will culminate in public performances of I Sing Earth at the Field Station. The production will also be designed to “travel” indoors to a theatre space. The indoor production will be tasked with bringing the spirit of the Field Station to the audience with the magic of lights, costumes, and music. Limited enrollment and Permission of the instructor after interviews and auditions. [A] Credits: 4

Members of the department

Expected to be offered in the next 3 years

Theatre for Social Change

This course explores theoretical bases of applied theatre, historical precedents from international perspectives and practical initiatives in community-based theatre work. The primary objective is to introduce theatre students (actors, director, writers) and students with an interest in the arts and education, to processes involved in creating participant-oriented theatre in community settings. Building on theories of applied theatre and examining global exemplars of theatre-in-education and theatre outreach, we examine the goals, objectives, structures and the ethical issues involved in implementing this work in the community. Students participate in community-based learning projects with partnering institutions. [A] Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 344 Directing I

This course focuses upon interpretative approaches to dramatic texts and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or FLS 280. Permission of instructor required. Enrollment limited to 12. [A] Credits: 4

Daniel Elihu Kramer

Normally offered each spring

THE 345 Directing II

Advanced 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 the stage. Prerequisites: Directing I. In addition, Acting II (THE 242) and a 200-level design class are strongly recommended. Permission of the instructor required. Credits: 4

Daniel Elihu Kramer

Normally offered each spring

THE 352 Set Design II

This course looks at the advanced challenges when designing sets for ballet, music theatre and opera. What must the set designer consider when live music is added to each of these performing arts? Students have the opportunity to pick which ballet, music theatre and opera they want to design for from a list of productions provided by the instructor. The syllabus can also be customized to address a specific interest of a student with the instructor's permission. The objective of this course is to build a portfolio of set designs showing the specific needs in all of the performing arts. Prerequisite: Permission of the instructor. Enrollment limited to 12. [A] Credits: 4

Edward M. Check

Normally offered in alternate years

THE 355 Lighting Design II

This course further explores light as a tool to illuminate, sculpt and articulate ideas and their execution on and off stage. We examine various contemporary approaches to designing for a diverse range of performing arts such as drama, dance, concert and opera. We also probe light as an expressive medium in creative realms beyond theatrical venues, and investigate its role in cinematography, digital animation, architecture, interior design, industrial design, etc. Students design lighting for the annual Spring Dance Concert and develop research and creative projects under the instructor's individual
guidance. Interdisciplinary projects are strongly encouraged. Enrollment limited to 12. Prerequisite: THE 253 and permission of the instructor. Can be repeated once for credit with permission of the instructor. Credits: 4

Nan Zhang

Normally offered each spring

**THE 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. Credits: 4

Catherine H. Smith

Normally offered each spring

**THE 360 Production Design for Film**
Filmmaking is storytelling. This story can be told by the actors or by its visuals. Every film employs a production designer who, with the director and cinematographer, is in charge of the visual design of the film. In this class we learn how a production designer breaks down a script to determine which scenes should be shot on location and which should be built as sets. Each student makes design choices for the entire script. Whether picking out locations or creating sets to be shot on a soundstage, this class examines what makes one design choice better than another. Students also learn the basic skills to communicate their designs through storyboards, photo research and drafting. Permission of the instructor. Enrollment limit of 12 students. Credits: 4

Members of the department

Normally offered in alternate years

**THE 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. Credits: 4

Members of the department

Normally offered each spring

**THE 362 Screenwriting**
Intermediate and advanced script projects. Prerequisite: 361. Limited enrollment, by permission of the instructor. Credits: 4

Members of the department

Normally offered each spring

**THE 398 Collaboration Capstone**
This course is designed as the capstone course in the theatre major. Students from across the subdisciplines of theatre work in groups as theatre companies. Each group collaborates to establish a mission statement; ties their company to historical and contemporary theatre practice; chooses a season; writes a broad range of dramaturgical, educational and promotional materials; and presents work (scripts, designs, scenes, etc.) from the season. A range of guest artists and outside faculty work with the students on the act of collaboration, and on the building of a company and a mission. Prerequisites: THE 198 or THE 199, senior major. Credits: 4

Members of the department

Normally offered each fall

**THE 400 Special Studies**
For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

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**Cross-Listed Courses**

**FYS 181 Screening Shakespeare**
This course focuses on plays by Shakespeare, and what people have made for the screen from his plays. We will read five of Shakespeare's plays. After reading and discussing each play, we will watch multiple screen works created from that play. We investigate the choices made by directors, adapters, actors, designers, and other artists involved. What matters to them about the source play? What doesn't? Do they approach Shakespeare with reverence? Do they admit to their source? How do politics, ideology, period, national or international film and television traditions, genre, and individual artistry change, uphold, or alchemize the original material? Enrollment limited to 16 first-year students. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

**FYS 119 Performance and Film Criticism**
An introduction to the elements, history and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? The seminar explores different critical perspectives. The students attend live performances and film and video screenings, and write their own reviews and critical responses. This course counts toward the theatre major. Enrollment limited to 16 first-year students. WI Credits: 4

Kyriaki Gounaris

Expected to be offered in the next 3 years
Translation Studies Concentration

The translation studies concentration offers students studying a foreign language and culture an opportunity to refine their knowledge of the foreign language through translation. A student who wants to create a bridge between two majors, one of which is in a foreign language and culture and the other in a different discipline, will also find the concentration to be an important supplement to her curriculum. Student concentrators may not only be drawn to the literary side of translation; they may also seek to link their knowledge in the social sciences or sciences to their practice of a foreign language, translating governmental or legal documents, working with immigrant or refugee communities who need the help of a translator or interpreter, or translating scientific papers.

The translation studies concentration encourages study in a broad range of scholarly disciplines, including courses in the various departments of foreign languages and cultures, world literatures, classics, film studies, American studies and English. The Poetry Center, the Five College Center for East Asian Studies, and the Five College journal *Metamorphoses: A Journal of Literary Translation* provide opportunities for guest translators as well as for student internships. Other resources include the Five College Center for the Study of World Languages (www.fivecolleges.edu/fclang) and the UMass Translation Center (www.umasstranslation.com).

The requirements for the concentration are deliberately flexible to allow students to pursue the translation practice that most suits their interests or needs—from literary to technical translation to the ethical complexities that arise in interpretation.

Courses

**WLT 150 The Art of Translation: Poetics, Politics, Practice**

We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don’t shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Graded S/U only. Can be taken concurrently with FRN 295 for 4 credits. [L] Credits: 2

Carolyn Shread

Normally offered each spring

**TSX 330 Capstone Seminar in Translation Studies**

Same as WLT 350. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The seminar readings focus on renowned practitioners’ reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono’s iconic 1956 African novel, *Une vie de boy*. We compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in World Literatures. Enrollment limit of 12 students. Prerequisite: WLT 150. [L] Credits: 4

Jamie M. Vantpée

Normally offered each spring

**Academic Courses**

Course lists are not exhaustive. Students should consult the current catalog to verify when courses are offered and with their advisers as to whether particular courses are acceptable for credit.

**Electives With a Focus on Translation Theory, Technology or Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLS 260</td>
<td>Transformations of a Text: Shape-Shifting and Translation</td>
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<tr>
<td>FRN 295</td>
<td>French Translation in Practice [2 credits]</td>
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<tr>
<td>ITL 340</td>
<td>The Theory and Practice of Translation</td>
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<tr>
<td>GER 350</td>
<td>Language and the German Media</td>
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<td>EAL 360</td>
<td>Topics in East Asian Language and Literature</td>
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<td>RUS 339</td>
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<td>SPN 290</td>
<td>Reflecting on the International Experience: Depicting Journey with Digital Storytelling</td>
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<td>POR 233</td>
<td>Borderlands of Portuguese: Multilingualism, Language Policy, and Identity</td>
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<td>WLT 271</td>
<td>Bilingual Writers</td>
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<tr>
<td>WLT 300</td>
<td>Foundations of Contemporary Literary Theory</td>
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**Amherst College**

ENG 320/EUST 303 Literature as Translations

**Mount Holyoke College**

FRN 361 Atelier de Traduction

**Hampshire College**

HACU-0219 Poetry as Translation: Borders and Bridges

HACU-0278 Introduction to Comparative Literature

Writing for Film:

Text and Memory in Transnational Cinema

Yiddish Literature and Culture

The Task of the Translator


**University of Massachusetts**

- COMP-LIT 290T Translation, Cross-Cultural Communication and the Media
- COMP-LIT 391CN Comparative Literature, Cross-Cultural Communication, Neuroscience
- COMP-LIT 391P Transatlantic Translation: Cuba, New York, Spain
- COMP-LIT 393T Theory and Practice of Translation
- COMP-LIT 551 Translation and Technology
- COMP-LIT 582 Interpreting and Translation—Research and Practice I and II
- SPANISH 597PT Practicing Literary Translation—Spanish, Portuguese, Catalan

Graduate courses in the translation program for qualified students

**Electives in the Language/Literature/Culture of the Foreign Language**

Consult with a concentration adviser.

**Electives in Translation Studies, Linguistics, the Foreign Language or with a Focus on the Problems of Language**

- CLS 150 Roots: Greek and Latin Elements in English [2 credits]
- ENG 170 The English Language
- ENG 207 The Technology of Reading and Writing
- PHI 236 Linguistic Structures
- PHI 263 Meaning and Truth: The Semantics of Natural Language
- PSI/PHI 213 Language Acquisition
- PSY 214 Disorders of Language and Communication
- PSY 313 Seminar in Psycholinguistics: Language and Thought

**Requirements**

The concentration is composed of six courses. In addition to the gateway course and the capstone experience, a student must take four courses, two of which should be in her language and culture of expertise, one with a focus on translation theory or practice, and one elective. In addition to the course work, students will engage in two practical learning experiences, one of which must be the equivalent of one semester on study abroad. The practical experiences do not carry credit. The combined course work in the concentration will total between 20 and 22 credits.

**Gateway course**

**WLT 150: The Art of Translation**

(2 credits, S/U, offered every spring semester)

Four academic courses, taken within the Five Colleges or while on study abroad, one of which may be a 2-credit translation workshop, chosen in consultation with an adviser, to be distributed as outlined in the translation studies “Courses” section (14 to 16 credits):

- One course with a focus on translation theory, technology or practice (2 or 4 credits)
- Two courses in the language/literature/culture of the foreign language, chosen from available courses in the Five Colleges or when studying abroad (8 credits)
- One elective in translation studies, linguistics, the foreign language or one elective that focuses on problems of language (4 credits).

Two practical experiences, which may include:

- A minimum of a semester, or equivalent, studying abroad in the foreign language and culture.
- An internship or independent research project that focuses on translation/interpretation or cross-cultural issues; that engages the foreign language in a significant way; and which may be undertaken while on study abroad.

Financial support for internships or practical experiences are available through Smith’s own study abroad and consortia, Praxis, and International Experience Grants, as well as a number of other grants for specific regions available for students studying or interning abroad or in immigrant communities in the United States. The Study Abroad programs, the Office for International Study, and the Lazarus Career Center have built databases of students who have worked, interned or studied abroad with organizations or companies and that offer a ready resource for concentrators.

**Demonstration of achievement in the foreign language**s] from which the student translates. Student must reach a high intermediate level or B2 level according to the Common European Framework of References for Languages. Students are encouraged to take the officially recognized tests whenever possible, for example, when studying abroad on Smith’s Study Abroad programs. Normally, advanced-level courses (at the 300 or above level) will be considered to be equivalent to the B2 level of the CEFRL. For students working in “critical languages”—or non-Western languages such as Arabic, Chinese, Japanese, Korean, Russian, Turkish, Urdu—the level of achievement should be the 300-level at Smith and with consultation with their adviser. International students, or students whose native language is other than English, should consult with their concentration adviser on how best to show they have attained the equivalent of a B2 level in English, the language from which they will translate.

**E-Portfolio Language Passport**

Students will be expected to develop an e-portfolio Language Passport with the guidance of the Director of the Concentration. Students may include the following in their e-portfolio: a detailed language self-assessment; a reflection on their language-learning; a reflection on how their practical experiences have deepened their understanding of the language and culture they are studying; a shortened version of the introduction to their final translation project.

**Capstone:** A choice of three possibilities:

1. An independent translation project (10 pages minimum, depending on the type of translation) with a substantial introduction that reflects on the obstacles, difficulties and successes of the task of translation.
2. An extra translation project within the context of an existing seminar or 300-level course in the language or culture of the student’s translation focus. (If students choose this option, the course will be in addition to the other four academic courses required for the concentration.)
3. An Honors thesis that is a translation project or reflects on translation.

Whichever of the three options the student chooses for the capstone, she will consult with her concentrator adviser. All students working on their capstone project will take TSX 330/WLT 330, a 4-credit course spring semester of their final year in the concentration. The course will include readings on issues of translation and focus on discussion of the students’ projects. Offered every spring semester.
Urban Studies

Advisers
Randall K. Bartlett, Ph.D., Professor of Economics, Director
Rick Fantasia, Ph.D., Professor of Sociology
Samuel M. Intrator, Ph.D., Professor of Education and Child Study

The Minor

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 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. A sample listing of approved Smith courses can be found on this site under the “Courses” tab. However, each student will craft her own minor with the help of her adviser and may include courses not on this list. Please consult home departments for year and semester each course is offered.

Afro-American Studies

AFR 245 The Harlem Renaissance

Art

ARH 212 Ancient Cities and Sanctuaries
ARH 250 Building Baroque Europe
ARH 258 The Arts in Eighteenth-Century France
ARH 272 Art and Revolution in Europe, 1789–1889
ARH 281 Modern, Postmodern, Contemporary
ARH 285 Great Cities

Economics

ECO 230 Urban Economics

Education

EDC 200 Critical Perspectives in Urban Education
EDC 336 Seminar in American Education

Government

GOV 204 Urban Politics

History

HST 209 (C) Aspects of Middle Eastern History
HST 227 (C) Aspects of Medieval European History
HST 267 (L) Race, Capitalism, Justice: United States since 1877

Landscape Studies

LSS 230 Urban Landscapes

Sociology

SOC 213 Race and National Identity in the United States
SOC 214 Sociology of Hispanic Caribbean Communities in the United States
SOC 218 Urban Sociology
Study of Women and Gender

Members of the Program Committee for the Study of Women and Gender 2019–20
Kelly P. Anderson, Ph.D., Lecturer in Study of Women and Gender
Elisabeth Brownell Armstrong, Ph.D., Professor of the Study of Women and Gender
Carrie N. Baker, J.D., Ph.D., Professor of the Study of Women and Gender,
Director  
Payal Banerjee, Ph.D., Associate Professor of Sociology
Darcy C. Baerkle, Ph.D., Associate Professor of History  
Ginetta E. B. Candelario, Ph.D., Professor of Sociology
Jennifer M. DeClue, Ph.D., Assistant Professor of the Study of Women and Gender  
Randi Garcia, Ph.D., M.S., Assistant Professor of Psychology and of Statistical and Data Sciences  
Jennifer Mary Guglielmo, Ph.D., Associate Professor of History  
Ambreen Hai, Ph.D., Professor of English Language and Literature
Laura Aline Katz, Ph.D., Elsie Damon Simonds Professor of Biological Sciences
Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies
Jina Kim, Assistant Professor of the Study of Women and Gender and English
Kimberly Kono, Ph.D., Associate Professor of East Asian Languages and Literature
Daphne M. Lamothe, Ph.D., Associate Professor of Africana Studies
Mehammed A. Mack, Ph.D., Associate Professor of French Studies  
Cornelia D.J. Pearsall, Ph.D., Professor of English Language and Literature  
Elizabeth S. Pryor, Ph.D., Associate Professor of History

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.

The Major

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 injustice in both national and transnational contexts. We understand women, gender, feminism and queer 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, in turn, feminist theory informs our analysis of political choices and our understanding of the forms of activism around the globe.

Requirements

The major requires the completion of 10 semester courses, including at least two 300-level seminars, totaling 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. These courses must include:

1. SWG 150 Introduction to the Study of Women and Gender (normally taken in the first or second year; may not be elected S/U)
2. One course with a Queer Studies focus
3. One course with a Race and Ethnicity Studies focus
4. One course with a Transnational, Postcolonial or Diasporic Studies focus
5. Four courses with the SWG prefix, including 150 and one 300-level seminar
6. Two 300-level courses (total)

A single course can be used to fill more than one of these requirements. Transfer students are expected to complete at least half of their major (or five courses) at Smith (or with 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 their major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to spring break.

The Minor

Requirements

The minor requires the completion of six semester courses, totaling 24 credit hours from SWG-prefix courses or cross-listed courses. These courses must include:

1. 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)
2. One course with a Queer Studies focus
3. One course with a Race and Ethnicity Studies focus
4. One course with a Transnational, Postcolonial, or Diasporic Studies focus

A single course can be used to fill more than one of these requirements. 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 8-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.

SWG 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. Credits: 1–4

Members of the department

Normally offered each academic year
SWG 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 website at www.smith.edu/swg/honors. html. Credits: 4
Members of the department
Normally offered each academic year

Courses with SWG prefix or taught by SWG faculty in 2019–20

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, the course includes lecture and discussion, and students are assigned to sections. Enrollment limited to 30. (H) (S) Credits: 4
Kelly P. Anderson, Elisabeth Brawnell Armstrong, Carrie N. Baker, Jina Boyong Kim
Normally offered both fall and spring semesters

SWG 220 Introduction to Queer Studies
This course is designed to provide students with an introduction to the interdisciplinary field of queer studies, including its historical formations and recent innovations. Particular attention will be paid to the roots of queer theory in feminist theories of subjectivity and desire, queer of color critique, and queer critiques of traditional domains of knowledge production. Prerequisite: SWG 150 or permission of the instructor. Credits: 4
Members of the department
Expected to be offered in the next 3 years

SWG 222 Gender, Law and Policy
This course explores the impact of gender on law and policy in the United States historically and today, focusing in the areas of constitutional equality, employment, education, reproduction, the family, violence against women, and immigration. We study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual orientation and gender identity discrimination, pregnancy/caregiver discrimination, pay equity, sexual harassment, school athletics, marriage, sterilization, contraception and abortion, reproductive technologies, sexual assault, intimate partner violence, and gender-based asylum. We will study feminist efforts to reform the law and examine how inequalities based on gender, race, class and sexuality shape the law. We also discuss and debate contemporary policy and future directions.
(H) (S) Credits: 4
Carrie N. Baker
Normally offered each fall

SWG 227 Feminist and Queer Disability Studies
In the essay “A Burst of Light: Living with Cancer,” writer-activist Audre Lorde forges pioneering connections between the work of social justice and the environmental, gendered, and healthcare inequities that circumscribe black and brown lives. Following Lorde’s intervention, this course examines contemporary feminist/queer expressive culture, writing, and theory that centrally engages the category of dis/ability. It will familiarize students with feminist and queer scholarship that resists the medical pathologization of embodied difference; foreground dis/ability’s intersections with questions of race, class, and nation; and ask what political and social liberation might look like when able-bodiedness is no longer privileged. Prerequisite: SWG 150. Enrollment limited to 20. (A) (L) Credits: 4
Sarah Orem
Normally offered in alternate years

SWG 228 Theorizing Queer Feminism
This course is an introduction to queer feminist theory. We will consider varied articulations of both feminism and queerness and ways the relationship between them has been narrated and debated. Questions explored include: what might it mean to “queer” feminism? What might it mean to understand queerness through a feminist lens? How might we understand the place of the figure of the lesbian in imagining queer feminism? What sorts of ethical questions might queer feminist perspectives center? Concepts explored include: the centrality of race to concepts of gender and sexuality, relationships among feminist, queer, and trans studies, and sexual ethics. Prerequisite: SWG 220.
Credits: 4
Elisabeth Brawnell Armstrong
Expected to be offered in the next 3 years

SWG 230 Gender, Land and Food Movements
We begin this course by working alongside Gardening the Community, a youth-based and anti-racist food and land movement in Springfield, MA. We center our studies on both regional and transnational women’s movements across globe to develop our understanding about current economic trends in globalization processes. Through the insights of transnational feminist analysis, we map the history of land and food to imagine a more equitable present and future. Students will develop a community-based research project that spans issues of climate change, environmentalism, critical race analysis and feminism, write papers and written reflections about their work. Prerequisite: SWG 150. (H) (S) Credits: 4
Elisabeth Brawnell Armstrong
Normally offered each fall

SWG 233 Gender and Sexuality in Asian America
Dragon ladies, lotus blossoms, geisha girls: The U.S. cultural imaginary is saturated with myths regarding Asian sexuality and gender. This interdisciplinary course intervenes into this dominant imaginary by exploring feminist and queer frameworks derived from Asian American contexts: immigration, labor, militarism, so-called “terrorism,” beauty, family, and movement-building. Through a mix of scholarly, creative, activist, literary, and media texts, we will challenge preconceived notions of Asian Americans as “model minorities,” repressed, politically regressive, or hyper-sexual, as well as explore the diversity of Asian American gender and sexuality offered within literature, film, performance, and culture. Prerequisite: SWG 150.
(A) (L) Credits: 4
Jina Boyong Kim
Expected to be offered in the next 3 years

SWG 238 Women, Money and Transnational Social Movements
Flickers of global finance capital across computer screens cannot compare to the travel preparations of women migrating from rural homes to work at computer chip factories. Yet both movements, of capital and people, constitute vital facets of globalization in our current era. This course centers on the political linkages and economic theories that address the politics of women, gender relations and capitalism. We will research social movements that challenge the raced, classed and gendered inequities, and the costs of maintaining order. We will assess the alternatives proposed by social movements like the landless workers movement (MST) in Brazil, and economic shifts like the workers cooperative movement. Assignments include community-based research on local and global political movements, short papers, class-led discussions & written reflections.
(S) Credits: 4
Elisabeth Brawnell Armstrong
Normally offered each spring

SWG 241 White Supremacy in the Age of Trump
This course will analyze the history, prevalence, and current manifestations of the white supremacist movement by examining ideological components, tactics
and strategies, and its relationship to mainstream politics. We will also research and discuss the relationship between white supremacy and white privilege, and explore how to build a human rights movement to counter the white supremacist movement in the U.S. Students will develop analytical writing and research skills, while engaging in multiple cultural perspectives. The overall goal is to develop the capacity to understand the range of possible responses to white supremacy, both its legal and extralegal forms. Enrollment limited to 50. (H) (S) Credits: 4
Loretta Jane Ross
Normally offered both fall and spring semesters

SWG 271 Colloquium: Reproductive Justice
This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy, and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people’s experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents’ citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence. Prequisite SWG 150 or permission of the instructor. Enrollment limited to 20. (S) Credits: 4
Carrie N. Baker
Normally offered each spring

SWG 290 Gender, Sexuality and Popular Culture
In this course we will consider the manner in which norms of gender and sexuality are reflected, reinforced, and challenged in popular culture. We use theories of knowledge production, representation, and meaning-making to support our analysis of the relationship between discourse and power; our engagement with these theoretical texts helps us track this dynamic as it emerges in popular culture. Key queer theoretical concepts provide a framework for examining how the production gender and sexuality impacts cultural production. Through our critical engagement with a selection of films, music, television, visual art, and digital media we will discuss mainstream conventions and the feminist, queer, and queer of color interventions that enliven the landscape of popular culture with which we contend in everyday life. Enrollment limited to 25. Prerequisite: SWG 150 or permission of the instructor. Credits: 4
Members of the department

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 305 Queer Histories & Cultures
This course is an advanced seminar in the growing field of queer American history. Over the course of the semester, we will explore the histories of same-sex desire, practice, and identity, as well as gender transgressions, from the late 19th century to the present. Using a wide range of sources, including archival documents, films, work by historians, and oral histories, we will investigate how and why people with same-sex desire and non-normative gender expressions formed communities, struggled against bigotry, and organized movements for social and political change. This course will pay close attention to the intersections of race, gender, class, and sexuality and the ways that difference has shaped queer history. Not open to first-years and sophomores. Prerequisite: SWG 150 and permission of the instructor. Enrollment limited to 12. (H) Credits: 4
Kelly P. Anderson
Expected to be offered in the next 3 years

SWG 318 Women Against Empire
Anti-imperialist movements across the globe in the 20th century carried with them multiple projects for the liberation and equality of people. These movements sought to build sovereign nations independent of colonial power and to develop radically new social orders. For women in these movements, the problem of empire had complex regional and local inflections that began with the politics of reproduction. This course will look at three sites of women’s involvement contesting empire: first, the struggles of anti-imperial movements, second, women in the nationalist movements after formal independence and third, women’s movements in the current age of empire that has developed alongside the theft of economic globalization and remote-control warfare. Prerequisite: SWG 150 and permission of the instructor. (H) (S) Credits: 4
Members of the department

Expected to be offered in the next 3 years

SWG 320 Marxist Feminism
Marxist feminism as a theory and a politics imagines alternate, liberatory futures and critiques present social orders. Beginning with a simple insight: capitalism relies on the class politics of unpaid, reproductive “women’s work,” Marxist feminists in the 19th century sought to imagine new social connections, sexualities, and desire to overthrow patriarchy, slavery, feudalism and colonialism. Today, queer of color & decolonial feminist theory, alongside abolition, environmental, and reproduction justice movements rejuvenate this tradition of Marxist feminism. This seminar will focus on theoretical writings from around the world to better understand radical social movements from the past and the present. Prerequisite: SWG 150 and permission of the instructor. (H) (L) Credits: 4
Elisabeth Braouenl Armstrong

Expected to be offered in the next 3 years

SWG 323 Sex, Trade and Trafficking
This seminar is an interdisciplinary examination of the international and domestic sex trade and trafficking involving women and girls, including sex trafficking; commercial sexual exploitation of girls; brokered, forced and child marriage; and sex work. We explore the social, economic and political conditions that shape these practices, including poverty and wealth inequality, globalization, war, technology, restrictions on migration, and ideologies of race, gender and nation. We also examine the social movements that address sex trafficking and sex work, particularly divisions among activists working on these issues, and learn about and assess anti-trafficking laws and public policies. Throughout the seminar, we analyze these issues from a feminist intersectional perspective. Prerequisite: SWG 150 and permission of the instructor. Enrollment limited to 15. (S) Credits: 4
Members of the department

Expected to be offered in the next 3 years

SWG 329 LGBTQ Politics and Postcolonialism
This seminar covers legal, activist, and historical debates on lesbian, gay, bisexual, transgender, and queer politics in British Commonwealth countries. Focusing on Indian LGBTQ movements’ efforts to overturn federal laws that harm queer and transgender people there, the course will move to cover discourses on these issues in other Commonwealth countries, including Uganda, Trinidad and Tobago, Jamaica and Nigeria. The seminar discusses efforts to repeal colonial era anti-sodomy law still in effect in countries in the Global South that were once part of the British Empire. Prerequisite: SWG 150. Enrollment limited to 12. (H) (S) Credits: 4
Members of the department

Expected to be offered in the next 3 years

SWG 333 Sexual Harassment and Social Change
This course is an interdisciplinary examination of sexual harassment and assault historically and today in a variety of locations, including the workplace, schools,
the home, the military, and on the street. We will explore the emergence and
evolution of social movements against sexual harassment and assault, and how
these movements advanced law and public policy on these issues in the United
States. A central focus will be on how relations of power based on gender, race,
class, sexuality, age, disability, and nationality shape people’s experiences of
sexual harassment and assault and their responses to it. Prerequisite: SWG 150
and permission of the instructor. Enrollment limited to 12. (H) {S} Credits: 4

**Members of the department**

**Expected to be offered in the next 3 years**

**SWG 360 Memoir Writing**
How does one write a life, especially if it’s one’s own? This writing workshop
addresses the profound complexities, challenges, and pleasures of the genre
of the memoir, through intensive reading, discussion, and both analytical
and creative writing. Our readings will be drawn from a range of mostly
contemporary memoirists with intersectional identity locations—and
dislocations—drawing from a range of voices, experiences, and representations,
pursuing what the class comes to identify as our own most urgent aesthetic and
ethical questions. Our attention will be to craft, both in the memoirs we read
and those we write. Writing sample and permission of the instructor required.
Enrollment limited to 12. (H) {L} Credits: 4

**Cornelia D.J. Pearsall**

**Expected to be offered in the next 3 years**

The following 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 website or the Smith College catalogue for descriptions.

**AFR 111 Introduction to Black Culture**

**Flavia Santos De Araujo**

**Expected to be offered in the next 3 years**

**AFR 155 Introduction to Black Women’s Studies**

**Flavia Santos De Araujo**

**Expected to be offered in the next 3 years**

**AFR 212 Family Matters: Representations, Policy and the Black Family**

**Members of the department**

**Expected to be offered in the next 3 years**

**AFR 243 Black Activist Autobiography**

**Members of the department**

**Expected to be offered in the next 3 years**

**AFR 249 Black Women Writers**

**Daphne M. Lamothe**

**Expected to be offered in the next 3 years**

**AFR 289 (C) Race, Feminism and Resistance in Movements for Social
Change**

**Members of the department**

**Expected to be offered in the next 3 years**

**AFR 360 Seminar: Toni Morrison**

**Flavia Santos De Araujo**

**Expected to be offered in the next 3 years**

**AFR 366 Seminar: Contemporary Topics in Africana Studies**

**Seminar: The Politics of Grief**

**Members of the department**

**Expected to be offered in the next 3 years**

**AMS 201 Introduction to the Study of American Society and Culture**

**Members of the department**

**Normally offered each spring**

**AMS 240 Introduction to Disability Studies**

**Members of the department**

**Expected to be offered in the next 3 years**

**AMS 310 Performing Deviant Bodies**

**Members of the department**

**Expected to be offered in the next 3 years**

**AMS 351 Seminar: Writing About American Society**

**Writing Women**

**Members of the department**

**Normally offered each academic year**

**Audio as a Narrative**

**Members of the department**

**Expected to be offered in the next 3 years**

**ANT 250 The Anthropology of Reproduction**

**Suzanne K. Göltschau**

**Expected to be offered in the next 3 years**

**ANT 253 Introduction to East Asian Societies and Cultures**

**Members of the department**

**Expected to be offered in the next 3 years**

**ANT 257 Urban Anthropology**

**Members of the department**

**Normally offered in alternate years**

**ANT 347 Seminar: Topics in Anthropology**

**Prehistory of Food**

**Members of the department**

**Normally offered in alternate years**

**ARH 374 Studies in 20th-Century Art**

**Gender, Sexuality and the Built Environment**

**Members of the department**

**Expected to be offered in the next 3 years**

**BIO 351 Topics in Evolutionary Biology**

**Evolution of Mammalian Reproduction: A Female Perspective**

**Members of the department**

**Expected to be offered in the next 3 years**

**CLS 233 Gender and Sexuality in Greco-Roman Culture**

**Nancy J. Shumate**

**Normally offered in alternate years**

**EAL 232 Modern Chinese Literature**

**Sabina Knight**

**Normally offered each fall**

**EAL 239 Intimacy in Contemporary Chinese Women’s Fiction**

**Sabina Knight**

**Normally offered each spring**

**EAL 242 Modern Japanese Literature**

**Kimberly Kono**

**Normally offered each fall**
EAL 245 Writing, Japan and Otherness  
Kimberly Kono  
Normally offered each spring

EAL 252 Women in Korean Cinema  
Members of the department  
Expected to be offered in the next 3 years

EAL 261 Gender and Sexuality in Late Imperial Chinese Literature  
Members of the department  
Expected to be offered in the next 3 years

EAL 262 Representation of Women in Chinese Culture  
Lingqian Kong  
Normally offered each spring

EAL 273 Women and Narration in Modern Korea  
Irbe Sohn  
Normally offered each spring

ENG 119 Writing Roundtable  
New Topic  
Members of the department  
This Overheating World  
Members of the department  
Expected to be offered in the next 3 years

ENG 223 Contemporary American Gothic Literature  
Members of the department  
Expected to be offered in the next 3 years

ENG 224 Frankenstein: The Making of a Monster  
Members of the department  
Expected to be offered in the next 3 years

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation  
Members of the department  
Expected to be offered in the next 3 years

ENG 241 The Empire Writes Back: Postcolonial Literature  
Ambreen Hai  
Expected to be offered in the next 3 years

ENG 243 The Victorian Novel  
Cornelia D.J. Pearsall  
Expected to be offered in the next 3 years

ENG 270 Race and the Graphic Novel  
Members of the department  
Expected to be offered in the next 3 years

ENG 279 American Women Poets  
Members of the department  
Expected to be offered in the next 3 years

ENG 288 Native American Women and Non-Binary Writers  
Members of the department  
Expected to be offered in the next 3 years

ENG 290 Crafting Creative Nonfiction  
Topic: Writing Women  
Members of the department  
Normally offered each academic year

ENG 323 Seminar: Toni Morrison  
Flavia Santos De Araujo  
Expected to be offered in the next 3 years

ENG 384 Writing About American Society  
Varying topics  
Members of the department  
Audio as a Narrative Technology  
Members of the department  
Normally offered each spring

ENG 391 Modern South Asian Writers in English  
Members of the department  
Expected to be offered in the next 3 years

ESS 200 Sport: In Search of the American Dream  
Erica S. Tibbets  
Normally offered in alternate years

ESS 230 Body Images and Sport Media  
Members of the department  
Normally offered in alternate years

ESS 340 Women’s Health: Current Topics  
Barbara Brehm-Curtis  
Normally offered each academic year

FLS 250 Queer Cinema/Queer Media  
Members of the department  
Expected to be offered in the next 3 years

FMS 245 Melodrama and Power: Genre, Gender and Race  
Sebnem Baran  
Expected to be offered in the next 3 years

FMS 261 Video Games and the Politics of Play  
Members of the department  
Normally offered in alternate years

FRN 230 Colloquium in French Studies  
“Banlieue Lit”  
Members of the department  
Normally offered each academic year

FRN 320 Women Defamed, Women Defended  
Members of the department  
Expected to be offered in the next 3 years
FRN 340 Topics in 17th- and 18th-Century Literature
Marie Antoinette's Semiotic Body
Members of the department
Expected to be offered in the next 3 years
“Family Values” in the Enlightenment
Members of the department
Expected to be offered in the next 3 years
Social Networking in Early Modern France – A Digital Humanities Approach
Members of the department
Expected to be offered in the next 3 years
FRN 380 Topics in French Cultural Studies
Immigration and Sexuality
Members of the department
Expected to be offered in the next 3 years
French Travel Writing and Self-Discovery
Members of the department
Expected to be offered in the next 3 years
FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature
Members of the department
Expected to be offered in the next 3 years
FYS 153 The Bollywood Matinee: Gender, Nation and Globalization Through the Lens of Popular Indian Cinema
Members of the department
Expected to be offered in the next 3 years
FYS 166 Mammalian Reproduction: A Female Perspective
Virginia Hayssen
Expected to be offered in the next 3 years
FYS 175 Love Stories
Ambreen Hai
Expected to be offered in the next 3 years
FYS 179 Rebellious Women
Kelly P. Anderson
Expected to be offered in the next 3 years
FYS 183 Geisha, Wise Mothers, and Working Women
Members of the department
Expected to be offered in the next 3 years
FYS 184 Educating Women: A History and Sociology, at Home and Abroad
Rosetta Marantz Cohen
Expected to be offered in the next 3 years
FYS 199 Re-Membering Marie Antoinette
Janie M. Vanpee
Expected to be offered in the next 3 years
GOV 231 Colloquium: Politics of the U.S./Mexico Border
Velma E. Garcia
Normally offered each spring
GOV 249 International Human Rights
Alice L. Hearst
Normally offered in alternate years
GOV 266 Contemporary Political Theory
Members of the department
Normally offered in alternate years
GOV 267 Problems in Democratic Thought
Members of the department
Expected to be offered in the next 3 years
GOV 269 Politics of Gender and Society
Members of the department
Normally offered in alternate years
GOV 305 Seminar in American Government
Strange Bedfellows: State Power and Regulation of the Family
Members of the department
Normally offered in alternate years
GOV 363 Civil Disobedience
Erin R. Pineda
Expected to be offered in the next 3 years
GOV 367 Seminar in Political Theory
Politics, Wealth and Inequality
Members of the department
Normally offered in alternate years
HST 209 (C) Aspects of Middle Eastern History
Women, Gender and Power in the Middle East
Members of the department
Normally offered each academic year
HST 223 (C) Women and Gender in Japanese History
Women in Japanese History From Ancient Times to the 19th Century
Members of the department
Expected to be offered in the next 3 years
HST 238 (C) Gender and the British Empire
Members of the department
Expected to be offered in the next 3 years
HST 259 (C) Aspects of African History
Femininities, Masculinities and Sexualities in Africa
Members of the department
Normally offered in alternate years
HST 252 (L) Women and Gender in Modern Europe, 1789–1918
Darcy C. Buerkle
Normally offered each academic year
HST 256 (L) Making of Colonial West Africa: Race, Power and Society
Members of the department
Normally offered each academic year
HST 263 (C) Aspects of Latin American History  
Diana Sierra Becerra  
Expected to be offered in the next 3 years

Women and Gender in Latin America  
Members of the department  
Expected to be offered in the next 3 years

HST 264 Women and Revolutions  
Diana Sierra Becerra  
Expected to be offered in the next 3 years

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861  
Members of the department  
Normally offered each fall

HST 270 (C) Aspects of American History  
Oral History and Lesbian Subjects  
Members of the department  
Normally offered in alternate years

Anatomy of a Slave Revolt  
Members of the department  
Normally offered in alternate years

HST 278 (L) Decolonizing U.S. Women’s History 1848–Present  
Members of the department  
Normally offered each academic year

HST 280 (C) Inquiries Into United States Social History  
Immigration and Transnational Cultures in US History  
Members of the department  
Normally offered each academic year

HST 286 (C) Historiographic Debates in the History of Gender and Sexuality  
Darcy C. Buerkle  
Expected to be offered in the next 3 years

HST 313 Seminar: Problems in East Asian History  
Writing Gender Histories of East Asia  
Members of the department  
Normally offered in alternate years

HST 335 Seminar: Topics in Social History  
Interrogating Gandhi Beyond the Myth of the Mahatma  
Members of the department  
Expected to be offered in the next 3 years

History of Gender and Humanitarianism  
Members of the department  
Normally offered each academic year

Debates in the History of Gender and Sexuality  
Members of the department  
Expected to be offered in the next 3 years

Recent Historiographic Debates in Gender and Sexuality  
Members of the department  
Normally offered each academic year

HST 371 Seminar: Problems in 19th-Century United States History  
African American Radicalism  
Members of the department  
Expected to be offered in the next 3 years

Remembering Slavery: A Gendered Reading of the WPA Slave Interviews  
Members of the department  
Normally offered each academic year

HST 383 Seminar: Research in United States Women’s History—Domestic Worker Organizing  
Members of the department  
Normally offered each academic year

IDP 280 Women’s Medical Issues  
Members of the department  
Normally offered each spring

IDP 320 Seminar on Global Learning: Women’s Health in India, Including Tibetans Living in Exile  
Members of the department  
Normally offered each fall

ITL 344 Senior Seminar: Italian Women Writers  
Women in Italian Society: Yesterday, Today and Tomorrow  
Members of the department  
Expected to be offered in the next 3 years

JUD 215 What Matters  
Antisemitism  
Members of the department  
Expected to be offered in the next 3 years

George Eliot’s Daniel Deronda  
Members of the department  
Expected to be offered in the next 3 years

LAS 201 Colloquium in Latin American and Latino/a Studies  
Latin American Economic History, 1825–present  
Members of the department  
Expected to be offered in the next 3 years

LAS 260 (L) Colonial Latin America, 1492–1821  
Members of the department  
Expected to be offered in the next 3 years

LAS 264 Women and Revolutions  
Diana Sierra Becerra  
Normally offered each spring
LAS 301 Seminar: Topics in Latin American and Latino/a Studies
Sexual and Reproductive Rights in Latin America
Members of the department
Expected to be offered in the next 3 years
Women and Gender in Latin American History
Members of the department
Expected to be offered in the next 3 years
Latina/o Racial Identities in the United States
Members of the department
Expected to be offered in the next 3 years

PHI 210 Colloquium: Issues in Recent and Contemporary Philosophy
African American Philosophy
Members of the department
Expected to be offered in the next 3 years
Animal Rights
Members of the department
Expected to be offered in the next 3 years

POR 381 Seminar in Portuguese and Brazilian Studies
Multiple Lenses of Marginality: New Brazilian Filmmaking by Women
Members of the department
Expected to be offered in the next 3 years

PSY 140 Health Psychology
Benita Sibia Jackson
Normally offered each academic year
PSY 166 Introduction to the Psychology of Gender
Lauren E. Duncan
Expected to be offered in the next 3 years

PSY 265 Colloquium: Political Psychology
Members of the department
Normally offered each academic year
PSY 345 Feminist Perspective on Psychological Science
Members of the department
Normally offered in alternate years

PSY 374 Psychology of Political Activism
Members of the department
Normally offered in alternate years
PSY 375 Research Seminar on Political Psychology
Members of the department
Expected to be offered in the next 3 years

REL 214 Women in the Hebrew Bible
Joel S. Kaminsky
Expected to be offered in the next 3 years

REL 227 Women and Gender in Jewish History
Lois C. Dubin
Expected to be offered in the next 3 years

REL 238 Mary: Images and Cults
Members of the department
Normally offered in alternate years
REL 277 South Asian Masculinities
Members of the department
Expected to be offered in the next 3 years
SDS 364 Research Seminar in Intergroup Relationships
Randi Garcia
Normally offered in alternate years

SOC 213 Race and National Identity in the United States
Vanessa Mohr Adel
Normally offered each academic year

SOC 216 Social Movements
Members of the department
Normally offered each academic year

SOC 229 Sex and Gender in American Society
William Cory Albertson
Normally offered each academic year

SOC 236 Beyond Borders: The New Global Political Economy
Payal Banerjee
Normally offered each academic year

SOC 237 Gender and Globalization
Payal Banerjee
Normally offered each academic year

SOC 239 How Power Works
Members of the department
Normally offered in alternate years

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures
William Cory Albertson
Normally offered each academic year

SOC 327 Seminar: Global Migration in the 21st Century
Payal Banerjee
Normally offered in alternate years

SOC 333 Seminar: Social Justice, the Environment and the Corporation
Members of the department
Normally offered in alternate years

SPN 230 Latin American and Peninsular Culture and Society
Maghrabi Jewish Women: Cordoba, Casablanca, Tel Aviv
Members of the department
Expected to be offered in the next 3 years

SPN 250 Iberian Cultural History
Sex and the Medieval City
Members of the department
Expected to be offered in the next 3 years

THE 221 Rehearsing the Impossible: Black Women Playwrights
Interrupting the Master Narrative
Members of the department
Expected to be offered in the next 3 years
THE 319 Shamans, Shapeshifters and the Magic If

Andrea D. Hairston

Normally offered each fall

WLT 100 Introduction to Comparative Literature: The Pleasures of Reading

Cannibals, Witches and Virgins

Members of the department

Expected to be offered in the next 3 years

WLT 205 20th-Century Literatures of Africa

Katweka Mule

Normally offered each fall

WLT 232 Modern Chinese Literature

Sabina Knight

Expected to be offered in the next 3 years

WLT 239 Intimacy in Contemporary Chinese Women’s Fiction

Sabina Knight

Normally offered each fall

WLT 260 Health and Illness: Literary Explorations

Members of the department

Expected to be offered in the next 3 years

WLT 266 Studies in South African Literature and Film

Modern South African Literature and Cinema

Members of the department

Normally offered each spring

WLT 268 Transnational Latina Feminisms

Members of the department

Expected to be offered in the next 3 years

WLT 342 Seminar: A Double Vision—Heroine/Victim

Members of the department

Normally offered in alternate years
World Literatures

Professors
Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and World Literatures)
Janie M. Vanpée, Ph.D. (French Studies and World Literatures)
Craig R. Davis, Ph.D., Director, Fall 2019 (English Language and Literature and World Literatures) 1
Anna Botta, Ph.D., Director, Spring 2020 (Italian Studies and World Literatures) 1
Dawn Fulton, Ph.D. (French Studies)
Sabina Knight, Ph.D. (Chinese and World Literatures)

Associate Professors
Reyes Lázaro, Ph.D. (Spanish and Portuguese)
Katwiwa Mule, Ph.D. (World Literatures)
Justin Daniel Cammy, Ph.D. (Jewish Studies and World Literatures) 1
Malcolm Kenneth McNee, Ph.D. (Spanish and Portuguese)
Joel P. Westerdale, Ph.D. (German Studies) 1

Assistant Professors
Lily Gurton-Wachter, Ph.D. (English Language and Literature) 1
Thomas Roberts, Ph.D. (Russian, East European and Eurasian Studies) 2

Lecturer
Margaret Bruzelius, Ph.D.
Carolyn Shread, Ph.D. (French Studies and World Literatures)

The Program in World Literatures is an interdisciplinary field which allows students to engage with literatures and cultures across national and linguistic borders as well as other disciplines. Students who graduate with a major in World Literatures should be conversant with a variety of literary and cultural traditions. They should also have taken courses in literatures from geographically or ethnically distinct cultures from across the globe and from beyond the European/American mainstream.

The Major
Advisers: Anna Botta, Justin Cammy, Craig Davis, Dawn Fulton, Sabina Knight, Reyes Lázaro, Malcolm McNee, Katwiwa Mule, Thalia Pandiri, Janie Vanpée, Joel Westerdale

Requirements: 10.5 semester courses.

Track One: Major in Comparative World Literatures

This track enables students to learn languages and engage with at least two literary and cultural traditions studied in their original languages.

The World Literatures Program values the historic nature of study abroad. We strongly encourage students pursuing this track to take advantage of the various opportunities that study abroad provides for them to study languages and cultures.

Basis:
2.5 courses, selected from among the following options:
WLT 150: The Art of Translation: Poetics, Politics, Practice (required)
WLT 100: Introduction to World Literature
WLT 177: Journeys in World Literature
WLT 200: Readings in World Literature

Electives:
Three courses in a non-English-language literature. For literatures in which Smith offers few or no courses taught in the original language, majors may fulfill this requirement by taking courses in English translation while reading some course texts in the original language.

Three related courses in either an additional literature, which may be in translation, or a common literary theme or genre chosen with the adviser’s approval.

Capstone:
Two 300-level Courses
WLT 300: Foundations of Contemporary Literary Theory (required)
WLT 340: Problem in Literary Theory
WLT/TSX 330: Capstone Seminar in Translation Studies

Students who graduate with a major in Comparative World Literatures should have studied both modern and pre-modern literatures written in more than one genre. They should also have taken courses in literatures from geographically or ethnically distinct cultures from across the globe and from beyond the European/American mainstream.

Track Two: World Literatures in Translation

This track is for students who love to read and think about literature. We encourage students pursuing this track to take a broad range of courses in different literatures from across the globe, whether in the original language or in English translation.

Basis:
2.5 courses selected from the following options:
WLT 150: The Art of Translation: Poetics, Politics, Practice (required)
WLT 100: Introduction to World Literature
WLT 177: Journeys in World Literature
WLT 200: Readings in World Literature

Electives:
Six literature courses, at least two of which must be WLT courses. The remaining four courses may be selected from other offerings with a primary listing in or cross-listed with WLT. Students pursuing this track may also take courses in other language and literature departments chosen in consultation with their advisor.

Capstone:
Two 300-level courses
WLT 300: Foundations of Contemporary Literary Theory (required)
WLT 340: Problem in Literary Theory
WLT/TSX 330: Capstone Seminar in Translation Studies

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. Please consult the director of honors or the program website for specific requirements, application procedures and deadlines.

Director: Craig Davis
Introductory Courses

WLT 100 Introduction to Comparative Literature: The Pleasures of Reading
Topics course. May be repeated once with a different topic.

Cannibals, Witches and Virgins
An examination of the rewritings and adaptations of the three iconic figures of Shakespeare's The Tempest—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire's A Tempest, Rachel Ingalls' Mrs. Caliban, Lemuel Johnson's Highlife for Caliban, Gloria Naylor's Mama Day and Michelle Cliff’s No Telephone to Heaven, we seek to understand how postcolonial, feminist and postmodern rewritings of The Tempest transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

JUD 110 Introduction to Yiddish Culture
An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation.
(H) (L) Credits: 4
Members of the department
Expected to be offered in the next 3 years

RES 126 19th-Century Russian Literature: Madmen, Conmen and Government Clerks
Populated with many unique and eccentric characters — from revolutionary socialists to runaway human noses — nineteenth-century Russian literature displays a startling experimentation and innovation that advanced Russia to the vanguard of Western literature. Encompassing poetry, fiction, and journalism, this survey explores how authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov positioned literature at the center of public discourse, as a venue for addressing important philosophical, political, religious, and social issues, including gender and class relations; personal and national identity; and the role of the writer in public life. Conducted in English. No previous knowledge of Russian is required. (L) Credits: 4
Members of the department
Normally offered each academic year

RES 140 Putin's Russia: After Communism, After Atheism
Same as REL 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between the secular and the sacred in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and “traditional values.” (H) (L) {S} Credits: 4
Thomas Lee Roberts
normally offered each academic year

FYS 146 Can Women Have Adventures?
We will examine contemporary girls' adventure in novels and films. These fictions rework the classic patterns of “boys' books” to create heroic girls meant to inspire young female readers. We begin with two classic 19th-century boys' books to situate our readings of contemporary girls' adventures. We will focus on the structure of the girls’ adventure landscape by creating maps and writing blog posts for each fiction asking questions such as: What significant boundaries do the fictions imagine? What gender and class ideas do they enforce? How do boy and girl heroes differ? What does a girl hero do? Enrollment limited to 16 first-year students. WI Credits: 4
Margaret Bruzelius
Expected to be offered in the next 3 years

WLT 150 The Art of Translation: Poetics, Politics, Practice
We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Graded S/U only. Can be taken concurrently with FRN 295 for 4 credits. (L) Credits: 2
Carolyn Shread
Normally offered each spring

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel
We 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, Père Goriot; Flaubert, Madame Bovary; Dostoevsky, Crime and Punishment; Tolstoy, Anna Karenina (there are some additional readings in history, criticism and political theory). Enrollment limited to 16 first-year students. WI Credits: 4
Michael E. Gorra
Expected to be offered in the next 3 years

FYS 167 Viking Diaspora
The Norse colonies of Iceland and Greenland, and the attempted settlement of Vinland in North America, were the first European societies of the New World, revealing patterns of cultural conflict and adaptation that anticipated British colonization of the mid-Atlantic seaboard seven centuries later. We compare the strengths and weaknesses of the medieval Icelandic Commonwealth, founded in 930, with the 1787 Constitution of the United States, both political systems facing serious crises within two generations. Our sources for these experimental communities are the oral memories of founding families preserved in the later Íslendingasögur (Sagas of Icelanders) of the 13th century. This course counts toward the world literatures, English and Medieval studies majors. Enrollment limited to 16 first-year students. WI Credits: 4
Craig R. Davis
Expected to be offered in the next 3 years

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, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja Keller, Donia Bijan, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI {L} Credits: 4
Tbalia A. Pandiri
Expected to be offered in the next 3 years
FYS 175 Love Stories
Could a Jane Austen heroine ever marry a servant? What notions about class, decorum or identity dictate what seem to be choices of the heart? How are individual desires 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 interrational) 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 closely analyze literature and film from a range of locations: British, American and postcolonial. Required texts: Jane Austen's Persuasion, Shakespeare's Romeo and Juliet, Chimamanda Ngozi Adichie's Americanah, Shyam Selvadurai's Funny Boy. We also read some theoretical essays to provide conceptual tools for our analyses. This course can count towards the major in English, WLT or SWG. Enrollment limited to 16 first-year students. WI [L] Credits: 4

Ambreen Bai

Expected to be offered in the next 3 years

Intermediate Courses

WLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy
Same as ENG 203. Chrétien de Troyes’s Yvain; Shakespeare’s Antony and Cleopatra; Cervantes’ Don Quixote; Lafayette’s The Princess of Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Lecture and discussion. WLT 203/ENG 203, like WLT 202/ENG 202, is among the courses from which world literatures majors choose two as the basis of the major. Students interested in world literatures and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. WI [L] Credits: 4

Robert Ellis Hosmer

Normally offered each spring

WLT 204 Writings and Rewritings
Topics course.

Queering Don Quixote
This course is devoted to a slow reading of Don Quijote de la Mancha (1605–15), allegedly the first and most influential modern novel. Our approach to this hilarious masterpiece by Cervantes is through a “queering” focus, i.e., as a text that exposes all sorts of binary oppositions (literary, sexual, social, religious and ethnic), such as: high-low, tradition vs. individual creativity, historical vs. literary truth, man vs. woman, authenticity vs. performance, Moor vs. Christian, humor- ous vs. tragic. The course also covers the crucial role played by Don Quixote in the development of modern and postmodern novelistic concepts (multiple nar- rators, fictional authors, palimpsest, dialogism) and examples of its worldwide impact. With an optional 1-credit course in Spanish (SPN 356) for those who want to perfect their linguistic and literary skills by reading, translating and comment- ing selected sections of Miguel de Cervantes’ masterpiece and additional secondary literature in Spanish. Instructor Reyes Lázaro. [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

WLT 205 20th-Century Literatures of Africa
A study of the major writers and diverse literary traditions of modern Africa with emphasis on the historical, political and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Chinua Achebe, Ngugi wa Thiong’o, Tsitsi Dangarembga, Chimamanda Ngozi Adichie, Nadine Gordimer, Njabulo Ndebele and Ama Ata Aidoo. We also watch and critique films such as Blood Diamond, District 9, Tsotsi and The Constant Gardener. [L] Credits: 4

Katrina Mule

Normally offered each fall

ENG 207 The Technology of Reading and Writing
Same as HSC 207. 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 is 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; the fundamentally transformative effects of electronic communication. [L] Credits: 4

Douglas Lane Patey

Normally offered in alternate years
RES 210 Environment and Ecology in Russian Culture
How does a culture conceptualize its natural environment in aesthetic, political, and even religious terms, and what does a landscape “mean” in this context? This interdisciplinary course explores how Russian writers, filmmakers, and artists have represented the vast territory comprising Imperial Russia, the USSR, and the Russian Federation, from the Enlightenment to the present. In addition to considering how artistic production has reflected and shaped understanding of the Russian “anthropocene,” we will compare these works with cultural production of the Western tradition. The course also explores initiatives to legislate and transform the Russian environment, which often precipitated ecological and social disasters. [H] [L] [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

WLT 215 Arthurian Legend
Same as ENG 204. Medieval legends of Arthurian Britain as they developed in Wales, France, and England, and more recent retellings. Readings include early Welsh tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, the Gawain-poet, Malory, Tennyson and Ishiguro's The Buried Giant. Enrollment limited to 40. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 217 Studies in Medieval Literature
Topics course.

Old High German and Old Saxon
An introduction to the vernacular literatures of early medieval Europe with readings from the Old High German Lay of Hildebrand and Merseburg Charms, as well as the Old Saxon Hēliaud ‘Savior’, a powerful retelling of the gospel in the style of ancient Germanic alliterative verse like the Old English Beowulf. The Hēliaud offers a unique glimpse into how the new Christian religion with its Jewish spirituality and Mediterranean civic ethos was processed by the tribal peoples of Northern Europe. We also compare selections from the Old English Dream of the Rood and Middle High German Lay of the Nibelungs. Enrollment limited to 20. [F] [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

WLT 218 Holocaust Literature
What is a Holocaust story? How does literature written in extremis in ghettos, death camps, or in hiding differ from 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 genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums), and critical theories of representation. All readings in translation. No prerequisites. [H] [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

WLT 220 Colloquium: Imagining Language
This course explores the ways in which philosophers and artists have imagined the links between language and the world. We 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 rebus, invented etymologies, alphabet poems, portmanteau words, emoticons and so on. [L] Credits: 4
Members of the department
Normally offered each fall

ENG 224 Frankenstein: The Making of a Monster
At the age of 19, Mary Shelley began writing the first science fiction novel. Frankenstein not only describes fears about monstrosity and accelerating technology; it also sets the stage for continuing discussions about gender, reproduction, race, ethics, and disability. To celebrate this groundbreaking novel’s 200th anniversary, this co-taught class will explore the making of the text, alongside its monstrous legacy in contemporary culture. We will look at the novel’s influences and afterlives—from the Frankenstein collection in Smith’s rare book room to a range of films, electronic novels, and comics that reveal the enduring role of gothic monstrosity today. Meets on alternating days at Smith and Amherst College. Enrollment limit of 36. [E] [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

POR 228 Indigenous Brazil: Past, Present and Future
This interdisciplinary course will consider the diverse histories, cultures, and experiences of Indigenous individuals and peoples in Brazil, from the precolonial period into the present and including future oriented forms of Native activism and imagination. We will address specific case studies and broad themes, including territorial and environmental struggles, meanings and forms of Indigenous education, Indigenous movements and leaders, legal and cultural status of Indigeneity in a multiracial society, Indigenous artistic practices and the dynamics of intercultural exchange and influence in Brazilian society at large. Conducted in Portuguese, with activities designed to improve proficiency in reading, writing, speaking, and listening. Prerequisite: POR 200 or POR 215, or another 200-level course in Brazilian or Comparative Lusophone Culture and Society taught in Portuguese. Enrollment limited to 19. [A] [F] [L] Credits: 4
Malcolm Kenneth McNee
Normally offered in alternate years

WLT 230 “Unnatural” Women: Mothers Who Kill their Children
Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society’s assumptions and values? What difference does it make if the author is a woman? We focus on literary texts but also consider representations in other media, especially cinema. Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Christa Wolff, Christopher Durang, Alice Walker, Toni Morrison and others. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

GER 231 Topics in German Cinema
Topics course.

Nazi Cinema
Explore and examine the Third Reich’s media dictatorship: how spectacle and entertainment can engineer consent with manipulative distractions; how mass media can serve a totalitarian regime by responding to festering resentments with nationalist fantasies of cultural renewal; how seemingly harmless entertainment can promote a politics of fear and racism to horrific ends. Course emphasizes entertainment films of the Third Reich, with special attention to the works of Leni Riefenstahl. Conducted in English. [A] Credits: 4
Members of the department
Expected to be offered in the next 3 years

WLT 232 Modern Chinese Literature
Same as EAL 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we explore class, gender and the cultures of China, Taiwan, Tibet and the Chinese diaspora.
Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L} Credits: 4

Sabina Knight
Expected to be offered in the next 3 years

WLT 239 Intimacy in Contemporary Chinese Women’s Fiction
Same as EAL 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L} Credits: 4

Sabina Knight
Normally offered each fall

WLT 242 What and Where Is Main Street?
Where is Main Street? What times, spaces or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We begin by looking at American Main Streets, and then explore related concepts in British, French, German and Russian texts and other media. Prerequisite: one course in literary studies. {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years

ENG 249 Literatures of the Black Atlantic
Visiting the pulpits, meeting houses and gallows of British North America to the colonial West Indies and docks of Liverpool to the modern day Caribbean, U.S., Canada, U.K. and France, this course analyzes the literatures of the Black Atlantic and the development of black literary and intellectual history from the 18th to the 21st century. Some key theoretical frameworks, which help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism and cosmopolitanism. Readings range from early African diasporic sermons, dying words, poetry, captivity and slave narratives to newspapers, essays, novels, drama and film. {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 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 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 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} Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 255 What Makes a Tale Worth Telling: Reading the 19th-Century Story
Same as ENG 255. How did the modern short story emerge—why, where, when? What is its relation to other forms of short fiction such as the fairy tale or German Novella? 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 fantastic and unlikely events—and how, by the end of the century, did the short story come to concentrate instead on the mundane and the ordinary? What, in short, makes a tale worth telling? Readings in Goethe, Hawthorne, Gogol, Turgenev, Maupassant, Chesnutt, Chekhov, Jewett and others. {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 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 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 also considers how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 266 Studies in South African Literature and Film
Topics course.

Modern South African Literature and Cinema
A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele’s The Cry of Winnie Mandela, Alan Paton’s Cry the Beloved Country, André Brink’s A Dry White Season, Mahambo’s The Last Grave at Dimbaza, John Wood’s Biko (Cry Freedom), Anne Mare du Preez Bezidro’s Winnie Mandela: A Life (Winnie) and Athol Fugard’s Tsotsi. We also study film classics such as The Voortrekkers, Zulu/Zulu Dawn and Sarafina as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. {E} {L} Credits: 4

Members of the department
Normally offered each spring

WLT 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 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} Credits: 4

Dawn Fulton
Expected to be offered in the next 3 years

WLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context
Same as RES 273. How did the “final frontier” of space become a “front” in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art, and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin, and others. The survey considers science fiction’s utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll. {A} {H} {L} Credits: 4

Members of the department
Expected to be offered in the next 3 years


**WLT 277 Jewish Fiction**

What is the relationship between the homeless imagination and imagined homecomings, political upheaval and artistic revolution, the particularity of national experience and the universality of the Jew? Focuses on four masters of the 20th-century short story and novel: Franz Kafka's enigmatic narratives of modern alienation; Isaac Babel's bloody tales of Revolution; Isaac Bashevis Singer's Yiddish demons and Nobel prize laureate S. Y. Agnon's neo-religious parables of loss and redemption. All readings in translation; open to any student with a love of great literature. {L} Credits: 4

*Members of the department*

Expected to be offered in the next 3 years

**JUD 260 Yiddish Literature and Culture**

From dybbuks and schlemiels to radicals and revolutionaries, Yiddish literature and culture are more than Fiddler on the Roof. Explores Yiddish stories, novels, poetry, and drama as a site for political activism, ethnic performance, and creative expression in tsarist and revolutionary Russia, interwar Poland, and immigrant America. Why did Yiddish so often find itself at the bloody crossroads of art and politics? How have post-Holocaust engagements with Yiddish memorialized not only a lost civilization but also re-imagined a homeland in language? All texts in translation. No prerequisites. {L} Credits: 4

*Justin Daniel Gammy*

Expected to be offered in the next 3 years

**RES 275 Avant–Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe**

Explores the avant-garde film traditions of Eastern and Central Europe, including works from the Soviet Union, Poland, Hungary, Czechoslovakia, and Yugoslavia. The course focuses on how avant-garde filmmakers engaged with the socialist project in the USSR and Eastern Bloc, and its call for new forms, sites, and life practices. We will investigate how avant-garde cinema represents everyday life amidst the public and private spaces of socialism. In approaching the relationship between cinema and space, we will consider examples of architecture (Constructivist, Functionalist, Brutalist), as well as theoretical writings by and about the avant-garde. Conducted in English, no prerequisites. {A} {H} {S} Credits: 4

*Thomas Lee Roberts*

Expected to be offered in the next 3 years

### Critical Theory and Method

**WLT 300 Literary Theory and Literary Practice: Conflicts and Consensus**

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. 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, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabha, Butler, Said, Ngugi wa Thiong'o, Žižek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well as to students who plan to go to graduate school in literature programs. Enrollment limited to 25. {L} Credits: 4

*George P. Katsaros*

Normally offered each fall

**WLT 330 Capstone Seminar in Translation Studies**

Same as TSX 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The seminar readings focus on renowned practitioners’ reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono’s iconic 1956 African novel, Une vie de bov. We compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in world literatures. Enrollment limit of 12 students. Prerequisite: WLT 150. {L} Credits: 4

*Ambreen Hai*

Expected to be offered in the next 3 years

### Advanced Courses

**ENG 334 Servants in Literature and Film**

Crucial but often invisible, servants in English literature have served as comic relief, go-betweens, storytellers, or sexual targets, yet rarely as central protagonists. What roles do they play in contemporary literature and film that challenges this tradition? What can we learn from (imagined) servants about modernity, class, power relations, gender, sexuality, intimacy across difference, marriage or family? This seminar explores how narratives from various cultures and times call upon the figure of the domestic servant, and how a view from (or of) the margins can change how and what we see. Writers/filmmakers include Shakespeare, Richardson, Collins, Ishiguro, Unrigar, Adiga, Guaran. By permission of the instructor. Enrollment limited to 12. {L} Credits: 4

*Ambreen Hai*

Expected to be offered in the next 3 years
GER 360 Seminar: Advanced Topics in German Studies
Each topic focuses on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German.
Normally offered each spring.

Ingeborg Bachmann and the Renewal of German Literature after World War II
Few writers had a greater impact on the shaping of German-language literature in the decades following World War II than the Austrian writer Ingeborg Bachmann (1928-1973). This seminar will examine a selection of her works (poetry, radio plays, short stories, novels, correspondences) as a barometer of the shifts in Central European culture after the devastation of the war and consider, among other things, her thoughts on the relationship between the writer, her writings and society. F, L
Credits: 4
Members of the department

POR 381 Seminar in Portuguese and Brazilian Studies
Topics course.

Place, Space and Identity in the Portuguese-Speaking World
This course will explore issues of belonging and displacement, gender and geographies, place, community, and identity within the Portuguese-speaking world. Materials will draw from a variety of texts, as well as the visual arts and film. Students with study abroad experience in a Portuguese-speaking country will reflect on their experiences abroad in their assignments. Conducted in Portuguese (with some materials in English). Prerequisite: POR 200 or POR 215, or another 200-level topic taught in Portuguese, or instructor permission.

F
Credits: 4
Members of the department

Expected to be offered in the next 3 years

Special Studies

WLT 400 Special Studies
Readings in the original language (or in certain cases translations) of literary texts read in or closely related to a course taken with a faculty member appointed in world literatures. Admission by permission of the instructor and the program director. Students are encouraged to contact the instructor during the prior semester, and proposals must be submitted in writing to the director by the end of the first week of classes. Credits: 1–4
Members of the department

Normally offered each academic year

WLT 404 Special Studies
Advanced research, translation work or other scholarly project, normally building on work from a previous course with a faculty member appointed in world literatures. Offered both semesters, with the permission of the instructor and of the program director. Qualified juniors and seniors should contact the instructor during the prior semester and must submit written proposals to the director by the end of the first week of classes. Credits: 4
Members of the department

Normally offered each academic year

WLT 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 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 WLT website, at the end of the list of courses. Credits: 8
Members of the department

Normally offered each academic year
Interdepartmental and Extracurricular Course Offerings

**ACC 223 Financial Accounting**
Using both case studies and lectures, this class explores the decisions involved in preparing financial statements for both profit and non-profit entities, how those decisions impact financial statements and how an understanding of the accounting methods employed are necessary to assess the financial status of the entity under review. The class will first learn basic accounting techniques and then use them to construct and analyze financial statements, identify the measurement metrics that are appropriate for the situation and reach conclusions about the financial health (or otherwise) of an organization. No prior knowledge is required. No more than four credits in accounting may be applied toward a Smith degree. Credits: 4
*Members of the department*
*Normally offered each spring*

**EDP 291 Mellon Mays Undergraduate Fellows Research Seminar I**
Seminar on research design and conduct. The development of research projects including question definition, choice of methodology, selection of sources and evidence evaluation. Participants present their research design and preliminary findings, study pedagogy and research methodologies across disciplines, develop professional skills to prepare for graduate study, and participate in weekly peer progress reports. Limited to recipients of Mellon Mays Undergraduate Fellowships in their junior year. Course cannot be repeated for credit. Graded S/U only. Credits: 4
*Dawn Fulton*
*Normally offered each fall*

**EDP 292 Mellon Mays Undergraduate Fellows Research Seminar II**
Advanced seminar on research design. Students refine their research methodologies and develop an academic and co-curricular plan with the goal of securing placement in a graduate program. Emphasis on the development of public speaking skills, peer-to-peer pedagogies across disciplines, peer mentoring. Limited to recipients of Mellon Mays Undergraduate Fellowships in their senior year. Normally, students enroll concurrently in a special studies course (minimum 4 credits) or departmental honors thesis on their research topic. Graded S/U only. (E) Credits: 2
*Dawn Fulton*
*Normally offered each fall*

**IDP 107 Digital Media Literacy**
Students who are “given a voice” by leveraging digital media tools greatly increase their ability to interpret, critically challenge, communicate and retain key concepts within their disciplines. The Digital Media Literacy program is an accelerated two-week J-Term course designed to immerse students in media project planning and management, digital equipment operation, field production and post-production techniques. The goal of the Digital Media Literacy program is to empower students to control the context, content and focus of their digital communications in an ethical and persuasive manner. By permission of the instructor. Enrollment limit of 12 students. Graded S/U only. Credits: 2
*Members of the department*
*Normally offered each interterm*

**IDP 109 Aerial Imagery and Cinematography**
The Aerial Imagery and Cinematography course proposal is a seven-week, one credit course designed to immerse students in drone aeronautics, aerial photography and videography, and photogrammetry and image processing. The course will encourage teamwork, curiosity, critical thinking, perseverance, and creativity and will best suit the motivated student who wants to learn practical techniques for acquiring and analyzing aerial data. Credits: 1
*Jon R. Caris, Kathryn Susan Lee*
*Normally offered each fall*

**IDP 115 AEMES Seminar**
This course focuses on the transition from high school to college-level learning by facilitating processes of exploration, awareness, empowerment, communication and community. These are strengthening qualities — necessary for academic success at Smith. The seminar offers opportunities to continue to develop these strengths. The work of cultivating these strengths within the seminar take place when given opportunities to explore and share thought processes, biases, and “real” and “false” beliefs, especially as they relate to ascribed social identities as well as chosen ones. This is done through extensive writing, discussion, and activities facilitated by the instructor of the course and with the assistance of guest lecturers. Enrollment limited to AEMES only. Graded S/U only. Credits: 2
*Valerie A. Joseph*
*Normally offered each fall*

**IDP 116 Introduction to Design Thinking**
This introduction to design thinking skills emphasizes hands-on, collaborative design driven by user input. Students will critique their own and each others' designs, and review existing technology designs to evaluate how well design principles are guided by the practices of the intended user. The class will focus on using qualitative research observations to inspire new approaches to design. Students will iteratively design a multimedia approach to framing problems, to communicating ideas, and to exploring the ethical, political, and social implications of design in the world. Enrollment limit of 15. (E) Credits: 1
*Members of the department*
*Normally offered each interterm*

**IDP 131 Interpretive Visualization Through Motion Graphics Design**
This course will focus on the intersection between data visualization and the basic principles of motion graphics design. Students will explore various graphicacy techniques to interpret and analyze different sets of data, and will employ
visual design principles to maximize cognitive efficacy. Students will apply
techniques for vector animation and digital compositing to create a conceptual
and/or data-driven video abstract for a topic in an academic discipline of their
choice. Appropriate and current industry standard computer applications will be
introduced and applied. Enrollment limit of 12. (E) Credits: 1
Members of the department
Normally offered each spring

IDP 136 Applied Learning Strategies
This six-week course teaches students to extend and refine their academic
capacities to become autonomous learners. Course content includes research
on motivation, learning styles, memory and retrieval, as well as application of
goal setting, time management and study skills. Students who take this
course are better prepared to handle coursework, commit to a major, and take
responsibility for their own learning. Priority is given to students referred by
their dean or adviser. Enrollment limited to 15. Grading S/U. (E) Credits: 1
Kelly S. Vogel
Normally offered both fall and spring semesters

IDP 145 Process, Prose and Pedagogy
This class will help students become effective peer writing tutors. They will
explore the theoretical and practical relationships among writing, learning
and thinking by reading in the fields of composition studies, rhetoric, literacy
studies, cognitive psychology and education. After completing the course, they
will have gained the skills necessary to helping others with writing; they will
learn to draw on pedagogical techniques; become aware of the diverse ways in
which other students write, learn and think; and have a broader understanding
of the conventions and expectations for writing in a range of disciplines. (E) Credits: 1
Members of the department

Normally offered each fall

IDP 150 Introduction to AutoCAD
This course provides students with an introduction to AutoCAD. Through a
combination of short lecture components and hands-on drafting activities,
the course covers tools and techniques for effective two-dimensional drafting.
No previous computer drafting experience is required. Open to all students.
Enrollment limited to 20. Graded S/U only. Credits: 1
Members of the department
Normally offered each interterm

IDP 151 Introduction to SolidWorks
This course provides students with an introduction to SolidWorks 3D CAD
software. Through a combination of short lecture components and hands-on
design activities, the course covers 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 24. Graded
S/U only. Credits: 1
Members of the department
Normally offered each interterm

IDP 155 Entrepreneurship I: Introduction to Innovation
Students learn about and gain immediate experience with entrepreneurial
innovation by generating ideas, projects and business or organization “start-
ups” using the Lean Launch methodology. This is a fast paced course using the
Business Model Canvas tool to develop clear value propositions for each defined
customer segment. Students are expected to work in teams to complete weekly
assignments and a final presentation. This course meets for the first half of the
semester. Graded S/U. Credits: 1
Members of the department
Normally offered each fall

IDP 156 Entrepreneurship II: Entrepreneurship in Practice
Utilizing a case-study approach, students learn details about business and
organization finance economics. Using the Business Model Canvas, students
further explore the process of planning, testing and developing ideas, projects,
businesses and organizations. Cases include those developed by teams in
“Introduction to Innovation” as well as cases provided by the instructor.
Enrollment in IDP 155 is encouraged but not required. Students are expected
to work in teams to complete weekly assignments and a final presentation. This
course meets for the second half of the semester. Graded S/U. Credits: 1
Members of the department
Normally offered each fall

IDP 158 Economics of Innovation
This experiential course engages students in a critical exploration of innovation
and financial viability. Through case studies, interactive discussions and
workshops, and guest lectures, students learn and test economic models for
innovative ideas. Students are expected to complete weekly assignments and a
final project. A course application https://www.smith.edu/wfi/ is due Friday
December 2 at 4:00pm. Enrollment limit: 12. Graded S/U. (E) Credits: 1
Members of the department

Normally offered each spring

IDP 165 ‘Bladerunner’ or ‘Her’: Artificial Intelligence, Automation, Ethics
and Us
“This is the most important conversation of our time,” says Stephen Hawking
when talking about artificial intelligence (A.I.). This course welcomes you to
join this conversation. In this course we will search, query, probe, examine,
discuss, debate (agree and disagree)—and through the process, peer into
the future of technology and human life, ethical dilemmas associated with
technological progress, and strategies for responsible stewardship of beneficial
AI. Enrollment limit of 16. (E) [N] [S] Credits: 1
Members of the department

Normally offered each interterm

IDP 168 Intuitive Knowing
Albert Einstein referred to intuition as a “sacred gift” and rationality as a
“faithful servant.” In comparing the two he observed, “we have created a
society that honors the servant and has forgotten the gift.” In this course we
will examine five aspects of human experience thought to either involve, or be
enhanced by, the gift of intuition: creativity, dreams, self-knowledge, empathic
accuracy (i.e., the ability to pick up the feelings of another), and decision
making. We will use both scientific and experiential approaches to investigate
these abilities. Enrollment limit of 12. (E) Credits: 1
Members of the department

Normally offered each interterm

IDP 170 Frontiers in Biomathematics
This course is a gateway for the Five College Bio-mathematical Sciences
Program and Certificate. It also provides an introduction to collaborative
research across the Five College Biomath Consortium (5CBC). The first four
weeks of the course are devoted to practice with a software package (Matlab,
Rstudio, etc). Afterward, two 4-week modules are presented by pairs of faculty
including one from mathematical and statistical sciences, and one from the
life sciences. Each pair provides the background and data that motivates the
research, then introduces a question for students to investigate. Students work
in groups to use the tools presented to explore the question. In the final week of
each module, students present their findings and hear presentations about 5CBC
research projects. Graded S/U only. (E) Credits: 4
Members of the department

Normally offered each academic year
IDP 203 Women and Work in Saudi Arabia
This course addresses key issues affecting women in the workplace in Saudi Arabia. We will begin the course with a look at the state of women’s education in the country, followed by an overview of the concept of gender equality in Islam. We will also examine public policy initiatives such as the proposed cancellation of the ‘wakeel’ requirement and other efforts to promote equal opportunity in the workplace and business environment. Special attention will be given to the gender context and local national traditions that shape the role of women in Saudi society. Finally, the challenges facing female entrepreneurs in Saudi Arabia will be discussed. Credits: 2
Members of the department
Normally offered each interterm

IDP 208 Women’s Medical Issues
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media’s representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. (N) Credits: 4
Members of the department
Normally offered each spring

IDP 210 The Pedagogy of Student-Faculty Partnership
Student-faculty partnerships position students with their faculty and staff partners in the “collaborative, reciprocal process through which all participants have the opportunity to contribute . . . to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis” (Cook-Sather et al.). We explore theories of teaching and learning as well as theories and practices of pedagogical partnership, and, in both writing and conversation, we reflect on your experiences of engaging in student-faculty partnerships. The course is open to students involved in pedagogical partnerships of any kind, but priority goes to students involved in Mellon-supported partnerships. S/U only. Credits: 2
Alan N. Rudnitsky
Normally offered both fall and spring semesters

IDP 239 UX: Designing for Disruption
This course introduces User Experience (UX) research and design through theoretical foundations, methods, tools and case studies. We will explore case studies in order to understand the lure and pitfalls of designing for “disruption.” Students will understand how UX can influence how innovations are perceived in different social contexts; students will critically examine if design can lead to intended social change. We will learn tools for communicating and assessing the viability, desirability, and usability of designs. We will practice human-centered design methods for developing ideas into products and services that disrupt or reinforce norms, behaviors, and markets locally and globally. (E) Credits: 4
Members of the department
Expected to be offered in the next 3 years

IDP 250 Applied Design and Prototyping: Design It! Make It!
This course provides students with an introduction to applied design and prototyping. Students learn to transform an idea into a set of sketches, a computer model and a working prototype. The course covers design strategies, design communication, documentation, materials, rapid prototyping and manufacturing. Prerequisites: IDP 150j Introduction to AutoCAD or IDP 151j Introduction to SolidWorks (either in January 2015 or previously) or equivalent experience elsewhere. Enrollment limited to 12. Graded S/U only. Credits: 1
Members of the department
Normally offered each interterm

IDP 291 Reflecting on the International Experience: Depicting Journey with Digital Storytelling
Same as SPN 291. A course designed for students who have spent a semester, summer, Interterm or year abroad as well as for international students. After introducing the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories, students write and create their own stories based on their time abroad. Participants script, storyboard, and produce a 3–4 minute film about the challenges and triumphs of their experience, to then share it with others. Prerequisite: Significant experience abroad (study abroad, praxis, internship, Global Engagement Seminar, international students at Smith, or other). For 1 additional credit in their major or in the translation concentration, students may enroll in a Special Studies course to translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15 students.
(A) [L] Credits: 3
Members of the department
Normally offered each spring

IDP 316 [Critical] Design Thinking Studio
This interdisciplinary project-based course emphasizes human-centered design process as well as critical social theory on the relationships between humans and designed things. Through hands-on, individual and collaborative making, students learn design-thinking skills such as user-experience research, rapid idea generation techniques, prototyping and iterative implementation. This learning happens alongside rich class discussions of both seminal and contemporary scholarly work on design’s role in shaping the lived experience. Perspectives include archaeology, critical psychology, civil engineering, postcolonial studies, cognitive science, sociology, and art history. (E) Credits: 4
Members of the department
Expected to be offered in the next 3 years

IDP 320 Seminar on Global Learning: Women’s Health in India, Including Tibetans Living in Exile
This seminar examines women’s health and cultural issues within India, with a focus on Tibetan refugees, and then applies the knowledge experientially. During interterm, the students travel to India, visit NGOs involved with Indian women’s health, and deliver workshops on reproductive health topics to students living at the Central University of Tibetan Studies in Sarnath. The seminar is by permission of the instructor; attendance at a seminar info session is required to be eligible to apply. Enrollment limited to 5 students. (E) Credits: 4
Members of the department
Normally offered each fall

IDP 325 Art/Math Studio
This course is a combination of two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects are pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, are a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) (A) (M) Credits: 4
Members of the department
Normally offered each spring
IDP 400 Special Studies
Special requirements apply.
Credits: 1–4
Members of the department
Normally offered each academic year

IDP 555 Seminar: American Society and Culture
“Freedom” has long been a defining ideal of U.S. life, passionately desired and intensely contested. This course investigates freedom in its cultural and social aspects. How did the ideals of freedom become so intimately associated with “America,” and specifically with the United States of America? How have various dispossessed peoples—slaves, immigrants, women, racial and ethnic minorities, colonized populations—looked to the ideals and practices of U.S. freedom to sustain their hopes and inform their actions? How have progressive and conservative reform movements fashioned myths of freedom to support their aspirations? How have ideals of freedom shaped the various roles the United States plays in the world? How should we assess the institutional framework that underlies the implementation of freedom as a “way of life” in the United States—that is, democratic politics, representative governance, and market capitalism? This course is limited to students in the Interdisciplinary Studies Diploma Program. Credits: 4
Walter Lane Hall-Witt
Normally offered each fall

IDP 570 Diploma Thesis
Credits: 4
Members of the department
Normally offered each academic year

QSK 101 Math Skills Studio
Same as MTH 101. This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical 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 carry a Latin Honors designation. (Q)S Credits: 4
Catherine McCune
Normally offered each fall

QSK 102 Quantitative Skills in Practice
A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. (M) Credits: 4
Members of the department
Normally offered each spring

QSK 103 Precalculus and Calculus Bootcamp
Same as MTH 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final assessment to use in developing their own future math skills study plan. Enrollment limited to 20 students. This course is graded S/U only. Permission of the instructor required. This course does not count towards the major. Credits: 2
Members of the department
Normally offered each interterm

SPE 100 The Art of Effective Speaking
This one-credit course gives students systematic practice in the range of public speaking challenges they face in their academic and professional careers. During each class meeting, the instructor presents material on an aspect of speech craft and delivery; each student then gives a presentation reflecting her mastery of that week’s material. The instructor films each student’s presentations and reviews them in individual conferences. During one class meeting, the students also review and analyze films of notable speeches. Classes are held for the first six weeks of the semester. Conferences are 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.” Enrollment limited to 10 with priority given to seniors. Credits: 1
Members of the department
Normally offered each spring
Five College Academic Departments, Majors and Certificate Programs

African Studies Certificate Program

**Smith College Advisers**
- Jeffrey Ahlman, History
- Joanne Corbin, School for Social Work
- Dawn Fulton, French Studies
- Simon Halliday, Economics
- Colin Hong, Anthropology
- Caroline Melly, Anthropology
- Albert Mosley, Philosophy
- Katwiwa Mule, World Literatures
- Lucy Mule, Education and Child Study
- Marilyn Sylla, Five College Dance Department
- Gregory White, Government
- Louis Wilson, Africana Studies

Please see [www.fivecolleges.edu/african](http://www.fivecolleges.edu/african) for requirements, courses and other information about the Five College African Studies Certificate Program.

Asian/Pacific/American Studies Certificate Program

**Smith College Advisers**
- Payal Banerjee, Sociology
- Floyd Cheung, English Language & Literature and American Studies
- Ambreen Hai, English Language & Literature
- Kimberly Kono, East Asian Languages and Literature
- Ruth Ozeki, English Language & Literature
- Bill E. Peterson, Psychology
- Dennis Yasutomo, Government

Please see [www.fivecolleges.edu/apastudies](http://www.fivecolleges.edu/apastudies) for requirements, courses and other information about the Five College Asian/Pacific/American Studies Certificate Program.

Biomathematical Sciences Certificate Program

**Smith College Adviser**
- Christophe Golé, Mathematics

This certificate program is designed to provide students with coursework and research experiences that bridge the life sciences and analytical and quantitative tools. Please visit the Five College Biomathematical Sciences Certificate Program website [https://www.fivecolleges.edu/biomathematics](https://www.fivecolleges.edu/biomathematics) for more information about the program.

Buddhist Studies Certificate Program

**Smith College Advisers**
- Jay Garfield, Philosophy
- Jamie Hubbard, Religion
- Andrew Rotman, Religion

Please see [www.fivecolleges.edu/buddhism](http://www.fivecolleges.edu/buddhism) for requirements, courses and other information about the Five College Buddhist Studies Certificate Program.

Coastal and Marine Sciences Certificate Program

**Program Coordinator**
- Cindy Bright, Five Colleges Inc.

**Smith College Advisers**
- Paulette Peckol, Biological Sciences
- Bosiljka Glumac, Geosciences

Please see [www.fivecolleges.edu/marine](http://www.fivecolleges.edu/marine) for requirements, courses and other information about the Five College Coastal and Marine Sciences Certificate Program.

Cognitive Neuroscience Certificate Program

**Smith College Advisers**
- Mary Harrington, Psychology
- Maryjane Wraga, Psychology

Please see [www.fivecolleges.edu/cogneuro](http://www.fivecolleges.edu/cogneuro) for requirements, courses and other information about the Five College Certificate in Cognitive Neuroscience.

Culture, Health and Science Certificate Program

**Smith College Advisers**
- Suzanne Z. Gottschang, Anthropology
- Elliot Fratkin, Anthropology
- Don Joralemon, Anthropology
- Sabina Knight, World Literatures
- Benita Jackson, Psychology

Please see [www.fivecolleges.edu/chs](http://www.fivecolleges.edu/chs) for requirements, courses and other information about the Five College Certificate in Culture, Health and Science.
Ethnomusicology Certificate Program

Smith College Advisers
Margaret Sarkissian, Music
Steve Waksman, Music and American Studies

Please see www.fivecolleges.edu/ethnomusicology for requirements, courses and other information about the Five College Ethnomusicology Program.

Film Studies Major

Smith College Advisers
Anna Botta, Italian Studies and World Literatures
Dawn Fulton, French Studies
Alexandra Linden Miller Keller, Film Studies
Barbara A. Kellum, Art
Daniel Elihu Kramer, Theatre
Richard H. Millington, English Language and Literature
Fraser Stables, Art
Frazer D. Ward, Art
Joel P. Westerdale, German Studies

Please see www.fivecolleges.edu/film for requirements, courses and other information about the Five College Film Studies major.

International Relations Certificate Program

Smith College Advisers
Mlada Bukovansky, Government
Gregory White, Government

Please see www.fivecolleges.edu/international for requirements, courses and other information about the Five College International Relations Program.

Languages

Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field. The center offers courses in Less-Commonly Taught Languages (LCTLs) to undergraduate and graduate students at Amherst, Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts Amherst. The center offers multiple programs with varying pacing options for students who are interested in independent language study.

Courses offered through the Mentored Language Program cover all four primary language skills: speaking, listening, reading and writing. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. Independent Plus courses combine independent study with small group conversation sessions and one-on-one peer-tutoring. These courses emphasize speaking, listening and basic literacy in the language; reading and writing practice reinforces developing oral skills. Students are required to complete a standard syllabus during the semester and demonstrate competencies through regular attendance and participation in conversation and peer-tutoring sessions, a homework portfolio (with both video and written submissions), and a final oral evaluation with an external evaluator conducted at the end of the course. The Supervised Independent Language Program (FCSILP) offers independent study courses in many less-commonly studied languages. The courses emphasize speaking and listening skills. Students study independently following a program syllabus, meet once a week with a native speaker of the language for conversation practice and complete an oral evaluation with an outside evaluator at the end of the course.

Current and recent offerings include Afrikaans, Amharic, Bangla/Bengali, Bulgarian, Czech, Dari, Filipino, Georgian, Modern Greek, Haitian Creole, Hungarian, Malay, Mongolian, Nepali, Norwegian, Pashto, Romanian, Shona, Thai, Twi (Ghana), Ukrainian, Vietnamese, Wolof (Senegal), Xhosa (South Africa), Zulu (South Africa).

Interested students should visit www.fivecolleges.edu/fclang for complete course plan details, syllabi and application instructions. To make an appointment at the center, email fclang@fivecolleges.edu or call 413-542-5264.

Latin American Studies Certificate Program

Smith College Advisers
Fernando Armstrong-Fumero, Anthropology
Ginetta E.B. Candelario, Sociology and Latin American and Latina/o Studies
Velma Garcia, Government
Maria Estela Harretche, Spanish and Portuguese
Marguerite Itamar Harrison, Spanish and Portuguese
Michelle Joffroy, Spanish and Portuguese
Elizabeth Klarich, Anthropology
Dana Leibsohn, Art
Malcolm McNee, Spanish and Portuguese
Maria Helena Rueda, Spanish and Portuguese
Lester Tone, Dance

Please see www.fivecolleges.edu/latinamericanstudies for requirements, courses and other information about the Five College Certificate in Latin American, Caribbean and Latino Studies.

Logic Certificate Program

Smith College Advisers
Jay Garfield, Philosophy

Please see www.fivecolleges.edu/logic for requirements, courses and other information about the Five College Logic Certificate Program.
Middle East Studies Certificate Program

**Smith College Advisers**

Joshua Birk, *History and Middle East Studies*
Ibtissam Bouachrine, *Spanish and Portuguese and Middle East Studies*
Justin Cammy, *Jewish Studies and Middle East Studies*
Suleiman Mourad, *Religion and Middle East Studies*
Gregory White, *Government*

Please see [www.fivecolleges.edu/middleeast/certificate/](http://www.fivecolleges.edu/middleeast/certificate/) for requirements, courses and other information about the Five College Certificate Program in Middle Eastern Studies.

Native American and Indigenous Studies Certificate Program

**Smith College Advisers**

Christen Mucher, *American Studies*

Please see [www.fivecolleges.edu/natam](http://www.fivecolleges.edu/natam) for requirements, courses and other information about the Five College Certificate in Native American and Indigenous Studies.

Queer and Sexuality Studies

**Smith College Advisers**

Elisabeth Armstrong, *Study of Women and Gender*
Carrie Baker, *Study of Women and Gender*
Darcy Buerkle, *History*
Gary Lehring, *Government*
Cornelia Pearsall, *English Language and Literature*

Please see [www.fivecolleges.edu/queerstudies](http://www.fivecolleges.edu/queerstudies) for requirements, courses and other information about the Five College Certificate in Queer and Sexuality Studies.

Reproductive Health, Rights and Justice Certificate Program

**Smith College Advisers**

Carrie Baker, *Study of Women and Gender*
Leslie King, *Sociology*

Please visit [https://www.fivecolleges.edu/reproductive-health-rights-justice/](https://www.fivecolleges.edu/reproductive-health-rights-justice/) people for requirements, courses and other information about the Five College Reproductive Health, Rights and Justice Program.

Russian, East European and Eurasian Studies Certificate Program

**Smith College Advisers**

Sergey Glebov, *History*
Vera Shevzov, *Religion*
Maria Nemcová Banerjee, *Russian Language and Literature*
Susanna Nazarova, *Russian*

Please see [www.fivecolleges.edu/reees](http://www.fivecolleges.edu/reees) for requirements, courses and other information about the Russian, East European and Eurasian Studies Certificate Program.
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### SMITH COLLEGE CATALOG

#### September 2019

Printed annually in September. Office of College Relations, Garrison Hall, Smith College, Northampton, Massachusetts 01063. Send address changes to Smith College, Northampton, Massachusetts 01063. All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

The course listings are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalog.

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

Normally, each course is scheduled to fit into one set of lettered blocks in this time grid. Most meet two or three times a week on alternate days.

Although you must know how to read the course schedule, do not let it shape your program initially. In September, you should first choose a range of courses, and then see how they can fit together. Student and faculty advisors will help you.

#### 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, gender identity and expression, genetic information, age, disability, or service in the military or other uniformed services.

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

Although 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 and services in the fall of each year, it is not the purpose of this report to provide a complete picture of campus security and personal safety issues.

For more information, please contact the admissions office, 413-585-2141, or visit www.smith.edu/diversity.

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### 2019–20 Class Schedule

#### Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-9:30</td>
<td>Intro to Biology</td>
</tr>
<tr>
<td>9:40-11:00</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>11:10-12:30</td>
<td>Computer Science</td>
</tr>
</tbody>
</table>

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### Notes

- Consecutive 75-minute blocks (excluding block O) may be combined to form one set of lettered blocks in this time grid. Most meet two or three times a week on alternate days.
- Although you must know how to read the course schedule, do not let it shape your program initially. In September, you should first choose a range of courses, and then see how they can fit together. Student and faculty advisors will help you.
- Courses with multiple sections may be combined to form one set of lettered blocks in this time grid. Most meet two or three times a week on alternate days.
- Although 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 and services in the fall of each year, it is not the purpose of this report to provide a complete picture of campus security and personal safety issues.
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### Smith College
Northampton, Massachusetts 01063
413-584-2700